

NEW Close-up

B1+

New Close-up Student Resources

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ON THE COVER

The cover image shows the Guggenheim Museum in Bilbao, Spain. It was designed by Frank Gehry, a famous architect, and is one of the most famous modern buildings in the world. The museum is so beautiful that millions of visitors have come to Bilbao to see it!

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NEW **Close-up** **B1+**

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Contents

	Reading	Vocabulary	Grammar	Listening
1 Your world p5	identifying key information; multiple choice with one text	feelings and people	present simple and present continuous	understanding the task; complete the sentences
	Live well, study well: valuing friendships; accepting differences			
2 Mysterious world p17	identifying paragraph topics; matching sentences to gaps	mysteries; looking at words around a gap; multiple-choice cloze	past simple and past continuous	making notes; multiple choice: seven questions
	Video: Why we cry			
3 Fit as a fiddle p29	identifying key information; matching prompts to text	health and fitness	present perfect simple and present perfect continuous; for, since, lately, already, yet and still	thinking about the missing words; complete the sentences
	Live well, study well: forming positive habits; challenging limiting beliefs			
4 Technological wonders p41	identifying what a word refers to; multiple choice with one text	technology	will and be going to; time expressions	predicting topic vocabulary; multiple choice: one per text
	Video: The rise of the internet			
5 Going places p53	preparing for matching tasks; matching prompts to text	ambition and success	modals and semi-modals	identifying key words and taking notes; matching prompts to spoken text
	Live well, study well: managing your money; considering your relationship with money			
6 Living history p65	identifying what isn't in a text; multiple choice with one text	history; checking spelling; word formation	past perfect simple and past perfect continuous	listening for numbers; multiple choice: seven questions
	Video: Lost treasures			
7 Wild world p77	looking for clues; matching sentences to gaps	natural disasters	-ing form; infinitives	filling in the gaps; complete the sentences
	Live well, study well: dealing with emergencies; keeping calm			
8 Media matters p89	focusing on individual paragraphs; matching prompts to text	the media	the passive	listening for pleasure; multiple choice: one per text
	Video: Crisis mapping			
9 Making a living p101	choosing the missing sentence; matching sentences to gaps	work	reported speech: statements; changes in time and place; reported questions	listening carefully; matching prompts to spoken text
	Live well, study well: choosing online sources wisely; dealing with online information			
10 See the world p113	choosing the best option carefully; multiple choice with one text	holiday and travel	conditionals: zero, first and second	identifying emotions; multiple choice: one per text
	Video: The best job ever			
11 Crime time p125	finding similar words in the questions and answers; matching sentences to gaps	crime	relative clauses: defining and non-defining	dealing with unknown words; multiple choice: seven questions
	Live well, study well: cultural communication differences; being culturally sensitive			
12 You are what you wear p137	skimming and scanning to find key information; matching prompts to text	fashion and shopping	causative	thinking of similar words and phrases; multiple choice: seven questions
	Video: Cambodian textile art			

Speaking

talking about yourself; **interview**

Grammar

articles

Use your English

idioms and expressions; prepositions;
checking the meaning; **sentence transformation**

Writing

using idioms and phrasal verbs;
writing in an informal style;
writing an informal email

solving problems; **collaborative task**

used to, would, be used to, get used to

phrasal verbs; word building; changing words; **word formation**

using adjectives and adverbs;
planning a story; **writing a story**

describing similarities and differences; **photo description**

countable and uncountable nouns; quantifiers

prepositions; idioms; checking your sentences make sense; **sentence transformation**

giving advice; giving effective advice; **writing an article**

coping when you forget a word; **photo description**

future continuous; future perfect

word building; phrasal verbs; looking for clues; **multiple-choice cloze**

clauses of reason and contrast; choosing the best question; **writing a formal letter or email**

discussing all the options; **collaborative task**

perfect modals

collocations; expressions; learning collocations and expressions; **open cloze**

presenting arguments in formal essays; structuring your essay; **writing an essay**

expressing your opinion; **collaborative task**

question tags; pronouns

phrasal verbs; word building; choosing the correct word; **multiple-choice cloze**

using qualifiers; brainstorming ideas; **writing an informal email**

answering a follow-up question; **photo description**

comparison of adjectives and adverbs; too, enough, so and such

collocations and expressions; checking agreement; **open cloze**

sequencing events; using descriptive vocabulary; **writing a story**

deciding on the best option; **collaborative task**

the passive: -ing form, infinitives and modal verbs

phrasal verbs; changing the word; **word formation**

editing your work; describing what you're reviewing; **writing a review**

giving full answers; **photo description**

reported speech: commands and requests; reporting verbs

collocations and expressions; prepositions

presenting information clearly; using the appropriate tone; **writing a report**

showing interest; **collaborative task**

third conditional; mixed conditionals

word formation; phrasal verbs

using descriptive adjectives; using interesting language; **writing an article**

politely giving an alternative opinion; **discussion**

reduced relative clauses

collocations and expressions; using your knowledge; **open cloze**

structuring an essay; writing conclusions; **writing a for and against essay**

focusing on the timing; **photo description**

Inversion: never, under no circumstances and not only ... but also

phrasal verbs; thinking about context; **word formation**

Supporting your arguments; planning your review; **writing a review**



A family on the Nilgiri Mountain Railway, India

Work in pairs. Look at the photo and discuss the questions.

- 1 What are the people doing?
- 2 How often do you travel like this?
- 3 What's the longest journey you've ever made?

1 Reading

identifying key information; multiple choice with one text

1 Work in pairs. How important is colour to you? Discuss these questions.

- Do you like to wear colourful clothes or do you prefer dark colours?
- What colour is your bedroom at home? How does the colour make you feel?
- Do you think colours can change the way you feel? Give examples.



2 Which colour(s) do these words make you think about? Why?

celebrations danger happiness
holidays power sadness

3 Read the article on page 7 quickly. Does it mention any of your ideas from Exercise 2?

4 Find these words in the article and complete the definitions.

energetic (line 14) nervous (line 33)
calm (line 22) aggressive (line 33)
depressed (line 28)

Someone who is ...

- _____ feels anxious about or afraid of something.
- _____ is very active and doesn't feel tired.
- _____ feels sad and upset.
- _____ isn't worried or angry.
- _____ is ready or likely to fight or argue.

5 Read the Exam Tip. Then read the Exam Task. Underline the key words in the main part of each question and match each question with a section of the article.

6 Now complete the Exam Task.

your ideas

- Do you agree that colour can have a powerful effect on people? Why? / Why not?
- Do any colours have a special meaning in your culture?

Exam TIP

Identifying key information

- With multiple-choice questions, read the main part of the question first and underline the key words.
- Then find the section of the text which corresponds to the main part of each question.
- Read the answer options carefully and check them against the sections of the text you marked to find the correct answer.

Exam TASK

Multiple choice with one text

For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- In the second paragraph, what does the writer suggest about colour?
A that we only remember colourful places
B that colour means different things to different people
C that colour is the only thing we remember about a place
D that our mood improves in colourful places
- What does the text say about the colour yellow?
A Yellow foods are usually healthy.
B Yellow can be easily seen.
C Football players shouldn't wear yellow.
D Anything that is yellow is a warning.
- The writer tells us that the colour blue
A can make us eat more food.
B can alert us to danger.
C is often worn by strangers.
D is used by many businesses.
- If your friend was 'feeling blue', you might
A suggest that he changed his clothes.
B congratulate him.
C try to make him happier.
D offer him some food.
- One study showed that the colour red
A makes people angry.
B shouldn't be worn in the sea.
C can affect other people's opinion.
D is only used at Chinese New Year.
- What do you think this text is mainly about?
A the colours we should wear on different occasions
B the effect that different colours can have on us
C how temperature can affect the way we react to colours
D which colours to choose if we want to be happy

A wonderful world of colour

1.1 ▶

As far as the eye can see, purple **lavender** fills the fields in parts of southern France. On the Greek island of Santorini, the pure white walls of the buildings **contrast** with the bright blue paint on the roofs, window frames and doors. In Iceland, Canada and Norway, you may be lucky enough to see the skies filled with the amazing colour and light display of the *aurora borealis*, or Northern Lights.

Colour can have a big impact on us as we move around our world. Colour can remind us of the places we've been, and it can change our mood while we are there. Yet we do not all experience colour in the same way. Does our cultural background make a difference to how a colour makes us feel? Let's have a look at the three primary colours.

Yellow is a colour that often reminds us of hot climates, sunshine and warm summer days. It can be an eye-catching colour and people often describe feeling happy, energetic and enthusiastic when they see it. In nature, yellow is the colour of flowers such as sunflowers and fruit such as lemons, both of which can make us think of beauty and health. Yellow is also a colour that is hard to miss and it is sometimes used to **caution** people. In football matches, players are shown a yellow card when they don't behave properly. In some countries, school buses are painted yellow to warn other drivers that there are children on board.

Blue is the colour of clear skies, peaceful weather and clean, healthy water. It can make you feel calm and relaxed and, in some cultures, it is thought to give protection against harm. It can also **represent** confidence and seriousness. In fact, businesses often use blue in their advertising to suggest this idea. And interestingly, we are more likely to trust a stranger who is wearing blue. However, some cultures link blue with sadness and cold temperatures. In fact, in English we can say we are 'feeling blue' if we are depressed. Studies have shown that blue can also reduce hunger, perhaps because blue food is rarely seen in nature and this colouring can mean that food has gone bad. Some weight loss plans even advise eating your food from a blue plate, to trick your brain into wanting less food.

Red has a strong connection to danger and power. It can make us feel excited, nervous or even aggressive. A red flag on a beach immediately warns us of the possibility of danger in the sea. Red road signs and traffic lights tell us to stop and be aware. In one study, people were asked to say how aggressive someone appeared. The result showed that men wearing red were thought to be more dangerous than the same man wearing blue or grey. However, in Chinese culture, this same colour represents luck, wealth and happiness. Indeed, it is famously the colour of Chinese New Year, which is a celebration of hope for the year ahead.



word
focus

lavender (n): a plant with small purple flowers that smell nice
contrast (v): when two things are different from each other, often in an obvious way
caution (v): to tell someone about a danger or problem that they need to avoid
represent (v): to be a sign or signal of something

1 Vocabulary feelings and people

- 1** Look at these words. Underline the adjectives and circle the nouns.

care caring confidence confident
embarrassed embarrassment enthusiasm
enthusiastic imagination imaginative
loneliness lonely pride proud
sense sensible stress stressed

- 2** Complete the definitions with adjectives from Exercise 1.

- _____ : believing that you can do something well
- _____ : able to think of clever and original ideas
- _____ : kind and ready to look after other people
- _____ : unhappy because you are alone or haven't got friends
- _____ : worried about things you have to do, not relaxed
- _____ : feeling you have done something silly or made a mistake
- _____ : feeling pleased with something you have done
- _____ : very interested and excited about something
- _____ : calm and able to make good decisions

- 3** Complete the sentences with adjectives from Exercise 1.

- Nina was very _____ about the film she has just seen.
- Irene felt _____ when her brother was rude to the waiter.
- Walter wrote a really _____ story about a young boy living on Mars.
- Do you feel _____ that you'll pass the exam?
- My brother is a very _____ person – he works as a nurse.
- Do you sometimes feel _____ when you've got too much to do?
- I felt really _____ when we won the science competition.
- Mrs King lives by herself and often feels quite _____.
- Samesh is always so _____. He won't do anything silly.

- 4** **1.2** Listen to the speakers. How do they feel? Write an adjective from Exercise 1.

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

- 5** **1.3** Listen to the speakers again. This time, you will hear a second person respond. Match these words with the new speakers (1–4). There are two words you don't need.

caring depressed easy-going miserable
sensible shy

- 6** Choose the correct option to complete the sentences.

- I get on well with my sister – we've always been very *close* / *near*.
- 'Do you have any *friends* / *siblings*?' 'Yes, I've got three brothers and two sisters.'
- Let's not argue. Your *friendship* / *relation* is important to me.
- Did you know Ana and Rose are *related* / *family*? I think they are distant cousins.
- Lucas is my *stepbrother* / *brother-in-law*. He's married to my sister.

- 7** Complete the text about Nadia's family with these words.

close easy-going friendship generous
married mother-in-law related siblings



I get on really well with my husband's family. His mum – my ¹ _____ – is very patient and kind. She's ² _____ with her time and is always helping us out. My husband has two ³ _____ – Jeanie and Freddie. Jeanie and I are very ⁴ _____. We knew each other long before I ⁵ _____ her brother! In fact, we've had a good ⁶ _____ since primary school, but neither of us thought we'd end up ⁷ _____ to each other! My husband says we're very similar. We're both very ⁸ _____ and hardly ever get angry or stressed. We spend most of our time laughing with each other!

your ideas

Choose four words that best describe you. Compare your words with a partner and explain your choices.



REMEMBER

Remember that we don't usually use stative verbs in the continuous form. The most common stative verbs are of emotion, senses, states of mind and possession, e.g. *believe, need, taste*.

Some verbs can be both stative and action verbs depending on the meaning, e.g. *be*.

Luke is very sensible. (This is his usual behaviour.)

Danny is being very silly. (He's being silly at the moment.)

► Grammar reference 1.1, p161

3 Choose the correct option to complete the sentences.

- I often *wear / am wearing* a lot of blue because it makes me feel confident.
- I *celebrate / am celebrating* the end of my exams with my friends on Saturday.
- The last train *leaves / is leaving* at midnight.
- My brother *forever borrows / is forever borrowing* my sunglasses without asking me.
- I *think / am thinking* this is my favourite painting in the exhibition.
- This sunset *reminds / is reminding* me of my holiday last summer.
- She *helps / is helping* her grandfather right now.
- Public transport *gets / is getting* more expensive.

4 Complete the story with the present simple or present continuous form of the verbs.

Some people have all the luck!

I ¹ _____ (sit) in a café with my best friend and we ² _____ (talk) about summer jobs. We both ³ _____ (want) to earn some money, but we ⁴ _____ (not be) sure how to do it! So, we ⁵ _____ (think) about what we ⁶ _____ (like) and what we're good at. My best friend is very fit and energetic. She's outgoing and she ⁷ _____ (love) talking to people. I ⁸ _____ (suggest) she gets a job in a restaurant or café. Suddenly, the waitress ⁹ _____ (come) over to our table. 'Excuse me,' she says to my best friend. 'I heard you ¹⁰ _____ (look) for a job. There's one here if you're interested.' Not only is my best friend fit, energetic and outgoing, she's lucky too!

your ideas

What type of summer job would you be good at? Why?

1 Read the sentences and underline the present continuous verbs.

- The young men in the photo **are throwing** paint powder.
- Are you reading** anything good at the moment?
- The two boys **follow** the clues. The clues **lead** them to a castle.
- Lucas **is painting** his bedroom bright blue next weekend.
- My friend **spends** every summer with his grandparents.
- Our plane **leaves** at 3 p.m. tomorrow.
- The water levels **are rising** every year.
- You're always **telling** me what to do. Please stop it!
- Buenos Aires is the capital of Argentina.

2 Match the uses of the present simple and present continuous (a-i) with the sentences (1-9) in Exercise 1.

We use the **present simple** for ...

- general truths and scientific facts.
- habits, repeated actions and permanent situations.
- future actions based on timetabled and scheduled events.
- narratives (e.g. a story, a joke, a plot and sports commentaries).

We use the **present continuous** for ...

- actions happening now and temporary situations.
- what is happening in a picture.
- fixed arrangements in the future – you mention the time and/or the place.
- annoying habits (with *always, continually, forever, etc.*).
- changing and developing situations in the present.

1 Listening

understanding the task; complete the sentences



1 Work in pairs. Answer the questions.

- Are you a member of any clubs? Which ones?
- What do you do there?
- What do you like best about the club?

2 **1.4** Read the Exam Tip. Then listen to five people talking about clubs. Complete the sentences using a word or short phrase you hear. Write between one and three words.

- Anna took an amazing photo at _____ near her school last week.
- Paul enjoys doing jigsaw puzzles because he isn't very _____.
- Suzie and her grandfather are both into _____.
- Zara is _____ the cake she made to celebrate the birth of her niece.
- Frank actually wanted to _____ a comedy club.

3 Read the Exam Tip again. Are the sentences true (T) or false (F)?

- Read the sentences first as you will not complete the gaps in order.
- The words you write in the gaps must be words you hear in the recording.
- You can write between one and three words in each gap.

4 Read the Exam Task and answer the questions.

- Which gaps require a number to fill them? _____ and _____
- Which gap is likely to need the name of a place? _____
- Which gap needs a verb? _____
- Which gaps need a noun, or noun phrase? _____, _____ and _____

5 **1.5** Now listen and complete the Exam Task.

Exam TIP

Understanding the task

- In a gap-fill activity, the questions always follow the same order as the information in the recording.
- You will hear the exact word or words you need for each gap, but the rest of the sentence will be slightly different.
- You will need to write a maximum of three words.
- Think about what type of words should go in each gap. If a gap looks as if it needs a noun, it may also need other words such as an adjective before it or a preposition after it.

Exam TASK

Complete the sentences

You will hear a student called Rita Anand talking to new students about university clubs. For questions 1–8, complete the sentences with a word or short phrase.

Rita explains that there is a (1) _____ of activities on offer at the university.

Rita tells us that there are around (2) _____ different clubs at the university.

If you are interested in languages, you have (3) _____ language clubs to choose from.

If you wanted to, you could taste (4) _____ at two of the clubs.

Rita suggests that more adventurous students might enjoy either the expedition club or (5) _____.

Rita says that students should try to learn (6) _____ or develop talents by joining a club.

Rita invites the students to go to the (7) _____ to hear more about the clubs and societies on offer.

Students are able to (8) _____ for the clubs at the event but not on the website.



Would you join a chocolate tasting group? Why? / Why not?

1 Work in pairs. Take turns to ask and answer the questions.

- 1 Do you do much sport?
- 2 What plans have you got for your future?
- 3 How do you like to spend your evenings?
- 4 What's your favourite thing to do?
- 5 How would you describe yourself?
- 6 Do you like spending time alone or with other people?

4 Read the Exam Tip. Then read the examiner's questions in the Exam Task. For each question, write a follow-up question that the examiner might ask.

Exam TIP

Talking about yourself

- At the start of the speaking exam you will need to talk about yourself, people you know and what you do. Make sure you know key vocabulary related to your own life or interests.
- The examiner will ask you a few questions about yourself. He / She will then keep the conversation going by asking a few follow-up questions based on the answers you give, e.g. *Do you like playing sports? Why do you enjoy (playing football) so much?*
- Before the exam, think about the things you could talk about and practise answering different questions. This will help you feel less nervous. Don't learn answers off by heart, though. You don't know exactly what the examiner will ask.
- The examiner wants to hear a range of language. Try to give full answers and include extra information, descriptions or reasons for your answer.

5 Work in groups of three and complete the Exam Task. Student A asks the Examiner's questions and your questions from Exercise 4. Students B and C answer them. Then swap roles. Use the Useful Language to help you.

Exam TASK

Interview: Talking about your likes and dislikes

Do you like playing sports?
Are you a member of any clubs?
Tell me about a school subject you really like.
Do you enjoy shopping?
What do you like doing in your free time?

Useful LANGUAGE

Expressing likes and dislikes

I really enjoy ... because it's ...
I love ... because I find it quite ...
One of my favourite ...
It often / sometimes makes me feel ...
I'm quite / pretty good at ...
In my free time, I love ...
I'm mad about ...
I'm a fan of ...

your ideas

What's your favourite thing to do with your family? Why?

2 Read the student responses (a–f). Which question in Exercise 1 is each student answering?

- a I'm mad about all sport, but football is my favourite thing. Dad and I watch the big matches together. I love playing it too. I play three nights a week with my club.
- b After dinner, I often draw – I'm quite good at it. I really enjoy it because it's so relaxing.
- c No, hardly any. I'm not very fit at the moment and I'm not a fan of team sports either.
- d Oh, that's an interesting question. My plan is to study business at university. Then I'll start my own company, make a lot of money and retire early.
- e Definitely the second option. I have a big family and there are always people around. I'd be lonely on my own.
- f Well, all my friends say I'm funny, but in a good way! I guess I am. I'm friendly, outgoing and very talkative!

3 1.6 Listen. Which question (1–6) from Exercise 1 is each person answering?

- | | |
|---------|---------|
| a _____ | d _____ |
| b _____ | e _____ |
| c _____ | f _____ |





1 Read the sentences (1–2) and answer the questions (a–b).

- 1 He works in a café.
 - 2 The café is in the high street.
- a Which sentence talks about something in general?
 - b Which sentence talks about something specific?

2 Read the sentences (1–6) and look at the nouns in bold. Then match the sentences with the rules (a–e). Two sentences match with one rule.

- 1 The **students** at this school are very creative.
- 2 A **painting** doesn't always have to mean something.
- 3 **Sports clubs** are popular with both girls and boys.
- 4 What was your **childhood** like?
- 5 We have to wear a **uniform** at my school.
- 6 The **uniform** is blue and white.

We use the **indefinite article a / an** with singular countable nouns to talk about ...

- a someone or something for the first time.
- b one person or one thing in a general way

We use the **definite article the** with singular and plural countable nouns and uncountable nouns to talk about ...

- c one or more people or things in a specific way.
- d someone or something that has been mentioned before.

We use **no article** with plural countable nouns and uncountable nouns to talk about ...

- e people or things in a general way.

3 Complete the sets of sentences (a–c). Use one indefinite article, one definite article and one zero article in each set.

- 1 a I heard about _____ new club that's starting at our school.
b _____ club I joined last week is really interesting.
c Many students like to join _____ clubs when they start university.
- 2 a Do you think that _____ gyms charge a lot of money?
b I joined _____ gym last week because I want to get fit.
c There are really good exercise classes at _____ gym.
- 3 a Did you know that Dan is _____ photographer?
b His dad gave him _____ photography lessons last year.
c He sells some of _____ photos he takes in the local art gallery.
- 4 a Ronnie found _____ bag on the train.
b He wasn't sure what to do with _____ bag.
c He saw a sign saying that _____ bags shouldn't be left unattended.

4 **1.7** Complete the blog with *a, an, the* or *–* (no article). Then listen and check your answers.

The art of ¹ _____ conversation

Do you find it easy to talk to ² _____ people? If not, here's some useful advice on how to start ³ _____ conversation:

- perhaps ⁴ _____ person you're talking to is less confident than you. They might be grateful to you for talking first!
- say something nice like, 'That's ⁵ _____ cool hat you're wearing.' They'll probably thank you and tell you something about ⁶ _____ hat.
- ask them for ⁷ _____ opinion on something: people love to talk about what they know.
- ask them for ⁸ _____ information: generally, most people like to be helpful and kind.

Try it next time you're standing next to someone you don't know! Good luck!

Use your English

idioms and expressions; prepositions; checking the meaning; sentence transformation

Idioms and expressions

- 1 Match the expressions (1–8) with the correct meaning (a–h).

- 1 Kate and Tammy often **hang out** together at the weekend.
- 2 I **have a lot in common** with my sister.
- 3 My brother's loud music is **getting on my nerves**.
- 4 I **keep in touch with** my friends on social media.
- 5 I **am dying to** see that new film at the cinema.
- 6 People think Keri is **a natural at** surfing, but she practises a lot.
- 7 I've **fallen out with** my sister-in-law again. We're always arguing.
- 8 All my friends **are mad about** football – I'm not!

- a look forward to something
- b have the same interests
- c continue to be in contact with someone
- d spend time with someone
- e like or love something very much
- f annoy someone
- g be extremely good at
- h have an argument with someone

- 2 Choose the correct options (a or b) to complete the sentences.

- 1 If you **see red**, you are _____.
a very angry b very calm
- 2 If you give someone **the green light**, you _____.
a tell them to stop doing something
b allow them to do something
- 3 If something is **black and white**, it is very _____.
a clear and straightforward b confusing
- 4 If someone is as **good as gold**, they are _____.
a naughty b well-behaved
- 5 If you show your **true colours**, you show _____.
a your real personality
b what colours you like best

Prepositions

- 3 Complete the sentences with these prepositions.

about at for in of on

- 1 He's very funny and he's got a great sense _____ humour.
- 2 What kind of things do you like to do _____ fun?
- 3 I love to go cycling _____ my spare time.
- 4 I'm feeling very nervous _____ my maths exam.
- 5 It's very unkind to laugh _____ people.
- 6 I love spending money _____ clothes.

- 4 Read the Exam Tip. Then complete the Exam Task. Remember to check the verb form.

Exam TIP

Checking the meaning

- In sentence transformation exercises, read the sentences carefully and think about the meaning.
- The sentence you write has to have the same meaning as the sentence you read.
- Remember to check the tense of the verbs in the sentences and make sure that what you write agrees with the rest of the sentence.
- You must write between two and five words. Check that you have used the correct number of words and that you have included the word given.

Exam TASK

Sentence transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the given word.

- 1 When I married Tim, Lenny became my brother-in-law. **RELATED**
Now that Tim is my husband, I am _____ Lenny.
- 2 When I'm not working, I love watching sport on TV. **SPARE**
I love watching sport on TV in _____.
- 3 Marta was very angry when I told her the news. **RED**
Marta _____ when I told her the news.
- 4 My aunt writes to her mother in Canada every week. **TOUCH**
My aunt _____ her mum in Canada.
- 5 Do you and your best friend share many of the same interests? **COMMON**
Do you and your best friend _____?
- 6 Nicolas is a good pianist. **PIANO**
Nicolas _____ very well.

your
ideas

What type of things make you see red?

1 Writing

using idioms and phrasal verbs; writing in an informal style; writing an informal email

Learning FOCUS

Using idioms and phrasal verbs

- Idioms and phrasal verbs add interest to what you write or say and help you sound more natural and less formal.
- When you learn new idioms and phrasal verbs, make a note of them as part of an example sentence to show the context.
- Make a note of the structure they are followed by (e.g. a noun, an infinitive, an -ing form or a preposition) so that you can use them properly.

- 1 Read the Learning Focus box. Then replace the underlined words with a less formal expression. Use the word in bold.

- Last weekend, I spent some time with my best friend. **hung**
- Cherry had an argument with Lois and now they're not talking. **fell**
- Please continue to contact me! **touch**
- He's very good at telling jokes. **natural**
- That music really annoys me. **nerves**

- 2 Read the writing task below. Tick the things you must do.

From: Mr Kelly

To: Class 9W

In our next English lesson, I will give each of you the email address of an English-speaking student at a school in London and some information about them. You are going to write an email to them to tell them about yourself. Before the lesson, make some notes about what you will tell this student. They'll be interested to know about your family, your likes and dislikes and what you're like. Bring your notes with you to the lesson.

- Write an email to your English teacher.
- Write a formal email.
- Make some notes to include in an email to a student in London.
- Write an email during your next English lesson.

- 3 Imagine you are going to write the email. Make some notes for each heading.

Family

Favourite hobby

Best / Worst subject

I like / don't like ...

My personality

- 4 Read a student's answer to the task in Exercise 2. Complete the email with these words and phrases.

annoying favourite thing in common
keep in touch mad about

From: Dani

Subject: Hello!

Hi Sam

I'm Dani – my English teacher gave me your details and I feel as if I know a bit about you already!

Guess what? I think we've got quite a lot ¹ _____.

For a start, we've both got two brothers. Mine are really ² _____ and they often get on my nerves. Are your brothers like that too?

Also, I know you love skateboarding. Me too! My ³ _____ is my skateboard. I go to the skatepark nearly every day after school with my best friend, Lina.

I quite like school. I'm not ⁴ _____ maths – I find it a bit boring. But that's probably because I'm not very good at it! Are you good at maths? I'm quite creative and art is my favourite subject. I decorated my own skateboard recently and it looks so cool. What's your favourite subject?

Well, that's all for now, but let's ⁵ _____. Maybe we can go skateboarding together one day!

Take care

Dani

- 5 Read the email again. Tick the things that Dani has done.

- She has written an informal email.
- She has written to her English teacher.
- She has mentioned some similarities with Sam.
- She has asked him several questions.
- She has told him about her likes and dislikes.



6 Read the Exam Tip. Then match the sentence beginnings (1–6) with the endings (a–f).

- 1 Did I tell you about
- 2 I can't wait to
- 3 I'm a fan
- 4 Are you interested
- 5 Which subjects
- 6 Who's your favourite

- a in cooking?
- b do you like?
- c teacher?
- d of graphic novels.
- e the prize I won last week?
- f see you when you visit next weekend.

7 Read the Exam Tip again. Then underline the questions that Dani asks Sam in her email in Exercise 4.

8 Now complete the Exam Task. Write your answer in 140–190 words. Use your notes from Exercise 3 and the Useful Language to help you. Make sure you include some idioms and phrasal verbs.

Exam TIP

Writing in an informal style

- When you write a letter or email to a friend, the style should be friendly and warm.
- Use informal language and the short forms of verbs.
- You can use questions to keep the reader interested.

Exam TASK

Writing an informal email

You have received this email from a new friend you made during a camping holiday last month.

From: Alex

Subject: Saying hello!

Hi!

It was great to meet you on holiday last month. It was a cool campsite, wasn't it? I thought we got on really well and I'd like to keep in touch. It was good to meet your family too. I liked them even though you said they sometimes got on your nerves! Let me know more about them. Please also tell me more about your school and hobbies and what you like and don't like doing.

Take care!

Alex

Write your email.

Useful LANGUAGE

Informal phrases

Hi ... / Hello ...

Of course, ...

Hey, ... / Oh, ...

Anyway, ...

I can't wait to ...

Bye for now.

Keep in touch,

Take care, / Love,

Asking questions

How are you?

Guess what?

What have you been up to lately?

Why don't you ... ?

Did I tell you about ... ?

Asking about likes and dislikes

Are you a fan of ... ?

Are you into ... ?

Are you interested in ... ?

What gets on your nerves?

What's your favourite ... ?

Asking about school

Who's your favourite ... ?

What's your best / favourite ... ?

Which subjects ... ?

Are you good at ... ?

9 Complete the Reflection checklist. Then exchange your email with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

I completed all parts of the task.

☐

I used informal language.

☐

I asked questions in my email.

☐

I used idioms and phrasal verbs.

☐

I wrote between 140 and 190 words.

☐

1 Live well, study well

valuing friendships; accepting differences

Friendship



Togetherness

- Spending quality time together.
- Sharing experiences.
- Celebrating life events together.

Support

- Giving encouragement and being kind.
- Being their top fan.
- Being there in times of need.

Trust

- Being understanding and not judging.
- Being honest and keeping your word.
- Respecting personal information.

Communication

- Being an active, patient listener.
- Expressing clearly how you want to be treated.
- Giving feedback to the other person.

Problem solving

- Being willing to compromise.
- Accepting responsibility for your actions.
- Admitting when you are wrong.

Personal growth

- Celebrating the differences between you.
- Supporting the other person's choices and goals.
- Encouraging additional friendships.

1 Work in pairs. Look at the infographic. Choose the three areas of friendship that are most important, in your opinion.

2 Work in pairs. Discuss the questions.

- 1 Do you think some people are more difficult to be friends with than others? Why? / Why not?
- 2 Should you always be honest with a friend?

3 Think of a friend who is important to you. Tell your partner about:

- when, where and how you first met them
- how your friendship has developed over time.

4 Work in pairs. Read the Mind your Mind information. Which of the tips do you think are the most helpful?

Mind your Mind

Accepting differences

- Try to see differences in interests and views as an opportunity for growth, rather than a potential cause of problems.
- It can be challenging to hear different views to your own. Remind yourself that 'different' doesn't always mean 'wrong'.
- Try seeing the world from the other person's point of view. This can help you to understand and respect their reasoning, even if you don't agree with it.



5 Complete the sentences. Then work with a new partner and compare your views.

- 1 If someone has completely the opposite point of view to me, I tend to feel ...
- 2 When someone challenges me on something I believe in, I ...
- 3 If someone says something you find offensive, you should ...

PROJECT 1

Work in groups. Create a 'Friendship contract' that lists the ten most important things to agree to in a friendship.

Think about:

- key behaviours and ways of being
- what a person should do if they accidentally break part of the agreement.

Exchange your contract with another group. Which of the points in their contract do you currently try to follow in your own friendships?

PROJECT 2

Your friend is reaching a big birthday soon. You have been asked to prepare a short speech as part of a surprise gift.

Think about:

- why this friend is important to you
- how similar or different you are as people
- key moments or experiences you have shared.

Prepare your speech. It can be written or recorded as a video or audio message. Then share it with a partner.

Useful LANGUAGE

What shall we put as the first item?

What else do we consider to be really important?

How about: 'I promise that when / if ..., I will ...'

If I break part of the agreement, I'll ...

So, it's your special day today and I wanted to say ...

You and I have known each other for / since ...

It's been great that we have shared ...

One difference between us that I respect is ...

I'll never forget the time that you / we ...

your project

Mysterious world 2



The volcanic landscape, Dallol, Ethiopia

Work in pairs. Look at the photo and discuss the questions.

- 1 Would you like to visit this place?
Why? / Why not?
- 2 Why might this place be considered mysterious? Think of some ideas.
- 3 Are there any mysterious places like this in your country?

2 Reading

identifying paragraph topics; matching sentences to gaps

- 1 2.1 Work in pairs. Complete the text with these numbers. Then listen and check your answers. Do any of these facts surprise you?

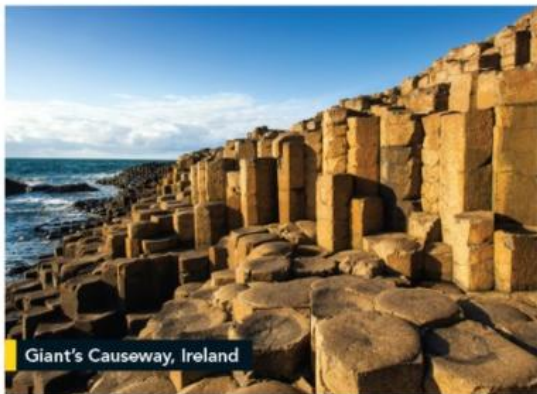
14,000 15 80

It's no surprise that there are still so many **mysteries in nature** when:

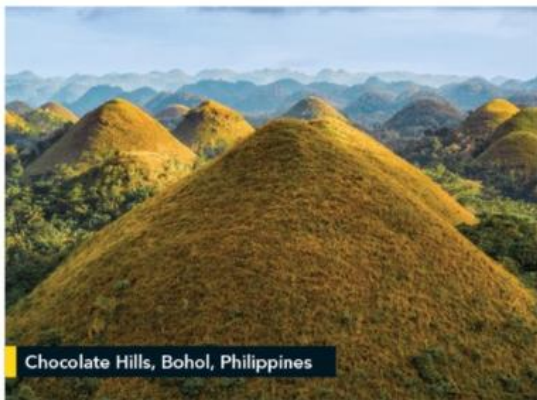
- More than ¹ _____ per cent of the ocean has not been mapped or explored.
- Scientists estimate that there are about ² _____ different species of plants in the Amazon Rainforest.
- There are ³ _____ million square kilometres of unexplored land in Russia alone.

- 2 2.2 Look at the photos. Describe the places with your partner using these words. Then listen and check your ideas.

built man-made natural shape unusual



Giant's Causeway, Ireland



Chocolate Hills, Bohol, Philippines

- 3 Read the article on page 19 quickly. Match the summaries (a–e) with the paragraphs (1–5).

- a How a seasonal event possibly bent the trees.
- b Two theories that most experts do not think are true.
- c The most likely reason the forest was left as it is.
- d A description of the trees in the forest.
- e A theory about what people needed the trees for.

- 4 Read the Exam Tip. Then read the Exam Task. Underline the important words in each of the missing sentences.

- 5 Now complete the Exam Task.

Exam TIP

Identifying paragraph topics

- Read the article first without thinking about what might fit in the gaps. This will give you a general understanding of the article.
- Read each paragraph carefully. Note down in a few words the main point of each paragraph.
- Read the missing sentences and underline any key or important words.
- Read the sentences before and after the gaps very carefully. These are the sentences which will give you the best clues.

Exam TASK

Matching sentences to gaps

You are going to read an article about a forest in Poland. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A Polish winters can be severe and there is frequent heavy snowfall.
- B But what is strange is how these trees have grown.
- C The most probable answer is that the forest was simply abandoned.
- D None of the locals go into the mysterious forest.
- E There are other reasons too, why people bend trees into shapes.
- F Some explanations are highly unlikely, but others are more sensible.
- G However, in one forest in a small corner of western Poland, this hasn't been the case.

your ideas

- Which of the theories in the article do you agree with?
- Do you know of any other natural mysteries?

The crooked forest

2.3

1 Thanks to modern technology, scientists and researchers can generally find an explanation for things that might initially seem mysterious.

(1) _____ Here, just outside the town of Gryfino, Poland, a 20th-century mystery has still not been explained. Known locally as Krzywy Las, the **Crooked Forest**, planted in around 1930, contains about 400 neatly arranged pine trees. There is nothing unusual about forests such as this in this area. (2) _____ Surrounded by a forest of trees that stand up straight, the trees in the Crooked Forest have an unusual 'C-shape' at the base of their trunks. What's more, the majority of these shapes face north. What could possibly have caused the trees to grow in this mysterious way?

2 There are plenty of theories about how and why the trees have this curious appearance. (3) _____ One theory is that this particular area of the forest experiences a **unique** type of **gravity** which has caused the trees to grow in this odd way. However, scientists have **dismissed** this explanation because gravity pulls things downwards – it doesn't make things curve. Similarly, scientists don't believe the idea that it happened naturally because the trees are too uniformly curved for this to be the reason.

3 One of the more likely explanations is environmental. (4) _____ Perhaps, when the trees were very young, the snow weighed down the **saplings** causing them to **bend** and then

grow upwards towards the light. However, this doesn't explain why this only happened to the trees in the Crooked Forest, and why those in the surrounding areas grew straight.

4 Another possible reason might be that people did this on purpose. Maybe farmers curved the trees in order to have specially-shaped wood for furniture or shipbuilding. (5) _____ Native Americans, for example, did this so that when they passed an oddly-shaped tree on a journey, they knew exactly where they were and which direction they needed to go in.

5 But if the Polish farmers planted the trees for a particular reason, the question is: why didn't they cut them down and use them? (6) _____ The nearby town of Gryfino, along with most of its inhabitants, was virtually destroyed during World War II and the town wasn't rebuilt until the early 1970s. The people who used to live there, including the farmers who worked in the forest, never returned. Therefore, it seems that even if the farmers knew the reason for the Crooked Forest, the secret is lost forever and the mystery remains.

word focus

crooked (adj): not straight

unique (adj): not the same as anything else

gravity (n): a force which makes things move towards each other

dismiss (v): to refuse to accept that something might be true

sapling (n): a young tree

bend (v): to curve something so it isn't straight

2 Vocabulary

mysteries; looking at words around a gap; multiple-choice cloze

1 Match the words (1–8) with their definitions (a–h).

- | | |
|---------------|--|
| 1 mystery | a a piece of information that you do not tell other people |
| 2 secret | b not probable |
| 3 explanation | c the way that something looks |
| 4 theory | d something you discover to help you solve a problem |
| 5 unusual | e something that you aren't able to explain |
| 6 appearance | f an idea that you believe is correct but you don't know for certain |
| 7 unlikely | g not common or ordinary |
| 8 clue | h the reason you give for something that has happened |

2 Complete the conversation with words from Exercise 1. Then listen and check your answers.

- A: Have you ever heard of a Morning Glory cloud?
- B: Oh, yes, I think I have. It only happens in Australia, doesn't it?
- A: Yes, that's right. It's a really ¹ _____ weather event which mostly happens in the Gulf of Carpentaria in Australia.
- B: I don't think I've ever seen photos of the cloud. Can you describe its ² _____?
- A: Sure. It looks like a long roll or pipe and can be up to a thousand kilometres long.
- B: A thousand kilometres? That sounds a bit ³ _____.
- A: No, it's true. Apparently, pilots love to fly over a Morning Glory cloud.
- B: Does anyone know why it happens? There must be a scientific ⁴ _____.
- A: Well, there's a ⁵ _____ that it happens when winds from different directions meet, but I don't think it's fully understood yet.
- B: So, it remains a ⁶ _____. How fascinating!

3 Read the Exam Tip. Then read the Exam Task. What type of word do you need to complete each gap?

4 Now complete the Exam Task.

Exam TIP

Looking at words around a gap

- Before you complete a gapped text, quickly read the whole text first.
- Look at the word before and after each gap. Decide which type of word is missing (adjective, noun, verb, preposition, etc.) Remember that the gapped word might be part of a phrasal verb or a collocation.
- Read the sentence to yourself with each answer option. There will be some that you immediately know are wrong.

Exam TASK

Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the Chihuahuan Desert in Texas, there's a (1) _____, a few miles east of the small town of Marfa, where you may experience a mysterious (2) _____ called the 'Marfa Lights'. These are bright lights that appear (3) _____ at night, sometimes move in strange ways or (4) _____ colour, and then quickly disappear. They were first (5) _____ in 1883, but no final explanation has been found. One (6) _____ says they are caused by very cold air meeting very hot air. According (7) _____ another, they may just be car lights or small fires. However, they are beautiful to watch and as long as the (8) _____ is unsolved, people will keep visiting Marfa hoping to see them.

- | | | | |
|-----------------|--------------|---------------|------------|
| 1 A secret | B place | C time | D distance |
| 2 A explanation | B theory | C performance | D event |
| 3 A suddenly | B fast | C quick | D calmly |
| 4 A show | B change | C select | D become |
| 5 A explained | B recognised | C reported | D spoken |
| 6 A theory | B clue | C mystery | D solution |
| 7 A with | B for | C by | D to |
| 8 A reason | B mystery | C result | D secret |

your ideas

Do you like to watch documentaries about natural mysteries? Why? / Why not?

1 Read the sentences and underline the past continuous verbs.

- When I was young, we **visited** the same restaurant every weekend.
- He fell ill while he **was hiking** in the mountains.
- I **was reading** while Sebastian **was working**.
- The farmers **planted** the trees almost a hundred years ago.
- The wind **was blowing** and the man **was feeling** cold.
- The scientist **was collecting** data at six o'clock this morning.
- She **climbed** into the cave and **discovered** a beautiful lake.

2 Match the uses of the past simple and past continuous (a–g) with the sentences (1–7) in Exercise 1.

We can use the **past simple** for ...

- a actions or situations that started and finished in the past.
- b actions which happened one after the other in the past.
- c past routines and habits.

We can use the **past continuous** for ...

- d an action that was in progress at a point in time in the past.
- e two or more actions that were in progress at the same time in the past.
- f an action that was in progress in the past but was interrupted by another action.
- g giving background information in a story.

REMEMBER

We don't usually use stative verbs in the continuous form.

▶ Grammar reference 2.1, p163

3 Complete the sentences with the past simple or past continuous form of these verbs.

go jog live miss play rain
study tell touch watch

- Lucas _____ in the forest when he saw a huge insect.
- _____ (the children) the exhibits when the alarm went off?
- They _____ the trip to the volcano yesterday.
- _____ (they) in Uganda during the 1990s?

- Jana _____ in her room while Stefan _____ computer games.
- I _____ a film at ten o'clock last night.
- Rashid _____ to his father's house and _____ him the news.
- It _____ a lot when we were on holiday.

4 2.5 Complete the text with the past simple or past continuous form of the verbs. Then listen and check your answers.



Axel Erlandson ¹ _____ (be) a Swedish American farmer who ² _____ (shape) trees in his spare time. He was born in 1884 in Sweden, but he ³ _____ (grow up) in the USA. One day, Axel ⁴ _____ (look) at a tree with a very unusual shape when he ⁵ _____ (have) an idea. He ⁶ _____ (discover) that it was possible to join two young trees together and bend and twist them to make them grow in a certain way. Axel ⁷ _____ (spend) many years sculpting his trees into beautiful shapes and patterns. However, while Axel ⁸ _____ (work) on his trees, his family ⁹ _____ (wonder) if they could earn money from them. One day, his daughter ¹⁰ _____ (suggest) that they sell tickets so people could look at the unusual sculptures. In the mid 1940s, the Erlandsons ¹¹ _____ (open) the 'Tree Circus'. During his lifetime, Axel ¹² _____ (make) more than 70 unique trees, some of which can still be seen today.

2 Listening

making notes; multiple choice: seven questions

- 1 Choose the correct option to complete the sentences.

- If a mystery is **solved**, people *know* / *don't know* what happened.
- A **source** is a person or document that *makes a decision* / *gives you information*.
- If a source is **reliable**, people *can* / *shouldn't* trust it.
- If you're able to **prove** a theory, you show that the theory is *correct* / *incorrect*.
- Evidence** is an *opinion* / *information* that makes you believe something is true.
- If you **draw a conclusion**, you *reach a decision* / *take pictures*.

- 2 Listen to six speakers. Are the sentences true (T) or false (F)?

- The scientist's theory was correct.
- The woman knows for certain what happened.
- The experts know what happened in this case.
- We know what happened to the two men.
- The sources shouldn't be believed.
- The man has been able to draw a conclusion.

- 3 Listen to some facts about cave paintings. Complete the notes.

Laas Geel caves

Date: discovered in ¹ _____

Place: located in ² _____ Somalia

Numbers: ³ _____ caves; ⁴ _____ years old

Pictures: drawings show cows, humans,

⁵ _____ and antelopes

Serra da Capivara national park

Dates: discovered in ⁶ _____; became World

Heritage Site in ⁷ _____

Place: located in ⁸ _____

Numbers: park covers almost ⁹ _____ square kilometres; ¹⁰ _____ places of archaeological

Interest; pictures are ¹¹ _____ years old

Pictures: drawings of ¹² _____ such as lizards, jaguars and red deer

- 5 Read the Exam Tip. Then read the Exam Task. Underline the important words in the questions.

- 6 Now listen and complete the Exam Task.

Exam TIP

Making notes

- Before you listen to an interview, read through all the questions first. These will give you a good idea of what the interview will be about.
- Look at the types of things you need to listen out for – are they numbers, dates, etc?
- Make notes while you listen. Don't worry if you miss something. Move on.
- If you don't know an answer, choose one anyway!

Exam TASK

Multiple choice: seven questions

You will hear an interview about a mystery. For questions 1–7, choose the best answer (A, B or C).

- The Dabous giraffes were found in
A the Dupuy Desert.
B the Dabous Desert.
C the Ténéré Desert.
- The Dabous giraffes are
A a new species of giraffe.
B pictures carved into rock.
C domestic giraffes.
- In 1987, Christian Dupuy discovered _____ giraffe carvings.
A 2 B 21 C 820
- Dr Oliveira doesn't know for sure
A where the giraffes were found.
B how many giraffes there are.
C how old the giraffes are.
- The rock carvings were definitely
A from before the Bronze Age.
B created by the Kiffians.
C carved into the rock with metal tools.
- The line between the giraffes' mouths and the humans shows
A that giraffes used to be domestic animals.
B a possible symbolic link between humans and giraffes.
C that the Tenerians made the carvings.
- Dr Oliveira thinks that the discovery of the Dabous giraffes tells us
A giraffes have always been an endangered species.
B there are probably lots more things to discover in the desert.
C it's important to protect giraffes.

- 4 Listen again and check your answers. Talk to your partner about one of the places. Use the notes to help you.

1 Work in pairs. Discuss the questions.

- 1 Have you ever helped to organise an activity in your school or your town? What was it?
- 2 What did you have to do?
- 3 What was difficult about it?

2 2.9 Ella and Billy are planning a treasure hunt. Listen to the conversation and tick the expressions you hear.

- 1 Why don't we ... ?
- 2 That's a great idea!
- 3 How about ... ?
- 4 I'm not sure about that.
- 5 I like that!
- 6 I suppose we could ...
- 7 Do you really think that ... ?
- 8 That could be useful for ...

3 Work in groups. Ella and Billy have brainstormed some ideas for the treasure hunt. Read their list and discuss the advantages and disadvantages of each idea. Use the Useful Language to help you.

- 1 Leave clues in shops.
- 2 Put an advert on the local radio.
- 3 Have a party at the end.
- 4 Have clues that go into people's houses.
- 5 Have at least 50 clues.
- 6 Write a background story for the hunt.
- 7 Put leaflets everywhere.
- 8 Create a Facebook event.

Useful LANGUAGE

Making suggestions

It / That could be useful for ...
 Why don't we (think about ...) ?
 What about / How about ... ?
 I suppose we could ...

Reacting to suggestions

I like that!
 That's a great idea!
 I'm not sure about that.
 Do you really think that ... ?
 It would take too long / be too difficult.

Talking about advantages and disadvantages

Well, that might be good, but ...
 If we do that, we will (not) ...
 If we did that, we would (not) ...
 People would (not) like it / that.

4 Read the Exam Tip. Then read the Exam Task. Think about the advantages and disadvantages of each item.

5 Work in pairs and complete the Exam Task. Use the Useful Language to help you.

Exam TIP

Solving problems

- In this part of the test, you will be given a discussion topic with five ideas for you to talk about with a partner.
- Make sure you listen to your partner and that you also offer suggestions. Ask questions and respond when your partner asks you a question.
- You need to keep the conversation going, so don't accept the first idea from your partner. Suggest something else.
- It doesn't matter if you disagree with your partner. Be polite, but have your own opinion.

Exam TASK

Collaborative task

Imagine that a town has a local mystery and wants to use it to attract more tourists. Look at the ideas and discuss which would attract more tourists and why. Then decide which would be the best idea for the town.



Have you ever wanted to visit a place connected to a mystery after reading a book or watching a film about it?

2 Grammar used to, would, be used to, get used to

1 Read the sentences (1–4). Then choose the correct option to complete the rules (a–d).

- 1 Rosa **used to** be a biologist, but now she's a photographer.
- 2 Jorge **would** spend his summers working at the museum.
- 3 Nizar Ibrahim **is used to** spending much of his time in the desert.
- 4 Dr Cruz **is getting used to** the new technology.

- a We can use *only would / either used to or would* to talk about actions we did regularly in the past but don't do any more.
- b We don't use *used to / would* to talk about past states.
- c We use *be used to / get used to* to talk about the process of something becoming familiar.
- d We use *be used to / get used to* to talk about something that is usual or familiar.

► Grammar reference 2.2, p163

2 Choose the correct option (a–c) to complete the sentences. In one sentence, two options are correct.

- 1 I _____ a biologist before I became a teacher.
a would be b used to be c used to
- 2 Lars is an explorer, so he's _____ to remote places.
a used to travelling
b used to travel
c use to travel
- 3 Did you ever _____ all the insects when you were in the jungle?
a used to b be used to c get used to
- 4 After growing up in the countryside, Simon _____ living in a big city.
a would
b is getting used to
c is used to
- 5 When I lived in Norway, I _____ spend hours just watching the night sky.
a used to b got used to c would

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

- 1 Danny used to read everything he could find about the Aztecs. **would**
Danny _____ everything he could find about the Aztecs.
- 2 It wasn't easy to find information quickly before the internet. **use**
It _____ easy to find information quickly before the internet.
- 3 The children have found it quite difficult to adjust to their new school. **get**
The children have found it quite difficult to _____ their new school.
- 4 Stefan lived in Iceland when he was young, so he doesn't mind cold temperatures. **is**
Stefan _____ cold temperatures because he lived in Iceland when he was young.

4 **2.10** Complete the conversation with the correct form of *used to, would, be used to or get used to*. Use *would* where possible. Then listen and check your answers.

Jenny's dad ¹ _____ work on a submarine. She's just told me all about it.

That's cool. ² _____ (she) visit him at work?

No, of course not!

I know! I was kidding. What did she say about it?

Well, he ³ _____ be a sailor, so he ⁴ _____ being at sea. But he said going underwater felt really strange. After a while, he ⁵ _____ it.

I guess Jenny ⁶ _____ see him much when she was growing up.

No, she said that she and her mum never ⁷ _____ him being away for so long. But when he came home, he ⁸ _____ tell her stories about the deep, dark sea.



Use your English

phrasal verbs; word building; changing words; word formation

Phrasal verbs

- 1** Match the phrasal verbs (1–6) with their definitions (a–f).
- | | |
|---------------|---|
| 1 be into | a to discover a fact or information |
| 2 come across | b to try to discover the facts about something |
| 3 find out | c to be very interested in |
| 4 rely on | d to find an answer or solution to something |
| 5 look into | e to find something by chance |
| 6 work out | f to trust or have confidence in someone or something |

- 2** **2.11** Complete the sentences with the correct form of the phrasal verbs from Exercise 1. Then listen and check your answers.

- The investigators _____ the rise in crime, but they didn't draw any conclusions.
- My brother and I _____ reading about unsolved mysteries in the local area.
- I _____ a very strange-looking object in the forest last weekend.
- Did you _____ what that strange noise was last night?
- We still can't _____ how the heavy stones were moved to this area.
- I agree that they're interesting stories, but we can't _____ them as evidence.

Word building

- 3** Read the Exam Task. How many forms of each word can you make? Use a dictionary to help you.

- 1 ridicule (v): *ridiculous* (adj), *ridiculously* (adv)

- 4** Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Changing words

- To prepare for word formation tasks, make sure you're familiar with word families. When you note vocabulary, make a note of other words in the family.
- When you do a word formation task, think about the type of word that is needed in the gap, e.g., a noun, adjective, adverb.
- You might also need to change the word from a positive to a negative, e.g. *rely* – *unreliable*.

Exam TASK

Word formation

Read the text below. For questions 1–8, use the word in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line.

It's raining cats and frogs!

When it's pouring with rain, we often say, 'It's raining cats and dogs'. I know this sounds totally (1) _____, but sometimes it's not too far from the truth!

RIDICULE

Rain that brings animals or other things down from the sky is (2) _____, but it's been reported from all over the world. Scientists have tried to work out a possible (3) _____ for these events, but they haven't been able to prove any of their theories so far. Let's have a look at a few of the incidents.

USUAL

EXPLAIN

Several years ago, the citizens of Nafplio in Greece woke up to a (4) _____ sight. Hundreds of small green frogs were falling from the sky! There was another (5) _____ that added to the mystery. The frogs were not the ones usually found in Greece. (6) _____, a small town in southern Tasmania in Australia, experienced something very mysterious one night. After a thunderstorm, the people of the town found everything outside was covered in a (7) _____ white substance. Scientists quickly came to the (8) _____ that it was caused by fish eggs or jellyfish!

REMARK

DISCOVER

SIMILAR

STICK

CONCLUDE



your ideas

How would you react if it was raining frogs or fish eggs?

Learning FOCUS

Using adjectives and adverbs

You can improve your stories by using descriptive adjectives and adverbs of time, place, manner and degree. They help the reader to build up a clearer picture of the people, places and events in the story, as well as to add drama and suspense. Remember:

- when we use adjectives ending in *-ed*, we describe how someone is affected by something, e.g. *Jin was surprised*. When we use adjectives ending in *-ing*, we describe how someone or something affects others, e.g. *The ending was surprising*.
- when we use two or more adjectives together, they usually come in this order: size, opinion, age, shape, colour, origin, material, e.g. *We watched silently as the big, mysterious creature crossed our path*.
- when we use more than one adverb in a sentence, they usually come in this order: manner, place, time, e.g. *We sat quietly in the woods last night*.

1 Read the Learning Focus box. Then choose the correct option to complete the sentences.

- 1 It was the first day of my holiday and I was so *excited / exciting*.
- 2 Inside the box, there was a *small, ugly, green / small, green, ugly* object.
- 3 My brother handed me a *big, old, dusty / an old, big, dusty* book.
- 4 The story she told me was absolutely *amazing / amazed*.
- 5 I ran *quickly up the stairs / up the stairs quickly* to get away.
- 6 My heart was beating fast when I saw the *strange, white, flashing / flashing, white, strange* light.

2 Complete the table with these words.

bright certain deeply enthusiastically
quickly scary suddenly weird

Adjective	Adverb

3 Read the writing task below. Answer the questions.

Write a mystery story starting with the sentence:
Maria had heard about some strange events in a nearby forest.

- 1 Are you told what the mystery is?
- 2 Are you told how to start the story?

4 2.12 Read a student's answer to the task in Exercise 3. Complete the story with the adjectives and adverbs from Exercise 2. Then listen and check your answers.

- 1 Maria had heard about some strange events in a nearby forest. As a photographer, she was used to seeing ¹ _____ and wonderful things. However, some of the reports she had heard sounded ² _____ and she didn't think she wanted to go to the forest alone.
- 2 Fortunately, her colleague Paula was really keen to go and have a look. She ³ _____ agreed to camp in the forest with Maria. But after camping out for three nights, they had seen nothing extraordinary.
- 3 Then, at midnight on the last night, moving green lights ⁴ _____ appeared among the trees. Paula was sleeping ⁵ _____, but Maria took out her phone and started taking photos. She didn't know what the lights were, but they looked very strange. 'I have to video them,' she thought and pressed 'Record'.
- 4 Maria ran back to the tent and woke Paula up. She gave her the phone and told her to watch the video she'd taken. Paula stared at it in astonishment. ⁶ _____ lights formed a circle round the trees. But the most bizarre thing was the small boy who was standing in the middle. Maria was ⁷ _____ he hadn't been there a few moments earlier.
- 5 Maria and Paula stared at each other, terrified. They ⁸ _____ packed up the tent and ran.



- 5 Rewrite the sentences (1–6). Add adjectives and / or adverbs to make them more descriptive. Use the Useful Language to help you.

- 1 We went through the doorway.
We slowly walked through the mysterious doorway.
- 2 There's a snake on the path ahead of us.

- 3 There was a smell coming from the house.

- 4 He realised a figure was watching him.

- 5 They ran through the forest.

- 6 Lights appeared.

- 6 Read the story in Exercise 4 again. Match the descriptions (a–e) with the correct paragraph (1–5).

- a Bring the story to an end.
- b Describe the background to the story.
- c Add suspense by introducing a mysterious event.
- d Describe the scary thing in detail.
- e Start with the sentence given and introduce the main character.

- 7 Read the Exam Tip. Then read the Exam Task and make some notes about your ideas.

- 8 Now complete the Exam Task. Write your answer in 140–190 words.

Exam TIP

Planning a story

- With any piece of writing, planning is very important. Think about the stages of the story: what will happen first, next and so on.
- Plan your paragraphs and make notes on what will happen in each.
- Remember to add plenty of descriptive language in your final draft.

Exam TASK

Writing a story

Stories wanted

Write a story for our magazine. Your story must start with this sentence: *As soon as they opened the door, they knew something was wrong.*

Your story must include:

- a strange event
- a theory or an explanation

Write your story.

Useful LANGUAGE

Describing mysteries

be out of the ordinary
bizarre / strange / unusual / extraordinary sight / sound
curious
fascinating
in astonishment
incredible
inexplicable
mysterious
mystery
odd
strange event
thrilling / thrilled
weird and wonderful

- 9 Complete the Reflection Checklist. Then exchange your story with a partner and discuss your answers.

REFLECTION CHECKLIST

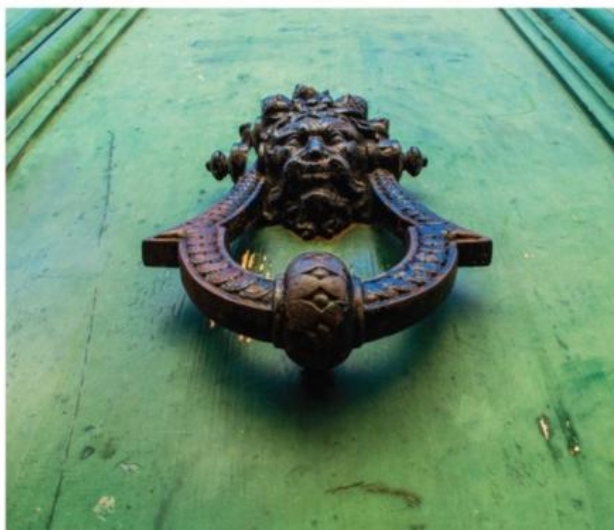
How did you do? Tick ✓ the sentences that you think are true.

I planned my story. ☐

I organised my ideas clearly into paragraphs. ☐

I used different adjectives and adverbs. ☐

I used correct adjective order. ☐



2 Video Why we cry



Before you watch

- 1 Work in pairs. What is happening in the photo?

While you watch

- 2 1▶ Watch the first part of the video. What do you think these words and phrases mean?

- | | |
|--------------|--------------|
| 1 tear up | 3 shed tears |
| 2 be tearful | 4 peepers |

- 3 1▶ Watch the rest of the video. Match these words with the definitions (1–6).

cope	emotional	empathy	manipulation
overwhelmed	relief		

- having strong feelings
- having more of something than you can deal with, e.g. work, feelings
- understanding other people's feelings
- a good feeling when something unpleasant stops
- controlling somebody else's feelings
- deal with something difficult

- 4 Work in pairs. Are the sentences true (T) or false (F)?

- Lots of different animals cry for emotional reasons.
- Scientists know a lot about why we cry.
- When we cry, other people want to help us.
- All scientists agree that crying makes us feel better.

After you watch

- 5 1▶ Choose the correct options to complete the summary of the video. Then watch the video again and check your answers.

Humans and animals produce tears when their eyes are ¹ *irritated* / *helpless* or dry, but only humans cry because of their feelings. There are different ² *signals* / *theories* about why this is. Human babies are ³ *irritated* / *helpless*, and crying is probably a way to let adults know they need something. When we grow up, we continue to cry when we feel overwhelming emotions, to send ⁴ *signals* / *theories* that we need help. Some scientists think that we cry to make people feel a certain way, for example to ⁵ *neutralise* / *confess* anger or gain ⁶ *well-being* / *forgiveness*. Finally, scientists disagree on whether crying is good for your ⁷ *well-being* / *forgiveness* or not. Some think holding back your ⁸ *tears* / *peepers* can make you more likely to feel negative feelings like ⁹ *joy* / *rage*.

your ideas

- What different effects can crying have on other people, in your experience?
- Have you ever cried with happiness? What different emotions make you cry?

Fit as a fiddle 3



An elderly skydiver celebrates after completing a jump in Serbia

Work in pairs. Look at the photo and discuss the questions.

- 1 How do you think this woman is feeling?
- 2 Have you ever jumped out of a plane?
- 3 Do you think keeping fit is important for people of all ages?
- 4 How much exercise do you do?

3 Reading

identifying key information; matching prompts to text

- 1 Do you think these things help you to lead or prevent you from leading a healthy life? Give reasons for your answers.

eating habits exercise friends
setting goals sleep social networking



- 2 Work in pairs. Write a list of things that you think people who live to 100 years old might do every day. Then share your list with another pair.

LOOK!

People who are 100 years old are called *centenarians*. Do you know any?

- 3 Read the article on page 31 quickly. Which of your ideas from Exercise 2 are mentioned?

- 4 Find these words in the article on page 31. Then complete the sentences with the words.

agriculture (line 35) generations (line 28)
homegrown (line 49) inhabitants (line 59)
local (line 5)

- If you grow fruit and vegetables in your garden, they are called _____.
- In many parts of the world, different _____ of one family often live together.
- The first _____ lived on the island in the late 16th century.
- People like to buy _____ food as they know it hasn't travelled very far.
- Farming and _____ is important as everyone needs to eat.

- 5 Read the Exam Tip. Then read the Exam Task. Underline the important words in each question.

- 6 Now complete the Exam Task.

Exam TIP

Identifying key information

- In multiple matching tasks, you need to read a text which is divided into several paragraphs and then match the paragraphs with some questions.
- It's a good idea to read the questions *before* you read the text. In each question, underline the important words. These words will help you identify the information you need to look for.
- Read the text quickly to get a general understanding. Look out for synonyms between the questions and the text.

Exam TASK

Matching prompts to text

You are going to read an article about people who live a long life. For questions 1–10, choose from the paragraphs (A–C). The paragraphs may be chosen more than once.

Which paragraph mentions

- people who refer to three crops as 'three sisters'? 1 ☐
- people who stop eating before they feel full? 2 ☐
- a special drink that protects against illness? 3 ☐
- a plant that grows during a particular season? 4 ☐
- how grandparents feel valued by their families? 5 ☐
- a similarity to other nearby places? 6 ☐
- the value of having a group of friends for life? 7 ☐
- families who live with different generations? 8 ☐
- people who have a different diet to everyone else? 9 ☐
- why a natural resource might be good for stronger bones? 10 ☐

your ideas

- What is your *ikigai*?
- Who would you choose to be in a *moai* with? Why?



The secrets of a long life

An elderly group of singers and dancers in Okinawa

3.1 ▶

There are certain places around the world where people live well into their 90s and often past 100. Why do people living in these locations have a longer **life expectancy** than people elsewhere? And what lessons can we learn from the people living in three of these areas?

A Okinawa, Japan

Okinawans are amongst the world's healthiest people. They eat food that is local and have a diet that is unique to the area. Unlike most Japanese, Okinawans eat very little rice. Most of their diet is plant based and they hardly ever eat meat. They also eat **in moderation**. They have a saying, 'eat until your stomach is 80 per cent full'. In addition to a healthy diet and plenty of exercise, there are two other really important factors in Okinawan culture. These are *moai* and *ikigai*. When children are small, parents put them into groups of five. This group of friends becomes a *moai*. The five friends stay in contact and are always there for each other throughout their lives. *Ikigai* means 'that which makes one's life worth living'. For every Okinawan, this will be different. It could be their grandchildren or their *moai*. Whatever it is, their *ikigai* gives them a purpose in life.

B Nicoya Peninsula, Costa Rica

On the other side of the world in Costa Rica, the people of the Nicoya Peninsula have their own type of *ikigai*. Nicoyans call it *plan de vida* or 'reason to live' and it plays a really important role in Costa Rican culture. These 'reasons' give Nicoyans a real sense of purpose. Different generations within the family often live together and centenarians still provide support and look after children, grandchildren and often great-grandchildren. This makes them feel needed and part of a community. Nicoyans also eat a very healthy diet and often spend their days doing hard, physical work outdoors. They celebrate the 'three sisters' of agriculture which are beans,

squash and corn. Nicoyans grow and eat these crops together and they make up the majority of the well-balanced Nicoyan diet. Interestingly too, there is more **calcium** in the water in Nicoya than anywhere else in the country. Calcium is known to strengthen bones and it might also contribute to fewer cases of heart disease.

C Ikaria, Greece

Eleven thousand miles away from the Nicoya Peninsula lies Ikaria, a small Greek island in the Aegean Sea. The landscape of Ikaria is similar to many of the other Greek islands, but one difference is that Ikarians often live a lot longer. Again, diet seems to play an important role in the health of the Ikarians. Homegrown vegetables and fresh fruit make up the majority of the Ikarian diet and Ikarians eat a type of leafy spring green called *horta*. In addition, they make a daily tea with herbs that grow on the island and which are known to prevent disease. It's not only eating good food that makes the Ikarians so healthy and free of disease, but also the hard work and physical activity that goes into growing these **staples** that goes a long way to keeping the inhabitants fit, both mentally and physically.

word focus

life expectancy (n): the length of time that someone is expected to live
in moderation not having too much of something
calcium (n): a chemical element which is good for bones and teeth
staples (n): the main products grown and eaten in a certain place

3 Vocabulary health and fitness

1 Work in pairs. Tell your partner what you do ...

- if you feel stressed and need to relax.
- if you feel ill or get hurt.
- to improve your fitness.

2 3.2 ▶ Listen. Match the speakers (1–4) with what they talk about (a–d). Then listen again and note down the words that helped you decide on the correct answers.

Speaker 1	a training for an event
Speaker 2	b losing weight
Speaker 3	c joining a gym
Speaker 4	d having an operation

3 Match the words (1–6) with their definition (a–f).

1 recover	a to give medical care to someone who is ill
2 injury	b a physical feeling which shows you've got a certain problem
3 treat	c a person who is being looked after by a doctor
4 symptom	d to get better, usually after an illness
5 patient	e a situation where someone needs taking to hospital
6 emergency	f physical damage to part of your body

4 Choose the correct words to complete the article.



Yoga for life

Judge Eleni Derke started ¹ *doing / playing* yoga more than 25 years ago after she found out she had a serious ² *temperature / illness*. Eleni was in a lot of ³ *pain / ache* and her doctor wanted her to have an ⁴ *emergency / operation*. However, Eleni wanted to find another way to ⁵ *treat / recover* her illness. Her cousin was a yoga ⁶ *player / instructor* and he taught her some different poses. Many people believe that the different yoga positions help to remove toxins from the body, but as yet, there is no scientific ⁷ *evidence / medicine* to prove this. But for Eleni, she didn't need scientific explanations. She soon started to feel better and her ⁸ *patients / symptoms* started to disappear. Now, not only does Eleni continue to practise yoga for her own ⁹ *illness / health*, she also recommends that criminals take a yoga course while they are in ¹⁰ *hospital / prison*.



your ideas

When was the last time you were ill?
What did you do to recover?

Present perfect simple and present perfect continuous

1 Read the sentences (1–4) and answer the questions (a–d).

- They **have done** yoga three times this week.
- They **have been doing** yoga for years.
 - Which sentence emphasises how long an action has been in progress?
 - Which sentence tells us the number of times something has happened?
- The students **have done** a project on Okinawa.
- This week, the students **have been doing** a project on Okinawa.
 - Which sentence tells us that the students' project is finished?
 - In which sentence is it unclear if the project is finished or not?

2 Look at the sentences (1–4) in Exercise 1 again. Complete the rules (a–f) with PPS (present perfect simple) or PPC (present perfect continuous).

- We form the _____ with the correct form of *have* and the past participle.
- We form the _____ with the correct form of *have + been + the -ing* form of the main verb.
- We use the _____ for actions and situations that happened at an indefinite time in the past.
- We use the _____ for actions and situations that started in the past and are still in progress or have happened repeatedly up until now.
- We can use the _____ to talk about the number of times something has happened.
- We can use the _____ to emphasise how long an action has been in progress.

▶ Grammar reference 3.1, p163

3 Complete the sentences with the present perfect simple or present perfect continuous of the verbs. Then listen and check your answers.

- For many years, people _____ (research) areas of the world with high numbers of centenarians.
- The old man _____ (not see) a doctor for fifty-five years.
- Scientists _____ (develop) new treatments here since the early 2000s.
- The Paleo diet _____ (become) very popular over the past decade.
- Alexei _____ (make) a pot of coffee.

- Eleni Derke _____ (practise) yoga for more than twenty-five years.
- I _____ (sign) a contract at the gym and my first session is at three o'clock today.
- Tina _____ (go) to exercise classes since the start of the year.

for, since, lately, already, yet and still

4 Read the sentences and underline the time expressions.

- Hani has been running marathons since 2015.
- I've been feeling really under the weather lately.
- Have you finished your exercise programme yet?
- He's been doing yoga every day for a few weeks.
- She's already lost more than six kilos in weight.
- She still hasn't bought any gym equipment.
- They haven't started training for the event yet.

5 Complete the rules (a–f) using the time expressions from Exercise 4.

- We use _____ at the end of a question with the present perfect. We also use it in a negative sentence to show that we're expecting something to happen soon.
- We use _____ to show how long a present situation has lasted.
- We use _____ to show when something started.
- We use _____ with the present perfect to mean 'recently'.
- We use _____ with the present perfect in a negative sentence to show that something hasn't happened but we expect it to.
- We use _____ with the present perfect to mean 'at some time before now'.

▶ Grammar reference 3.2, p164

6 Complete the sentences with these words.

already for lately since still yet

- Annie has been doing a lot of exercise _____.
- I've _____ had the test results. They emailed them yesterday.
- She's been training with an instructor _____ a month.
- Have you been to the new swimming pool _____?
- No, I _____ haven't had time to go there.
- I haven't eaten meat _____ 2012.

3 Listening

thinking about the missing words; complete the sentences

1 3.5 Listen and tick the numbers you hear.

- | | | |
|------------|--------------|--------------|
| 1 a 1/6 | b 1/60 | c 1/16 |
| 2 a 7% | b 17% | c 70% |
| 3 a 15,000 | b 15,000,000 | c 50,000,000 |
| 4 a 2,300 | b 2,030 | c 3,200 |
| 5 a 1798 | b 1978 | c 1878 |
| 6 a first | b fourth | c fifth |
| 7 a 20.42 | b 2042 | c 20,042 |
| 8 a 7.3 | b 73 | c 703 |

2 3.6 Listen to some facts about health and fitness. Are the sentences true (T) or false (F)?

- About 19 per cent of Americans have too much salt in their diet.
- In the 1970s, only four per cent of children in the USA were overweight.
- It takes about 28 days to break a bad habit.
- You need to walk for 22 minutes to burn off the calories in a bar of chocolate.
- More than 300 million people worldwide have diabetes.
- The average life expectancy across the world is 82.

3 3.6 Listen again and correct the false information in Exercise 2.

4 Read the Exam Tip. Then read the Exam Task. What type of information is missing in each gap?

Exam TIP

Thinking about the missing words

- Read the questions all the way through to get an idea of what the listening will be about.
- Think about possible answers for the gaps before you listen.
- Look at the words before and after each gap. What type of word fits (e.g. noun, verb, adjective)?
- You won't have to write any more than three words in each gap. If the answer is a number or a date, write it in figures, e.g. 540, 2018.

5 3.7 Now listen and complete the Exam Task.

Exam TASK

Complete the sentences

You will hear someone talking about how buildings can affect our health. For questions 1–10, complete the sentences with a word or short phrase.

- Nowadays, about _____ of our time is spent indoors.
- 'Sick building syndrome' is an _____ where the building you are in can affect your health.
- Some of the _____ of sick building syndrome are headaches, coughs and extreme tiredness.
- A damp or polluted building can be _____ for a person's illness.
- One group of people wants to _____ awareness of unhealthy buildings.
- Architects and building designers are now trying to make buildings _____ for people to live and work in.
- _____ quality, noise and lighting can all affect people's health.
- Two major causes of serious illnesses nowadays are poor diet and _____.
- _____ in buildings helps people to be healthier by making them more active.
- In Sweden, _____ have been made to look like a piano.



Etsy's 'living building' headquarters in New York City

Speaking

describing similarities and differences; photo description

- 1 Look at this list of activities which people could do to reduce stress. Number them in order of how helpful they are in your opinion (1 = the most helpful, 8 = the least helpful).

- | | |
|--|--|
| ☐ doing housework | ☐ breathing exercises |
| ☐ doing yoga | ☐ chatting with friends |
| ☐ singing | ☐ shopping |
| ☐ reading | ☐ playing a game |

- 2 Work in pairs. Discuss the questions.

- Are your answers to Exercise 1 similar or different? Why do you think this is?
- What other things would you add to the list?

- 3 Look at the photos. Discuss them with a partner. Use the questions and some of these words.

activity	effect	health	indoors
outdoors	relax	stress	

- What are the similarities between the photos?
- What are the differences between the photos?
- What are some of the problems with what's happening in photo A?
- What are some of the benefits with what's happening in photo B?



- 4 Read the Exam Tip. Then read the Exam Task. What is the difference between describing something and comparing something?

- 5 Now work in pairs and complete the Exam Task. Take turns to compare and talk about your photos. Use the Useful Language to help you.

Exam TIP

Describing similarities and differences

- In this part of the test, you need to compare and talk about two photos.
- Don't just describe the photos. If you *describe* something, you simply say what you can see. If you *compare* something with something else, you talk about the similarities and differences.
- Listen carefully to what your partner says. This can often give you more ideas.
- Look closely at the photos to see what is the same and what is different.

Exam TASK

Photo description

Student A: Turn to page 176. You will see two photos. They show people doing different things to relax. Compare the photos and say why you think each person has chosen to do that activity.

Student B: Turn to page 177. You will see two photos. They show people eating dinner. Compare the people, situation and food in each photo and say which you think would be better for you and why.

Useful LANGUAGE

Making comparisons

In this photo ..., whereas / while / but in ...
 In the other photo ...
 Both photos show ...
 Neither photo shows ...
 The main difference / similarity is ...
 In contrast ...
 On the other hand, ...
 He / She is more ... than ...

your ideas

- Do you think younger people get more stressed than older people? Why? / Why not?
- Many people say that 'laughter is the best medicine'. Why do you think this is? Do you agree?

3 Grammar countable and uncountable nouns; quantifiers

Countable and uncountable nouns

- 1 Read the sentences (1–2). Then complete the rules (a–b) with *countable* and *uncountable*.

- I did twenty **star jumps** and skipped for fifteen minutes.
- I always include some **exercise** in my day, even if I haven't got much time.

- a _____ nouns refer to separate items. They can be singular and plural.
b _____ nouns refer to abstract ideas or things that cannot be counted. They do not have a plural form.

▶ Grammar reference 3.3, p165

- 2 Look at the advice in a doctor's surgery. Complete the table with the nouns in bold.

In winter, **people** often suffer from colds and the flu. Our **advice** is as follows:

- Drink plenty of **water** with **honey** and lemon.
- Make sure you stay warm and get plenty of **rest**.
- Always sneeze into a **tissue** and cover your **mouth** when you cough.
- Always wash your **hands** well with **soap** and water.
- In an **emergency**, call 999.

Countable nouns	Uncountable nouns

- 3 Some nouns can be both countable and uncountable depending on their meaning. How is the meaning of **room** different in these sentences?

- There isn't room for all of us in the car.
- This is the most expensive room in the hotel.

- 4 Tick the nouns which can be both countable and uncountable.

- | | |
|---------------|------------|
| 1 centenarian | 4 culture |
| 2 experience | 5 health |
| 3 activity | 6 headache |

- 5 **3.8 ▶** Complete the sentences with the correct form of the words from Exercise 4. Then listen and check your answers.

- We had some wonderful _____ during our time in Greece.
- Human _____ is one of the main reasons for climate change.
- The Ikarian and Nicoyan _____ are fairly similar.
- I don't know any _____. Do you?
- I've got the flu. I've got a _____ and a really sore throat.
- A poor diet can have a major impact on your _____.

- 6 Look at the sentences in Exercise 5 again. Are the words you wrote countable (C) or uncountable (U)?

Quantifiers

- 7 Read the sentences (1–4). Then complete the rules (a–b) with *much*, *many*, *a little* and *a few*.

- There aren't **many** calories in this dessert.
- About 90 per cent of Americans have **too much** salt in their diet.
- My grandfather needs **a little** help to climb the stairs.
- We grow **a few** vegetables in our garden.

A lot of and *lots of* can be used with both countable and uncountable nouns.

- a _____ and _____ are used with countable nouns.
b _____ and _____ are used with uncountable nouns.

LOOK!

Much and *many* can usually only be used in questions and negative sentences.

▶ Grammar reference 3.4, p165

- 8 Complete the sentences with *much*, *many*, *a little* or *a few*.

- How _____ time do you spend at the gym?
- I can only do _____ exercise before my knees start to hurt.
- I always keep _____ chocolate in my bag!
- I didn't eat too _____ biscuits, I promise!
- I usually add _____ sugar to my coffee.
- Have you got _____ minutes to help me, please?

Use your English

prepositions; idioms; checking your sentences make sense;
sentence transformation

Prepositions

- 1 Complete the sentences with these prepositions. Some prepositions can be used more than once.

against of on over to

- 1 You can take this medicine to protect you _____ malaria when there are mosquitoes.
- 2 I'm working _____ my fitness this year because I've signed up to run a marathon.
- 3 Lack of activity is a major factor that contributes _____ a shorter life expectancy.
- 4 Many Ikarians live to _____ 100 years old because of their healthy lifestyle.
- 5 If you consume too many sugary drinks, you could be at risk _____ tooth decay.
- 6 How long you live will depend _____ many things.
- 7 Are you a member _____ a gym?
- 8 If you want to get stronger, you should focus _____ lifting weights.

Idioms

- 2 Match the idioms (1–6) with the correct meaning (a–f).

- 1 My grandmother is in her nineties, but she's **fit as a fiddle**.
- 2 Sven was very ill after the accident, but he's definitely **on the mend** now.
- 3 Having a cold can make you feel really **under the weather**.
- 4 The operation on his knee gave him a new **lease of life**.
- 5 I felt like I was **on my last legs** after running a marathon.
- 6 It's important to take time out in order to **recharge your batteries**.

- | | |
|---------------------|-----------------------------|
| a regain energy | d starting to feel better |
| b unwell | e feeling very weak |
| c very fit and well | f a chance of better health |

- 3 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Checking your sentences make sense

- In sentence transformation tasks, make sure you re-read your new sentence and check it for meaning.
- Make sure that you have used the given word and that you haven't changed it.
- Your new sentence must have the same meaning as the first sentence. Compare the two sentences and check that they both mean the same.

Exam TASK

Sentence transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the given word.

- 1 I wasn't able to give much attention to the news because I was very tired.

FOCUS

I couldn't really _____ the news because I was very tired.

- 2 According to his dad, Piotr is feeling much better now.

MEND

Piotr's dad said that he is definitely _____ now.

- 3 Some factors for a long and happy life are good friends, physical activity and a healthy diet.

CONTRIBUTE

Good friends, physical activity and a healthy diet are some of the things that can _____ a long and happy life.

- 4 I did very little exercise last week because I was under the weather.

MUCH

I was under the weather last week, so I _____ exercise.

- 5 You cannot rely on only being naturally healthy if you want to live past 100.

DEPEND

Being naturally healthy isn't the only thing you can _____ if you want to live past 100.

- 6 By the time she had finished the race, she was absolutely exhausted.

LEGS

She _____ by the time she had finished the race.

your
ideas

- How do you recharge your batteries?
- When did you last feel as if you were on your last legs? What were you doing?

Learning FOCUS

Giving advice

When you want to give advice in your writing, it's important to use language that will make the reader trust you.

- Encourage the reader by using a light-hearted tone that makes the reader feel you are making helpful suggestions rather than telling them what to do.
- If you are very critical in your opinions, the reader is unlikely to follow your advice.
- Introduce advice with these structures and expressions: *Don't worry if you ...*, *Try to make sure you ...*, *Try / Don't try + full infinitive or noun ...*, *You could always ...*, *Why don't you ...*, *Think about ... + verb + -ing*.

- 1 Read the Learning Focus box. Then read the advice. Which advice would you follow? Which wouldn't you follow? Why?

▼ I want to get fitter. How should I start?

- ▲ Aim to run about 3 km a week. Everyone can easily do this.
- ▲ Think about setting yourself realistic goals that work for you.
- ▲ Don't worry if you don't do everything on your training plan. It's normal to miss a few sessions!
- ▲ Try to add in a bit more exercise wherever you can in your daily routine. Every step adds up!
- ▲ You must always work out in the mornings.
- ▲ Why don't you write your goals on a piece of paper that you can look at every day?
- ▲ You must feel pain when you're working out otherwise there's no point going to the gym.

- 2 Imagine your friend has asked you for some advice. Look at these questions and write a piece of advice for each one. Use the structures and expressions in the Learning Focus box.

- 1 How can I make more time for exercise?
- 2 How can I stop eating sugary snacks and sweets between meals?
- 3 How can I reduce my screen time? I know I play computer games for too long, but I can't stop.
- 4 What should I do to get outside more?
- 5 What small things can I do to improve my fitness?
- 6 Should I completely give up eating junk food?
- 7 What can I do to sleep better at night?
- 8 I heard it's better to exercise with others. I'm not fit, so where do I start?

- 3 Work in pairs. Discuss your answers to Exercise 2. Did you find any of your partner's suggestions useful for you?

- 4 Read the writing task. Are the sentences (1–4) true (T) or false (F)?

What are some of the best ways to prevent coughs and colds? What are some of the things we can do every day? Write an article for the school website giving your advice. We will publish the best advice next month.

- 1 You should include advice about preventing illness.
- 2 You should include advice about general health.
- 3 The advice will be read by people your age.
- 4 The advice will be put on posters around the school.

- 5 Complete a student's answer to the task in Exercise 4 with these phrases.

don't forget don't worry make sure
shouldn't try to why not

Common sense fights the common cold

Do you suffer from coughs and colds, especially in winter? Here are some useful tips to help prevent feeling under the weather.

Firstly, a healthy diet can help to stop you getting ill. But you ¹ _____ wait until you're ill to take action! ² _____ make a change today? You could do something to improve your diet, like eating more fruit and vegetables. Not only will this help to prevent you getting ill, but it will also help you recover more quickly.

Secondly, it's very important to get enough sleep. ³ _____ get about eight hours every night and ⁴ _____ to turn off phones and screens at least an hour before you go to bed.

Lastly, exercise is very important too. ⁵ _____ if you can't run a long way – or you hate going to the gym. Just ⁶ _____ you do something every day to keep yourself fit, even if it's only for fifteen minutes. Follow these simple rules and you'll be well all winter!

- 6 Read the article in Exercise 5 again. Do you agree with the writer's advice? Why? / Why not?

7 Look at the Useful Language and complete the paragraph.

If you're suffering from stress, it's important to take some time out to recharge your ¹ _____. Try to stay ² _____ by doing some exercise every day. Exercise is excellent for you physically and mentally. In addition, make sure you're eating good, healthy food. A Mediterranean ³ _____ is full of fresh fruit and vegetables. Make good ⁴ _____ and you'll soon be as ⁵ _____ as a fiddle.

8 Read the Exam Tip. Then read the Exam Task and make some notes about your ideas. How many things should you write about in the article?

9 Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and remember to give reasons that justify your advice.

Exam TIP

Giving effective advice

- If a writing task asks you to give advice, it's important to make suggestions and not give orders. Make sure the tone of your advice is friendly and positive.
- Give clear reasons for your advice to make your ideas more convincing. Don't focus on the possible negative result of your reader not taking your advice. Always focus on the positive result.

Exam TASK

Writing an article

You read this announcement on a health and fitness blog:

Articles wanted

What's the best advice you can give to someone who wants to live to be 100? What would you suggest they do in terms of lifestyle, physical activity and diet?

The best articles will be published on our blog next month.

Write your article.

Useful LANGUAGE

Describing lifestyle

fit as a fiddle
natural remedies
prevention is better than cure
recharge your batteries
reduce stress

Healthy activities

be active
increase your strength
burn calories
control your weight
get / stay fit / in shape
warm up

Describing food and diet

a balanced diet
a Mediterranean / vegetarian / vegan diet
drink plenty of water
eat organic food
make good choices

10 Complete the Reflection Checklist. Then exchange your article with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I clearly stated my advice. ☐
- I clearly stated reasons why the reader should follow my advice. ☐
- I focused on a positive outcome. ☐
- I checked my final draft for grammar and spelling mistakes. ☐

People walking on Golden Bridge in Da Nang, Vietnam

3 Live well, study well

forming positive habits; challenging limiting beliefs

Six steps to a positive habit



- 1** Look at the infographic. Match the steps (1–6) with these headings (a–f)

- a Acknowledge success
- b Decide on your goal
- c Expand it
- d Make it manageable
- e Prepare for setbacks
- f Reward yourself

- 2** Work in pairs. Discuss the questions.

- 1 Which is the most important step in the process, do you think? Why?
- 2 What negative thoughts, if any, did you have when you read the advice?
- 3 Have you ever successfully managed to create a new habit? If so, how did you do it?
- 4 Do you think it's easier to fall into bad habits rather than good habits? Why? / Why not?

- 3** People often start a new behaviour but don't manage to make it a habit. With your partner, discuss why you think this is.

- 4** Read the Mind your Mind information. Do the tips make you feel differently about your ability to form positive new habits?

Mind your Mind



Challenging limiting beliefs

- It's important to really believe in your ability to change.
- Notice any negative thoughts you have, e.g. 'I'm unlikely to succeed.'
- Turn these thoughts into positive questions, e.g. 'What have I succeeded at in the past? How could I succeed now? What do I need to help me do this? What benefits would there be if I did succeed?'
- Our brains respond to suggestion and repetition. Write positive statements such as, 'I've succeeded at lots of things in my life,' or 'My action plan will bring success' and put them somewhere you will see them every day.

- 5** Think of something you want to achieve. Answer the four positive questions in Mind your Mind. Then discuss your answers with a partner.

PROJECT 1

Work in pairs. Imagine that two weeks ago a friend decided to limit their screen time to one hour a day. However, within three days they had failed. Prepare a plan to help them succeed.

Think about:

- what practical steps will help them
 - possible setbacks and how to deal with them
 - how you might be able to support them personally.
- Is there anything in the plan you could apply to your own life?

PROJECT 2

Using the infographic, draw a plan of action for something you want to change in your daily life.

Think about:

- the six main steps that you will need to take
- when you aim to be fully in the new routine.

Share your plan with a partner. Report back to them on your progress in two weeks' time.

Useful LANGUAGE

Let's break it down into smaller steps ...

A good idea is to ...

One thing that might be particularly helpful is ...

Remember / Don't forget that ...

I've decided that I'd really like to ...

The stages I'm going to follow are ...

The first / second / next thing I will do is ...

In two weeks' time I aim to have ...

Technological wonders 4



A bionic flying fox at the World Robot Conference, Beijing

Work in pairs. Look at the photo and discuss the questions.

- 1 Why do you think this bionic flying fox was created?
- 2 Why is nature a good place to look for ideas?
- 3 What technology do you use every day?

4 Reading

identifying what a word refers to; multiple choice with one text

1 Work in pairs. Discuss the questions.

- How interested in space are you?
- Have you ever looked at the stars through a telescope?
- Would you like to go into space? Why? / Why not?

2 Read the Exam Tip. Then read these sentences about space and choose the correct option (a–c).

- A solar system is a star and its planets. There are eight planets, one sun and more than 200 moons in **ours**.
Ours refers to ...
a our solar system. b our planet. c our moon.
- A moon is an object that travels around a planet. It is smaller than the planet and some planets have got many moons.
It refers to ...
a an object. b a planet. c a moon.
- An asteroid is a rock that floats around in space. **Some** are about the size of a car, but others can be hundreds of miles wide.
Some refers to ...
a rocks. b cars. c asteroids.
- A comet is rock which contains ice and dust. When a comet passes near to the sun, it warms up and forms a 'tail' of dust and gas.
It refers to ...
a the comet. b the sun. c the tail.
- A planet's orbit is the curved path it follows when travelling round a larger object in space.
It refers to ...
a a large object. b a curved path. c a planet.

3 Work in pairs. Read the article on page 43 quickly. Discuss the questions.

- Who is the letter to?
- Who is the letter from?
- Why do you think the writer wrote a letter to a telescope?

4 Read the Exam Tip again. Then read the Exam Task. Remember to underline important words in the questions.

Exam TIP

Identifying what a word refers to

- In multiple-choice questions, you are often asked what a certain word refers to.
- The answer usually comes *before* the word.
- Look back in the text and find the words you think it might refer to.
- Read the sentence again, replacing the word with the one you think and see if it makes sense.

5 Now complete the Exam Task.

Exam TASK

Multiple choice with one text

You are going to read a letter to a telescope. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- In paragraph 2, what similarity does the writer mention between himself and the space telescope?
A Neither of them have been out since 2007.
B It takes them both a long time to get ready.
C They both work very hard.
D They both love looking into space.
- According to paragraph 3, why will the telescope see things that we've never seen before?
A because the clouds of gas aren't thick in space
B because it will be sent to a universe where there is light
C because it's more powerful than other telescopes
D because no one has studied space before
- In paragraph 4, we learn that the writer thinks that
A the engineers were very clever.
B the mirror won't fit inside the rocket.
C the telescope won't take off on time.
D the technology is too complicated.
- What does the word *they* refer to in line 27?
A pictures and data from the telescope
B the Pillars of Creation
C planets and moons outside our solar system
D planets and moons inside our solar system
- The Kepler space telescope
A has been in space for thirty years.
B has been in space for ten years.
C has found 4,000 planets in our solar system.
D has found an Earth-sized planet in our galaxy.
- The writer says that the James Webb telescope is 'going to change everything' (line 1). What does he mean by this?
A that it will be the first telescope with new technology
B that the telescope is likely to change our understanding of space
C that a lot of technology is going to change
D that the telescope will change the positions of the planets

your ideas

Which technological wonder would you write to? Why? What would you say?



NASA's James Webb Space Telescope

Dear James Webb Space Telescope

- 1 You're going to change everything. When you are sent into space, you're going to shine a light on where we came from and where we might end up living.
- 2 We've waited a long time for you; the original date was 2007. But I know all about taking a long time to get ready to go out. When you're finally in position, you're going to be beautiful, with your 25-foot golden mirror. You'll be working
10 hard too, a million miles from Earth, looking out into space.
- 3 You'll see things that nobody from Earth, and none of our telescopes, have seen before: the first light of the **universe**, the birth of stars and how the earliest **galaxies** were formed. Your powerful telescope will be able to see through thick clouds of gas and see how stars were made.
- 4 The engineering that has gone into your construction is incredible. New technology and
20 software had to be invented to make you work. Packing those innovations into a rocket was a real achievement too. When you arrive, it will take a week of complicated movements before your huge gold mirror and **sunshield** are open in the right position.
- 5 We're going to learn so much about the universe from the data and pictures you'll send back. They'll teach us new and exciting things. We'll finally be able to look inside the famous Pillars of Creation.
30 We'll be able to study things in our own solar system in a new way too, including Mars, Saturn and Saturn's largest moon, Titan.

- 6 But this isn't why I can't wait for you to get up there and start doing your job. The reason I'm counting the days is because you're going to discover more about the planets outside our own solar system: the mysterious **exoplanets**.
- 7 We're still learning so much about these worlds, making amazing progress in a short amount of
40 time. It's only been in the past thirty years that we've started successfully finding exoplanets, and only ten years since we sent the Kepler space telescope to search for Earth-size planets around other stars. So far, we've found more than 4,000 – nowhere near the number of planets in our galaxy alone.
- 8 At the moment, we can only imagine the conditions on exoplanets, and none of us can know anything for certain. But you are going
50 to give us real data. Information that may confirm our thoughts, or completely surprise us. Everybody's holding their breath, waiting for you to tell us your stories.
- 9 Perhaps the most surprising information will come from a familiar sight: something that looks very much like our Earth but **light years** away. The idea of a safe place out there in the universe is wonderfully exciting.
- 10 You're going to help us keep that dream alive,
60 James Webb Space Telescope.

Yours wonderfully

Charlie

universe (n): everything that exists in space
galaxy (n): a large group of stars and planets
sunshield (n): a component on the James Webb telescope that will protect the telescope from sources of light and heat
exoplanet (n): a planet which is outside the Earth's solar system
light year (n): a unit of measuring distances in space

word
focus

4 Vocabulary technology

- 1 Match the words (1–8) with the objects in the photo (a–h).

- | | |
|-----------------------|------------|
| 1 calculator | 5 keyboard |
| 2 charger cable | 6 monitor |
| 3 external hard drive | 7 mouse |
| 4 headphones | 8 tablet |



- 2 Choose the correct option (a or b) to complete the sentences.

- A **device** is something that
 - has been invented for a certain purpose.
 - is necessary to make machines and engines run.
- If something is **remote-controlled**,
 - it can connect to people in different countries.
 - it uses a separate piece of equipment to control it.
- If something has a **touchscreen**, you
 - use it by touching and pressing the screen.
 - shouldn't touch the screen when you are using it.
- A **drone** is a piece of equipment that you can use
 - to play music.
 - to take photos and videos from high up in the sky.
- If something is **wireless**,
 - it doesn't need a cable to send electronic information.
 - it is computer equipment such as a monitor.
- If something in your home uses **smart** technology,
 - you can control it using the internet.
 - it doesn't need batteries.

- 3 **4.2** Listen. Match the speakers (1–4) with what they talk about (a–d).

- | | |
|-----------|---------------|
| Speaker 1 | a headphones |
| Speaker 2 | b smartwatch |
| Speaker 3 | c touchscreen |
| Speaker 4 | d drone |

- 4 Complete the conversation with these words.

connect online podcast post record
update upload WiFi

Can you help me to get ¹ _____?
I can't ² _____ to the internet.

It isn't a problem with your connection.
The ³ _____ isn't working.

Oh no! I need to ⁴ _____ my blog.
I bought a drone recently and I want to
⁵ _____ a review.

Why don't you ⁶ _____ it on your
phone and then ⁷ _____ it later as
a ⁸ _____?

Great idea! Thanks.

- 5 Complete the text with these words. Look carefully to see which type of word is missing from each gap.

headphones podcasts record screens
smart speakers switch off upload

Do you find it difficult to get to sleep at night? You've probably heard that you should ¹ _____ all your devices and stop looking at ² _____ at least an hour before bed. But technology might also have a solution to your sleep problems. Nowadays, why sleep with a regular pillow when you can have a ³ _____ one instead? It has its own ⁴ _____ so you can listen to your favourite music or ⁵ _____ without having to wear uncomfortable ⁶ _____. These pillows can also tell you how well you sleep. Similar to activity trackers, sleep trackers ⁷ _____ your sleep pattern and then ⁸ _____ this information to your phone. What's more, after a peaceful sleep, your pillow's alarm clock will wake you up in the morning. Just remember to turn the volume down!

your
ideas

What's your favourite device? What do you use it for?

will and be going to

- 1** Read the sentences (1–8) and look at the words in bold. Then match the sentences with the correct use (a–h).

- We're **going to visit** the Space Centre tomorrow.
- I **expect we'll be able to go** on holiday in space soon.
- Shall I help** you design the rocket?
- The space programme **will be** 20 years old next month.
- According to the forecast, it **will be** very windy tomorrow.
- The rocket **isn't going to take off** because of the bad weather.
- I know! I'll **look it up** on the internet.
- I promise I'll **lend** you the book when I've finished it.

- a a suggestion or offer
- b to express a sudden decision
- c to talk about an uncertain future with verbs like *think, believe, expect, etc.*, and with adverbs like *probably* and *maybe*
- d a future intention or plan
- e a prediction for the immediate future based on current evidence
- f a promise or a threat
- g a fact or piece of information about the future
- h a general prediction

LOOK!

We use *shall* instead of *will* when the subject is *I* or *we*. *Shall we meet at 10 a.m.?*

▶ Grammar reference 4.1, p165

- 2** Complete the conversations with the correct form of the verb.

- A: When are you going to university?
B: I _____ (go) to university next year.
- A: Look at those black clouds over there.
B: Yes, there _____ (be) a storm.
- A: I'm not looking forward to the training day. Are you?
B: Yes, I am actually. I think we _____ (have) a great time.
- A: What are you doing at the weekend, Cara?
B: I _____ (visit) the space museum. Do you want to come?
- A: I can't connect to the internet. Is there a problem with the WiFi?
B: Don't worry. I _____ (have) a look for you.

Time expressions

- 3** Look at the time expressions in bold. Then complete the rule.

- I'll be ready **by the time** you arrive.
- Please text me **the moment** you have any news.

Time expressions are followed by a _____ tense even when they are used to talk about the future.

▶ Grammar reference 4.2, p166

- 4** Complete the sentences with these time expressions.

after the moment	as soon as until	before when	by the time
---------------------	---------------------	----------------	-------------

- We must get the central heating fixed _____ it turns colder.
- Rashid will be qualified engineer _____ he is 21.
- I'll explain it to you _____ I understand the instructions myself.
- _____ we get a power cut, the batteries start to work.
- We'll go to the cinema _____ we have lunch.
- _____ we've got new technology, we can't accurately predict earthquakes.
- Nothing happens _____ I press this button.

- 5** **4.3** ▶ Complete the article with the correct form of the verbs. Then listen and check your answers.



When the Indian Space Research Organisation (ISRO) next ¹ _____ (send) a rocket to space, one of its astronauts ² _____ (not need) a spacesuit. That's because the astronaut, Vyommithra, is a robot. ISRO ³ _____ (include) Vyommithra on its next mission to land on the moon. One of Vyommithra's jobs is to check the environment in the rocket. ISRO ⁴ _____ (use) this data to protect human astronauts until they ⁵ _____ (reach) the moon.

4 Listening

predicting topic vocabulary; multiple choice: one per text

- 1** Match the lists of words (1–5) with the devices they are the most likely to describe (a–f). There is one extra device.

- 1 light, remote-controlled, flying, aircraft
- 2 glass, hot, flavour, liquid
- 3 sound, wireless, quiet, personal
- 4 image, memory, colour, movement
- 5 personal, wearable, messages, time

- | | |
|----------------|----------------|
| a coffee maker | d headphones |
| b dishwasher | e smartwatch |
| c drone | f video camera |

- 2** You will hear a conversation about smart technology. Look at the questions in Exercise 3. Then choose the correct situation (a–c) for the conversation.

- a A woman is talking to a sales assistant about the features on a new device.
- b A woman has bought a new device and is explaining the technology to a friend.
- c A woman is talking to her husband about the features of a new device they want to buy.

- 3** **4.4** Now listen to the conversation and choose the correct option (a–b) to answer the questions.

- 1 What are the man and woman thinking of buying?
 - a a smartphone
 - b a smart fridge
- 2 What can the device help you find?
 - a recipes
 - b supermarkets
- 3 What lets you see inside the device by using the touchscreen?
 - a door
 - b cameras
- 4 What does the woman think would be best for her?
 - a notifications about dates
 - b connecting to the device when out
- 5 When will the man and woman shop for the new device?
 - a next weekend
 - b later today

- 4** Read the Exam Tip. Then read the Exam Task. Make a note of any words that you might need to listen for.

- 5** **4.5** Now listen and complete the Exam Task.

Exam TIP

Predicting topic vocabulary

- Read the questions and try to think of different vocabulary that you might hear.
- Try to think of nouns, verbs, adjectives, etc., which are connected to the topic.

Exam TASK

Multiple choice: one per text

You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- 1 You hear a man talking about a new security app on his phone. What does he say is the best thing about it?
 - A It controls everything in his house.
 - B It's very useful when he's travelling.
 - C His neighbours don't understand the app.
- 2 You hear part of a news report about a plan for a new train station. What are the people against the plan most worried about?
 - A the total cost
 - B the number of shops
 - C damage to the environment
- 3 You hear a man and a woman talking about electric cars. How does the woman feel about them?
 - A She thinks they're better than petrol or diesel cars.
 - B She wouldn't buy one herself.
 - C She's worried about finding a charging point.
- 4 You hear two teenagers talking about new headphones. Why won't the boy buy them?
 - A You can only use them to play music.
 - B The battery life isn't very long.
 - C They cost too much money.
- 5 You hear a girl talking about her brother. What is her brother's plan?
 - A to be a doctor
 - B to work with computers
 - C to improve his exam marks
- 6 You hear a grandfather talking to his grandson. What problem do they agree on?
 - A Teenagers don't spend enough time outside.
 - B Teenagers depend too much on technology.
 - C Teenagers don't know how to read maps any more.



Speaking

coping when you forget a word; photo description

1 Work in pairs. Discuss the questions.

- Which pieces of technology have been invented during your lifetime?
- Which other things have been invented in the last 100 years?
- Do you think these inventions have made life easier or more difficult? Why?

2 Match the descriptions (1–3) with the devices (a–c).

- It's a device you use to count how many steps you've taken in a day. It also reminds you to get up and move if you have been sitting for a long time.
- It's a bit like a laptop and you can carry it with you. It isn't very heavy. Also, you don't need a mouse as it's got a touchscreen.
- You use this to play games where you feel as if you are actually in the game. The game can be similar to or completely different from the real world.

- VR (virtual reality) headset
- tablet
- activity tracker



3 Work in pairs. Write a list of words that someone might use to describe each of these things (1–4).

- a driverless car _____
- a robot _____
- a smartwatch _____
- a rocket _____

4 Some students are playing a game where they describe three of the things in Exercise 3 without saying the word. Listen. What things do they describe?

- _____
- _____
- _____

5 Read the Exam Tip. Then work in pairs. Take turns to describe a device without using the word. Can your partner guess what you're describing? Use these suggestions or choose your own. Use the Useful Language to help you.

3D printer electric car
remote-controlled toy car smart fridge
video doorbell wireless headphone

6 Now work in pairs and complete the Exam Task. Take turns to compare and talk about your photos. Use the Useful Language to help you.

Exam TIP

Coping when you forget a word

- If you can't remember, or don't know, a word you need, don't waste time trying to remember it.
- Try to think of another way of saying what you want to communicate. This is called *paraphrasing*.
- Remember that you will need to answer a question about your partner's photos. Listen carefully as something he or she says might remind you of a word you might need.

Exam TASK

Photo description

Student A: Turn to page 176. You will see two photos. They show people with different types of pets. Compare the photos and say what each person would enjoy about having a pet.

Student B: Turn to page 177. You will see two photos. They show people taking photographs. Compare the photos and say which is the most useful device and why.

Useful LANGUAGE

Paraphrasing

It's a kind of ...
It's a sort of ...
It's a thing you use to ...
It's like ...
You can use it to ...
You usually see them ...
It looks (+ adjective) ...
It looks like a (+ noun) ...
I'm not sure, but I think you use it to ...



Would you like a robotic pet?
Why? / Why not?

4 Grammar future continuous; future perfect simple

Future continuous

- 1 Read the sentences and complete the rule.



- This time tomorrow I'll **be travelling** to Kyoto on the bullet train.
- I'll **be visiting** my grandmother who lives there.

We form the **future continuous** with _____ / won't + _____ + verb + _____.

- 2 Now match the sentences in Exercise 1 with the correct use (a-b).

We use the **future continuous** to describe:

- a future action that will be in progress at a specific time in the future
- plans and arrangements for the future.

▶ Grammar reference 4.3, p166

Future perfect simple

- 3 Read the sentences (1-2) and choose the correct options to complete the rule.

- We'll **have worked** on the project for six years next month.
- By Friday morning, I'll **have finished** this book

We form the **future perfect simple** with **will / won't + a have / be + b -ing / past participle form of the main verb.**

- 4 Now match the sentences in Exercise 3 with the correct use (a-b).

We use the **future perfect simple** to describe:

- something that will be finished by or before a specific time in the future
- the length of time that an action will have lasted at a point of time in the future.

▶ Grammar reference 4.4, p166

- 5 4.7 ▶ Choose the correct options to complete the blog. Then listen and check your answers.

Take me to Japan!

I'm so excited! This time next week, I'll ¹ **have sat / be sitting** in my favourite restaurant in Tokyo eating supper with my best friend. I haven't seen him for ages, but we've already planned lots of things to do. By the time my visit is over, I hope we'll ² **be doing / have done** all of the things on our 'wish list'! For example, we'll ³ **be travelling / have travelled** on the bullet train, which is something I've always wanted to do. On 30th March, we'll ⁴ **be joining / have joined** thousands of other people in Ueno Onshi Park to look at the beautiful cherry blossom. I'll ⁵ **have taken / be taking** hundreds of photos while I'm there and I'll upload them every evening.

- 6 Complete the sentences with the **future continuous** or **future perfect simple** form of the verbs.

- He _____ (work) as an astronaut this time next year.
- I _____ (ride) across the Sahara Desert by October.
- _____ (you / attend) the meeting this afternoon?
- _____ (they / finish) building the rocket by next March?
- They _____ (be) in Mexico for six months before we see them again.
- _____ (you / study) when I get home?
- By 2025, we _____ (have) mobile phones for about 40 years.
- I can't meet you because I _____ (visit) Frank that day.

- 7 Complete the sentences so they are true for you. Use the **future continuous** or **future perfect simple**.

- Next weekend, I _____.
- By 2025, I _____.
- This time next year, I _____.
- By the time I finish studying English, I _____.
- On my next holiday, I _____.

Use your English

word building; phrasal verbs; looking for clues;
multiple-choice cloze

Word building

- 1 Complete the word family table.

Verb	Noun	Adjective
compete	1	competitive
2	explosion	explosive
attract	attraction	3
invent	4	inventive
connect	connection	5
6	creation	creative
inspire	7	inspired
organise	organisation	8

- 2 Look at the news story. What type of word does each gap need?

Earlier today, several people were hurt in an
1 _____ in the Stanley Park area of the city. Fire
officers are worried that the fire will 2 _____
a lot of attention from the public and have asked
people to stay away. The fire service is working with
other 3 _____ to make the area safe. Train
4 _____ to and from Stanley Park station have
been stopped, so passengers should make alternative
travel plans. Stanley Park is home to some of the city's
most 5 _____ design companies.

- 3 Complete the news story with words from Exercise 1.

Phrasal verbs

- 4 Replace the phrases in bold with these phrasal verbs.

back up log in plug in set up
switch on shut down

- When you've finished your project, don't forget to **switch off** the computer.
- You should **make a digital copy of** your work every few minutes.
- You'll need a password to **have access to** the university's computer network.
- Call the IT department if you need help to **get everything working on** your computer.
- Use this charger cable to **connect** your phone to the power supply.
- Don't forget to **start** the dishwasher before you go out.

- 5 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Looking for clues

- In gapfill sentences, there will always be clues in the sentences. For example, is the missing word part of a phrasal verb or does it repeat an idea that's already been suggested?
- It's important to know phrasal verbs, and which prepositions go with which verbs.

Exam TASK

Multiple-choice cloze

For questions 1–6, read the text below and decide which answer (A, B, C or D) best fits each gap.

Telescopes were first invented in the (1) _____ 1600s. Records show that a German-Dutch inventor named Hans Lipperhey (2) _____ a 'spyglass' in 1608. However, by early 1609, the famous astronomer Galileo, had built and set (3) _____ a much more powerful telescope. Moreover, unlike Lipperhey, Galileo used his telescope to look (4) _____ space and the universe, changing our understanding of our (5) _____ system.

Technological (6) _____ mean that we can now see further and in more (7) _____ than ever before. One of the biggest telescopes in the world is the *Gran Telescopio Canarias* in the Canary Islands. It (8) _____ 10.4 metres (34.1 ft.) across. The telescope has been able to record an image from a galaxy which is 500 million light years away from Earth.

- | | | | |
|----------------|----------------|-------|------|
| 1 A recent | C next | | |
| B early | D original | | |
| 2 A designed | C competed | | |
| B inspired | D attracted | | |
| 3 A on | B to | C up | D by |
| 4 A in | B at | C for | D up |
| 5 A star | C solar | | |
| B galaxy | D universe | | |
| 6 A progresses | C advances | | |
| B explosions | D competitions | | |
| 7 A detail | C brightness | | |
| B distance | D information | | |
| 8 A weighs | C uses | | |
| B observes | D measures | | |

your
ideas

If you were an inventor, what kind of device would you invent? Why?

Learning FOCUS

Clauses of reason and contrast

When you write, you will often need to justify your opinion. In an exam setting, it doesn't matter what your own opinion is as much as whether you can give reasons for that opinion. You can use clauses of reason to explain the reason for something, and clauses of contrast to express an opposite idea or opinion.

Clauses of reason are often introduced with these words:

- *as / since / because / the reason why* + subject + verb
- *because of / due to* + noun / *the fact that*
- *the reason for* + noun

Clauses of contrast are often introduced with these words:

- *although / even though / but / while / whereas / yet* + subject + verb
- *however / nevertheless* + subject + verb / *the reason for* + noun
- *in spite of / despite* + noun / *the fact that* / -ing

- 1 Read the Learning Focus box. Then choose the correct options to complete the sentences. Do the sentences include a clause of reason (R) or a clause of contrast (C)?

- 1 *Even though / Due to* the technology is thought to be safe, researchers want to carry out more tests.
- 2 *Despite / The reason for* the drop in sales is that newer smart models are now available.
- 3 *Since / Because of* advances in technology, devices are now smaller and lighter.
- 4 The new system is *the reason why / in spite of* the village has access to clean drinking water.
- 5 Driverless cars will soon be available *despite / nevertheless* concerns over their safety.

- 2 Work in pairs. Choose two of the following things and discuss them with your partner. Try to justify and explain your opinion using clauses of reason and clauses of contrast.

drones flying cars holidays in space
robot pets virtual reality

- 3 Read the writing task. Tick the things you must do.

You recently went to a technology exhibition with your school. The exhibition organisers would like to know about your experience at the exhibition. Write an email telling them what you thought of the day. Include suggestions for anything they could improve or do differently. Remember to explain the reasons for your opinions.

- 1 Write a formal email.
- 2 Make suggestions.
- 3 Express your opinion.
- 4 Justify your opinion.
- 5 Apologise for something.

- 4 Read a student's answer to the task in Exercise 3. Complete the email with these words and phrases.

as because of due to the fact that
however nevertheless

Dear Ms Olson

I am writing in response to your email asking for feedback following our recent visit to Tech-Ex.

Firstly, regarding the individual displays, I found them extremely informative and useful ¹ _____

I learned a lot about possible future technologies.

² _____, some of the displays would be much more interesting if they were more interactive. If there were touchscreens, we could choose what information we want to read.

My favourite part of the exhibition was the 3D planetarium ³ _____ the virtual reality. I really enjoyed flying through space like that.

In addition, I think that workshops would be popular ⁴ _____ young people like to take an active part in exhibitions.

Overall, I really enjoyed my visit to the exhibition centre. I have recommended it to all my friends and plan to visit again soon. ⁵ _____, I believe that reducing the price of a ticket would encourage more young people to visit.

Yours sincerely
Serkan Russo



- 5 Read the email in Exercise 4 again. Are the sentences true (T) or false (F)?

- 1 Serkan has written a formal email.
- 2 Serkan has made some suggestions.
- 3 Serkan has apologised for something.
- 4 Serkan has expressed and justified his opinions.

- 6 Complete the extract from an email with words and phrases from the Useful Language.

Last week, I bought an activity tracker. However, I'm not very satisfied with it. From the photos, I thought it would be very lightweight. ¹ _____, the opposite is true and it's very heavy. In addition, it isn't user-friendly. ² _____ that the functions are difficult to work out. It took me ages to find out how to change from 'run' to 'walk'. In ³ _____, the tracker isn't worth the money. Although the advertising ⁴ _____, the actual device ⁵ _____ very disappointing.

- 7 Read the Exam Tip. Then read the questions in the Exam Task and make notes for each of them. Which one would you choose in an exam? Why?

- 8 Now write the email in the Exam Task. Use the Useful Language to help you. Remember to justify your opinion using clauses of reason and contrast.

Exam TIP

Choosing the best question

- You will be asked to write an answer to 'one of the questions'. Don't answer all the questions.
- Read through all the questions in order to make your choice. Think about how much you know about the topic and how much related vocabulary you know.
- You could quickly note down ideas for each question to see which one you will be able to answer the most thoroughly.

Useful LANGUAGE

Giving opinions

I believe / feel that ...

In my opinion ...

To my mind ...

... made an impression on me ...

... has proved to be ...

Clarifying your point

By this, I mean ...

In other words ...

In fact ...

Exam TASK

Writing a formal letter or email

Choose ONE of the situations below. Write your answer in 140–190 words in the appropriate style.

From: Head Teacher

To: Class 10L

Mr Jiang and I are planning next term's Science and Technology outing. Is there a local exhibition or museum related to Science and Technology that you think the whole class would enjoy? Please give me some details and say why you think this might be a fun but informative day out for the class?

Thanks

Mrs Lee

Write your email.

Reviews Wanted

You recently bought a new telescope. You're generally happy with it, but you think it's got some design faults, for example, it's very heavy. Write a review of the telescope. Say what's good about it, but also what's not so good about it. Would you recommend it to other people?

Write your review.

Articles Wanted

My favourite item of technology

Do you love your phone? Or your watch? Or maybe your wireless headphones?

Write an article telling us about your favourite device, how often you use it, what you use it for and why you love it so much. The best articles will be published on our website.

Write your article.

- 9 Complete the Reflection Checklist. Then exchange your email with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

I thoroughly read all the questions. ☐

I chose just one question to answer. ☐

I thought of reasons why my choice was the best for me. ☐

I included clauses of reason and contrast. ☐

4 Video The rise of the internet



Cables connecting servers to provide 5G internet connections for mobile phones. Vodafone, Germany

Before you watch

- 1 Work in pairs. Look at the photo and discuss the questions.
- 1 How does the internet help people from different countries to communicate with each other?
- 2 How do you think our lives have been improved by the internet?
- 3 What problems, if any, do you think the internet has brought?

While you watch

- 2 Watch the video and complete the factsheet.

The World Wide Web: facts and figures

- Number of current users 1 _____
- Decade in which the first small networks were created 2 _____
- Decade in which networks started to grow in size 3 _____
- Decade in which most people could access the internet for the first time 4 _____
- Name given to a piece of data that is sent via the internet 5 _____
- Information that works like a mailing address on an envelope 6 _____

After you watch

- 3 Complete the summary of the video with these words. Then watch the video again and check your answers.

consoles	devices	electronic	impact
networks	satellites	transmit	web

The internet is a global system of smaller connected computer ¹ _____. This system uses fibre optic cables or ² _____ to send ³ _____ data around the world quickly and easily. Many different ⁴ _____ can be used to access the World Wide ⁵ _____, from games ⁶ _____ to smartphones and televisions to tablets. We are now able to ⁷ _____ and receive information at speeds never seen before, and this has had a huge ⁸ _____ on the way we live and communicate.

your ideas

- How important is the internet in your own life? In which different ways do you use it?
- How do you think technological methods of communication might develop in the future?



The cellist Sheku Kanneh-Mason performs with his sister, the pianist Isata Kanneh-Mason

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you play a musical instrument? How old were you when you started?
- 2 Do you think you need to start practising when you're young to be good at something?
- 3 What qualities do you think you need to have to become a professional musician?

5 Reading

preparing for matching tasks; matching prompts to text

- 1 What does 'success' mean to you? Number these things in order of how important they are in defining success (1 = the most important; 8 = the least important). Compare your order with a partner.

- ☐ living in a big house
- ☐ having lots of possessions
- ☐ helping your community / others
- ☐ having lots of friends
- ☐ having lots of money
- ☐ doing something you love
- ☐ making a difference
- ☐ inspiring others



A researcher takes notes on meerkat behaviour in South Africa

- 2 Read the article about an award-winning teenager on page 55 quickly. Which of the things from Exercise 1 are mentioned?

- 3 Look at these words in the article. Then complete the definitions with the words.

grant (line 3) attractive (line 17) award (line 26)
workshop (line 34) headquarters (line 38)

- 1 A(n) _____ is a sum of money given by an organisation for a specific purpose.
- 2 A(n) _____ is a prize given to somebody for something they have achieved.
- 3 If something is _____ to someone, they are interested in doing it.
- 4 If you attend a _____, you spend time with other people either learning something new, or sharing knowledge and experience.
- 5 A company's _____ is the place where their main offices are located.

- 4 Read the Exam Tip. Then read the Exam Task. Underline the important words in each question.

- 5 Now complete the Exam Task.

Exam TIP

Preparing for matching tasks

- It's a good idea to read the matching questions before you read the full text. This will give you an idea of what the text will be about.
- Underline the important words in each question. These will give you clues as to what to look for in the text.
- Read the text quickly to get a general understanding, noting any answers you can immediately see that correspond to your underlined words in the questions.
- Go back and scan the text to find a section which matches the important words you underlined.
- Repeat the process for each question until you've matched them all.

Exam TASK

Matching prompts to text

You are going to read an article about Kate Diamond who has won awards for her ideas. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

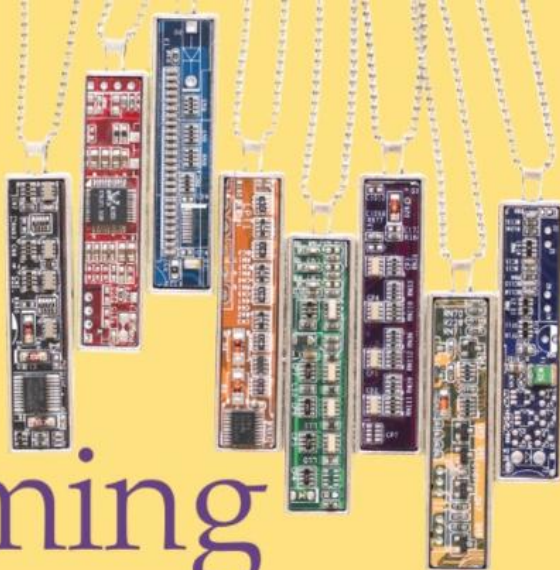
Which section mentions

- subjects that are not popular with girls? 1 ☐
- Kate feeling grateful for the chances she's had? 2 ☐
- Kate's other interests? 3 ☐
- some time that Kate spent learning new skills? 4 ☐
- something that Kate was given that inspired her? 5 ☐
- how young people should continue to work hard for a better future? 6 ☐
- a sum of money that Kate received to help set up her workshops? 7 ☐
- people who share Kate's passion for making a difference through technology? 8 ☐
- teaching people to make items of jewellery? 9 ☐
- a type of competition that Kate takes part in? 10 ☐

your ideas

- What is your ambition?
- Who or what inspires you?

Pendants AND programming



5.1 ▶

A In 2018, Kate Diamond came up with an excellent idea which won her a grant from National Geographic. These grants are given to forward-thinking youngsters, to help them develop their ideas and make a difference to the world. With a bit of financial support, can they turn their big ideas into big successes?

B Kate writes for her high school newspaper and takes an active part in student politics. She is also an enthusiastic engineer and takes part in competitive **programming** – a kind of mind sport that takes place over the internet, where the contestants have to solve problems by using computer code, often within a time limit. Her aim is to encourage more girls to study **STEM**, and she believes that projects that combine technology with creativity would make STEM more attractive to young girls. We had a chat with Kate to find out what she's planning and what her future ambitions are.

C *What is your idea and how did you develop it for your project?*
I organise sessions where girls learn how to create **pendants** out of recycled **circuit boards**. The idea came when some of my friends and I received this kind of pendant at an awards ceremony with the National Center for Women in Technology (NCWIT). As one of only six girls in the Computer Science class at my high school, I am quite aware how few girls there are in STEM fields – that's what motivated me to find an interesting and creative way to introduce young girls to technology.

D *You took part in a workshop with experts. How did this experience help you?*

Yes, I spent nine days working with experts at MIT (Massachusetts Institute of Technology) and at the National Geographic headquarters. The workshop helped me to see that people around the world are achieving amazing things with the power of technology. I also had the chance to visit different companies who are working to protect the planet and create new ways to explore and understand the world. That really inspired me. It also involved working with many amazing students from around the world. It's really special to think that I have a connection to this incredible group of people.

E *Why do you think it's important for teenagers to give back to their communities?*

Our communities make us who we are. I am fortunate enough to live in an area that has lots of opportunities in technology that I have been able to take advantage of. I feel that by putting my skills and **motivation** back into the community, I can continue to inspire young people to create change in their hometowns. One day, we'll build up the confidence and skills we need to change the entire world.

program (v): to write computer code
STEM (n): subjects to do with Science, Technology, Engineering and Maths
pendant (n): a piece of jewellery that hangs from a chain or necklace round your neck
circuit board (n): a board with electrical connections inside electronic equipment
motivation (n): the feeling of enthusiasm and excitement that makes you want to do something

word
focus

5 Vocabulary ambition and success



1 Circle the odd one out. Then work with a partner and explain your answers.

- | | | |
|----------------|--------------|-------------|
| 1 hard-working | ambitious | lazy |
| 2 delay | inspire | excite |
| 3 creative | ordinary | normal |
| 4 goals | achievements | failures |
| 5 competition | celebration | challenge |
| 6 educate | teach | believe |
| 7 dreams | hopes | grants |
| 8 award | confidence | self-belief |

2 Match the words (1–6) with their definition (a–f).

- | | |
|--------------|---|
| 1 motivate | a something good that you hope to achieve |
| 2 focus on | b not willing to let anything stop you from achieving what you want |
| 3 experience | c to make someone become enthusiastic and excited about something |
| 4 skill | d to concentrate your efforts on something |
| 5 dream | e knowledge and ability that you have after doing something for a while |
| 6 determined | f the ability to do something well |

3 Complete the sentences with words from Exercise 2.

- He didn't have enough _____ of working in the food industry to be offered the job.
- Mr Wong has the ability to _____ all of his students.
- Jonah was a very _____ young man, and despite his disability, he completed the course.
- Next week, we're going to _____ writing a good CV and how to fill in a job application.
- Karim was determined to follow his _____ and become a pilot.
- What do you consider to be the most important _____ a tour leader needs to ensure a successful trek?

4 **5.2** Listen to Lucas and Ana talking about careers. Answer the questions. What job does Ana decide she might like to do?

- Does Lucas have a clear goal?
- Does Ana know what she wants to do?
- Does Lucas want to go to university?
- Does Ana want to work in an office?
- Does Ana want to work in a school?
- Does Ana enjoy being outside?

5 Work in pairs. Use the prompts to ask and answer questions.

- | | |
|---------------------|-----------------------|
| What / good at? | What / motivate? |
| What / enjoy doing? | What / passions? |
| What / skills? | What / interested in? |

What are you interested in?

I love anything to do with engineering – I love finding out how things are made.

your ideas

What do you think this statement means?
Some people dream of success while others wake up and work.
 Do you agree with it? Why? / Why not?

1 Match the sentences (1–10) with the functions (a–l) in the table. There are two extra functions.

- You **have to** find more up-to-date information for the report.
- You **can** find the details at this web address.
- You **mustn't** go past the fence over there.
- She **shouldn't** take that job because she'll be bored.
- He **could** ski really well before the accident.
- They **weren't able to** finish the application in time.
- Lee **may** arrive later, but he's in a traffic jam at the moment.
- We **aren't able to** get into the lecture hall yet.
- Could** you help me with my CV later, please?
- You **don't have to** attend the debate if you don't want to.

Function	Modal and Semi-modal verb
a ability (present, future)	can, be able to
b inability (present, future)	can't, not be able to
c ability (past)	¹ _____ was/were able to
d inability (past)	couldn't, wasn't/weren't able to
e advice and suggestions	should, shouldn't, ² _____
f permission and requests	³ _____, could, may
g necessity and obligation	⁴ _____, have to
h prohibition	⁵ _____
i lack of obligation or necessity	don't have to, ⁶ _____
j certainty	must
k impossibility	⁷ _____
l possibility	could, may, might

2 Complete the table in Exercise 1 with these modal verbs.

can can't could must mustn't
needn't ought to

LOOK!

When we want to use *must* for obligation in other tenses, we use the tense of the verb *have to*.
They had to hand in the form last week.

▶ Grammar reference 5.1, p167

3 Which two functions were not used in Exercise 1? Write the letter (a–l), then complete the sentences with the correct verbs.

- ☐ Karl looks very happy! He _____ be feeling better.
- ☐ They _____ come at the weekend because their flight has been cancelled.

4 Choose the correct option to complete the sentences.

- She *couldn't* / *mustn't* apply for the position because she didn't have enough experience.
- They *could* / *needn't* spend too much money. It's easy to find cheap furniture.
- You *don't have to* / *mustn't* forget to send me your essays by Friday at the latest.
- At last, Gregor *was able to* / *couldn't* overcome his fear of heights.
- You *need* / *must* have a lot of self-confidence if you want to take part.
- You can give a speech if you want, but you *don't have to* / *mustn't*.
- You *might* / *should* list all your personal achievements in this section.
- You *don't have to* / *shouldn't* have lots of possessions in order to be happy.
- She *wasn't able to* / *needn't* finish the book before she had to return it.
- We *could* / *have to* meet up on Friday evening if you're free?

5 5.3 ▶ Listen to the speakers. Choose the correct option to complete the sentences.

- The students *could* / *couldn't* finish their work.
- When the guests arrive, they *have to* / *don't have to* sign in.
- Students *should* / *shouldn't* consider their marks.
- The doctor *is* / *isn't* able to stop working now.
- Tom says that Sarah *ought to* / *needn't* watch the documentary.
- The teacher says the students *must* / *needn't* read the article.



5 Listening

identifying key words and taking notes; matching prompts to spoken text

- 1 Tick the words which make you think of ambition and success. Can you think of any more?

achieve aim be determined believe
effort give up inspire lose hope

- 2 Work in pairs. Compare your lists from Exercise 1. Are your answers the same or different?

- 3 5.4 Read the Exam Tip. Then listen to six sentences containing different forms of these words (1–6). Write the words you hear.

- 1 intelligence _____
- 2 motivate _____
- 3 inspire _____
- 4 achieve _____
- 5 succeed _____
- 6 compete _____

- 4 5.5 Read the Exam Tip again. Look at the notes that three students made during a talk about university applications. Listen and choose the best set of notes (1–3).

1 University application

- personal details, e.g. name, address, age, school, grades
- personal statement: ambitions, interesting, truthful
- clubs/awards, e.g. football, teamwork; Player of the Year cup + others
- make it personal

- 2
- Ms Salman talking about university application forms
 - easy bits, details, grades
 - important to include skills, clubs, prizes, true
 - make statement interesting

- 3
- must include lots of things like my name, age, which school I'm at, the grades I've got, where I live
 - I need to include a personal statement which must talk about my ambitions – be very interesting and the reader must know it's true
 - have I won anything? think about this and include, but must be true and personal

- 5 Read the Exam Task and answer these questions.

- 1 How many people will you listen to?
- 2 Will they all talk about the same topic?
- 3 How many matching statements are there?
- 4 Will you need to use all of the statements?

- 6 5.6 Now listen and complete the Exam Task.

Exam TIP

Identifying key words and taking notes

- With multiple-matching questions, read all the statements first and underline the important words.
- The first time you listen, try to identify the main points each speaker makes and take notes. Remember, the answer might not include the exact word or phrase that you hear, but the meaning will be the same.
- The second time you listen, compare your notes with the statements and find the best match.

Exam TASK

Matching prompts to spoken text

You will hear five short extracts in which people are talking about their ambitions. For questions 1–5, choose from the list (A–H) what each person says about ambitions. Use the letters only once. There are three extra letters which you do not need to use.

- A Ambitions can be split into two categories: realistic and unrealistic.
- B You should set out your ambitions on social media.
- C You shouldn't have ambitions, because you're not likely to achieve them.
- D You should have a few ambitions, but make sure they're achievable and don't aim too high.
- E You can have a happy life without being ambitious.
- F What you see on social media can influence your ambitions.
- G Your ambitions should be based on how much money you've got.
- H If you believe you can achieve something, it's likely that you can.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

Speaking

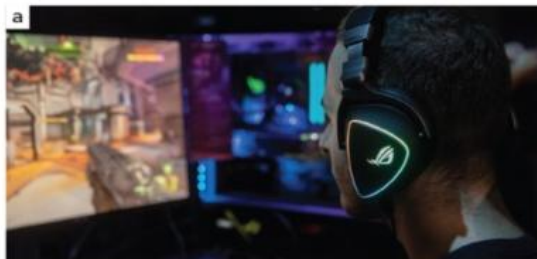
discussing all the options; collaborative task

1 Work in pairs. Discuss these questions.

- 1 Are you an ambitious person? Why? / Why not?
- 2 What things show that you are / aren't ambitious?
- 3 What's your greatest achievement to date?
- 4 Is success important to you?
- 5 What are your goals for the future?

2 Look at the photos. What qualities do you think each person has got? Discuss with your partner. Use some of these words or your own ideas.

ambitious creative determined
hard-working patient successful



3 5.7 Listen to Marco and Lana. What two clubs does each person choose?

- comic design • handball • sewing
- Thursday Theatre • volleyball

4 5.7 Listen again. Underline the expressions in the Useful Language that you hear.

5 Work in pairs. Imagine you are writing your personal statement for applying for a course. Take turns to discuss the following things.

- any work experience you've done and what it taught you
- any clubs you're a member of and what skills you have learned
- what you do in your spare time and why you enjoy it
- your achievements or any awards you've won

6 Read the Exam Tip. Then work in pairs and complete the Exam Task.

Exam TIP

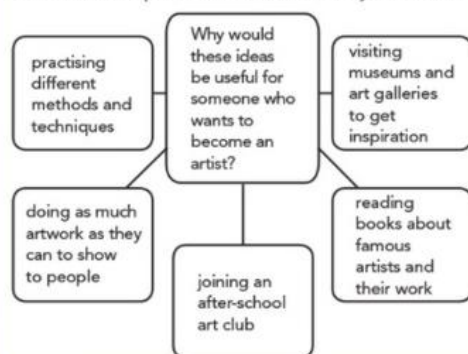
Discussing all the options

- When you have a discussion with your partner in the exam, it's important to talk about all the options first, before deciding on the best solution.
- You should explain why you think each option is good or bad and give reasons for your opinion. Remember, it doesn't matter what your opinion is as long as you can justify it.

Exam TASK

Collaborative task

Your friend wants to become an artist. Here are some ideas which could help them. Talk to each other about what your friend should do. Then decide which option would be best for your friend.



Useful LANGUAGE

Talking about all the options

Shall we start with ...

Which one shall we discuss first?

Let's move onto ...

What do you think about ...

Expressing certainty

There's no doubt ...

I'm sure (that) ...

It's true that ...

Expressing uncertainty

It's hard to say, but ...

I'm not (entirely) sure.

I suppose that ...

I probably won't ...

On the other hand, ...

It might be better ...



Young people often seem more ambitious than older people. Why do you think that is?

5 Grammar perfect modals

1 Match the modal verbs in the sentences (1–5) with the functions (a–e) in the table.

- I **should have** asked about the tickets. I think it's too late now.
- They **could have** joined us in Vietnam, but they decided to stay longer in Laos.
- He **must have** done really well in the interview for them to offer him the job so quickly.
- You **needn't have** worried about giving the presentation. You were really good!
- I couldn't find my keys and I thought I **might have** lost them in the park.

Function	Modal verb
a certainty about the past, past impossibility	1 _____ can't have, couldn't have
b lack of necessity or obligation in the past	2 _____
c criticism of past actions	could have, 3 _____ shouldn't have
d ability or willingness to do something in the past, but it didn't happen	could have, 4 _____
e past possibility	5 _____ may have, might have

2 Complete the table with these perfect modals.

could have	must have	needn't have
should have	would have	

3 Look at the sentences (1–5) in Exercise 1 again and complete the rule.

We use perfect modals to talk about the past.
They are formed with a modal verb + ¹ _____ +
² _____.

➤ Grammar reference 5.2, p168

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

- They didn't follow my advice and the experiment failed. **would**
The experiment _____ if they had followed my advice.
- Jaime didn't come because nobody sent him an invitation. **might**
Jaime _____ if someone had sent him an invitation.

- I told you it was a waste of time worrying about the results. **have**
You _____ about the results.

- There was a chance they would cancel the event if the weather hadn't improved. **might**

They _____ the event if the weather hadn't improved.

- The students didn't read the notes before the test and none of them did very well. **should**

The students _____ the notes if they'd wanted to do well in the test.

- It's impossible that he got a pay rise. He never does any work! **have**

He _____ a pay rise because he never does any work!

5 5.8 Choose the correct options to complete the article. Then listen and check your answers.



Jack Cable has always been a whizz with computers. After leaving college, he ¹ *would have / could have* found a job with almost any software company. One day, when Jack was still at school, he was working on a computer program at home. He noticed that there was a way that he could take money from people's online bank accounts. He knew that the company ² *must have / should have* protected the accounts better. Jack ³ *could have / may have* taken thousands of dollars, but he didn't. Instead, he told the company that there was a huge problem with their computer system. Jack ⁴ *shouldn't have / needn't have* done this, but he knew it was the right thing to do. Account holders ⁵ *might have / couldn't have* lost all their savings. But, because of Jack's honesty, the company was able to secure the system. Jack ⁶ *can't have / must have* enjoyed this early success because he went on to become what's known as an 'ethical hacker' – someone who helps companies to find problems with their online security before less honest people do.

Use your English

collocations; expressions; open cloze

Collocations

- 1** Cross out the word or phrase that doesn't go with the verb.
- 1 take a difference / part in / advantage of
 - 2 build advice / a business / confidence
 - 3 gain experience / a success / understanding
 - 4 give advice / a business / someone a chance
 - 5 make an impression / a difference / confidence

- 2** Choose the correct option to complete the sentences.

- 1 Try to make a good first *appearance* / *impression* when you meet the interviewer.
- 2 Let's take *advantage* / *benefit* of the free online programming courses.
- 3 How about getting a summer job to *learn* / *gain* some work experience?
- 4 José gave me some really good *advice* / *ambitions* last night.
- 5 This course will really help you build *achievements* / *confidence*.
- 6 My teacher gave me the *award* / *chance* to lead a workshop and it went really well.

Expressions

- 3** Match the expressions in bold in the sentences (1–6) with the correct meaning (a–f).

- 1 Felix is certain that his ideas will **set the world on fire** one day.
 - 2 What's his **track record** like?
 - 3 This year's sales figures could **make or break** the company.
 - 4 Although Dina's still young, she's really **going places**.
 - 5 I'm not sure if the charity can **weather the storm** without more donations.
 - 6 My brother **set his sights** on becoming a video gamer when he was about eleven.
- a cause something to succeed or fail
b someone's reputation based on their experience and behaviour
c do something that creates a lot of excitement
d successfully deal with a very difficult situation
e starting to be successful
f have a target that you want to achieve

- 4** Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Learning collocations and expressions

- Collocations and expressions are often included in gapped text tasks in exams.
- It's a good idea to keep a list of common collocations and expressions and add to your list as you come across them. This will help you learn them and recognise them quickly in an exam setting.

Exam TASK

Open cloze

Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Washington Wachira's passion for photography started when he was just 14 years old. He gained experience by (1) _____ photos of his friends at school and on school trips. In 2009, Washington (2) _____ an award for one of his photos. He loved anything to do with nature, and after his photography success, he set his sights (3) _____ turning his passion into his job. Over the past few years, Washington has combined his photography with his interest in conservation. 'I enjoy (4) _____ stories through my photography and showing what beauty lies all around us,' he said. Washington also loves welcoming visitors to his native Kenya and (5) _____ much of his time working on research projects or leading expeditions. Over the years, he has (6) _____ a real understanding of birds and is passionate about raising awareness of the relationship (7) _____ humans and birds. His research into African crowned eagles has (8) _____ a real difference to our understanding of the species.



your
ideas

Have you set your sights on anything? What is it and what do you need to do to achieve it?

Learning FOCUS

Presenting arguments in formal essays

- When you write formal essays of opinion, you should try to express your ideas in a neutral and objective way.
- You can draw on personal experience, but make sure you don't exaggerate, over-generalise or be too emotional when stating your arguments as this will make them less believable.
- You should also avoid colloquial expressions and contractions.
- Remember to justify your opinions. Always say *why* you believe something.

- 1 Read the Learning Focus box. Then read the sentences (1–8). Which state a fact (F) and which give an opinion (O)? Which is not suitable to include in a formal essay of opinion?

- 1 Wachira won an award for one of his photos.
- 2 It's likely that Kate's idea will inspire a lot of youngsters.
- 3 It's very important that we set realistic goals.
- 4 I don't understand why some people haven't got ambitions.
- 5 To my mind, the more ambitious people are, the more successful they will be.
- 6 There is a Museum of Failure in Sweden.
- 7 Hans Ohanian wrote a book called *Einstein's Mistakes: The Human Failings of Genius*.
- 8 Nowadays, it's more important than ever to succeed in school.

- 2 Read the writing task and answer the questions.

Is being rich and famous the best measure of success? How else can success be judged? Write an essay discussing your opinions using specific examples. Write between 140 and 190 words.

- 1 What type of text will you write?
- 2 What two things will you write about?
- 3 How long should your essay be?

- 3 Read a student's answer to the task in Exercise 2. Choose the sentence in each pair (a–b) which best completes each gap.

- 1 I don't think that being rich and famous is the best measure of success. In my opinion, there are lots of different ways that success can be judged.
- 2 ¹ ____ But for others, it could be about having a lot of friends, helping others or doing a job that they enjoy.
- 3 ² ____ But a recent survey has found that nurses are actually in one of the 'happiest' professions, along with teachers, gardeners and builders. My aunt is a nurse. She works really hard, but she absolutely loves her job. ³ ____ She isn't rich and she certainly isn't famous, but she's happy. Similarly, last week, I won an award in our school swimming competition. ⁴ ____
- 4 In conclusion, there are lots of different ways that success can be measured. Everyone has their own personal measure, so it would be impossible to set one measure that applies to everyone.

- 1 a Some people with a lot of money aren't happy at all.
b For some people, it might be about having a lot of money.
- 2 a Nurses, for example, don't earn much money.
b I want to find a job where I make lots of friends.
- 3 a But can you be successful if you're always tired?
b To me, this is a good measure of success.
- 4 a Personally, this was a great achievement because I've never been a strong swimmer.
b Honestly, if you don't try, you don't deserve to be successful.

- 4 Read the example essay again. Tick the things that the student has done.

- 1 focused on rich people in order to properly answer the question
- 2 answered both questions in the task and included all the information
- 3 provided examples and justification of opinions
- 4 clearly introduced the topic and provided a good conclusion



- 5 Read the Exam Tip. Match these descriptions (a–d) with the paragraphs (1–4) in the example essay in Exercise 3.

- a The student has summed up her opinions and concluded the essay.
- b The student has effectively answered the second question.
- c The student has introduced the topic and made reference to the question.
- d The student has answered the first question and discussed the topic.

- 6 Complete the paragraph with expressions from the Useful Language.

When you hear or read about successful people, one question that is often asked is 'What is the secret of their success?' ¹ _____
 I don't believe that there are any secrets.
² _____ that, in my opinion, success is down to two things – hard work and determination. ³ _____ all of the successful people you read about are determined to succeed. They have goals in mind and push themselves to achieve those goals.
⁴ _____, the question should be, 'How hard are you prepared to work for success?'
⁵ _____, don't try to uncover a secret, just work hard, have goals and believe in yourself.

- 7 Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and remember to structure your essay and present your arguments clearly.

- 8 Complete the Reflection Checklist. Then exchange your essay with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I planned my essay. ☐
- I included examples to support my opinions. ☐
- I justified my opinions. ☐
- I wrote a clear conclusion. ☐

Exam TIP

Structuring your essay

- In the exam, your essay should follow a clear structure. The first paragraph will introduce your essay and give an idea of how you will answer the question. The next paragraphs will discuss the specific details and you will end with a conclusion.
- If the exam question asks you to discuss three things, that's what you must do. In this case, you would have five paragraphs:
 1) Introduction, 2) discussion of point 1, 3) discussion of point 2, 4) discussion of point 3, and finally 5) your conclusion.

Exam TASK

Writing an essay

In your English class, you have been talking about successful teenagers. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

In order to have a successful career, it's important to do well at school. Do you agree?

Notes

Write about:

- 1 exam results
- 2 university
- 3 (your own idea)

Write your essay.

Useful LANGUAGE

Introducing a topic

First of all, I would like to say that ...

Some people suggest that ...

It is well-known that ...

Using examples to support your opinion

For example / instance, ...

This can be shown by ...

I believe this because ...

The reason for this is ...

In fact, ...

Concluding an essay

In conclusion / summary, ...

To conclude / summarise, ...

Therefore, ...

Given these points ...

All things considered ...

5 Live well, study well

managing your money; considering your relationship with money

Should I buy this?

Deciding whether or not to buy something can be tricky. Use these questions to help you spend wisely.

- Can I comfortably afford it?
- Do I really need it?
- Can I borrow it?
- Could I buy it second-hand?
- What is the immediate benefit of buying this thing?
- What are the longer-term benefits?
- What else could I do with that money?

TOP TIP: Keep this list on your phone and look at it when you are tempted to spend!



- 1** Work in pairs. Think of a time when you bought something. Discuss the questions.
 - 1 Which, if any, of the ideas above did you consider at the time?
 - 2 Would the answer to any of the questions have changed your decision to buy it? Why? / Why not?
 - 3 Can you add any more questions to the list?
- 2** What do you think most teenagers spend their money on? Number the areas from 1 to 5 (1 = the most money). Then discuss your ideas with a partner.
 - clothes
 - food and drink
 - gifts for others
 - technology
 - saving

- 3** Read the Mind your Mind information. What do you think influences your decisions about money?

Mind your Mind

Your relationship with money



- Social pressure can have a big effect on decision making. Ask yourself if having a particular item will really make you happier.
- Before buying something, stop and notice how you are feeling. Are you stressed, or feeling low? If you are spending to make yourself feel better, consider other nice things you could do instead.
- When you spend, think about how you may feel in a month's time. Will you still use and want the item? Might you regret having spent the money?

- 4** Work in groups. People sometimes buy things as a result of social pressure. Make a list of five reasons why this may not be a good idea.

PROJECT 1

Work in groups. Talk about something you bought that you regretted buying afterwards.

Think about:

- what it was and why you bought it
- why you regretted buying it
- what you've learned from the experience.

List what you each learned and share the information with another group.

PROJECT 2

Your school has asked you to prepare a budget for £500 to run a fun end-of-term event for 50 people.

Think about:

- how much to spend on food, drink, decorations and entertainment
- what would be bought with the money
- the reasons for your choices.

Present your budget to the class. The budget with the most votes leads the event!

Useful LANGUAGE

I (really) wish I hadn't bought ...

The main reason I bought it was ...

However, it was a mistake because ...

What I've learned from the experience is ...

If I were in the same situation again, I would ...

What do you think we should spend the most money on?

I think we should include / buy / avoid ... because ...

That's a great suggestion.

I'm not so sure about that. What about ... ?

We have budgeted to spend ... on ...

your
project



Ruins below ground at the Acropolis Museum, Athens

Work in pairs. Look at the photo and discuss the questions.

- 1 Is it important to know and learn about the past?
- 2 Should we look after historical sites like this? Why? / Why not?
- 3 Do you know what's below your feet right now?

6 Reading

identifying what *isn't* in a text; multiple choice with one text

- 1 Match these words with the photos (a–f). Which things are still used today?

glass gold coins map pottery
silk spices



- 2 **6.1** Listen. Match the speakers (1–6) with the thing from Exercise 1 they talk about.
- 3 Read the article on page 67 quickly. Which of the things from Exercise 1 are mentioned?
- 4 Read the Exam Tip. Then read the Exam Task. Remember to underline the important words in the questions.

Exam TIP

Identifying what *isn't* in a text

- In this case, read the text first. That way, you will have a general understanding of the text before you read the questions.
- Read the questions and the answer options carefully. Look for the section in the text that matches the main part of the question.
- Deal with the answer options one at a time. If the option does not agree with what is in the text, cross out this answer option.
- Continue until you have crossed out three answer options. The one you haven't crossed out will be the correct answer.

- 5 Now complete the Exam Task.

Exam TASK

Multiple choice with one text

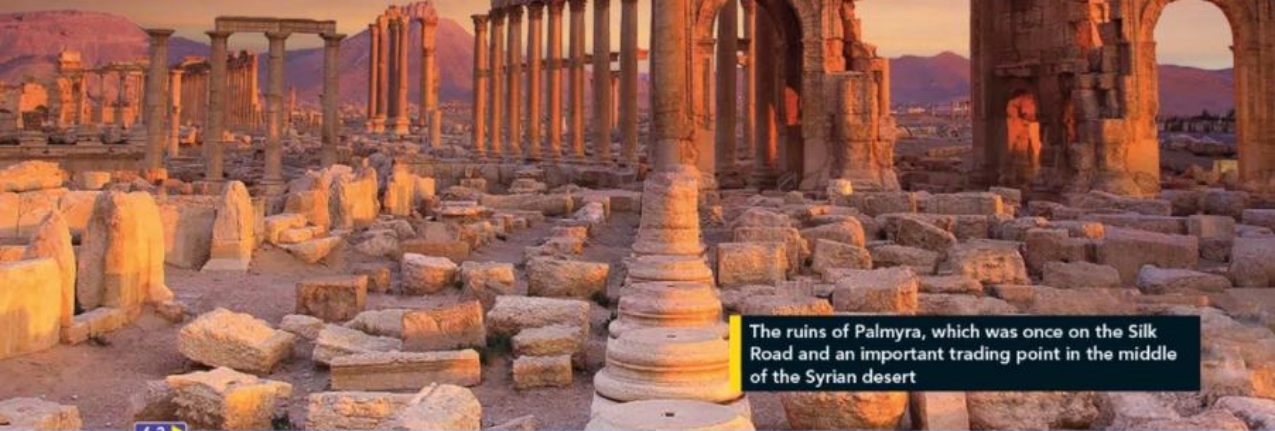
You are going to read an article about the Silk Road. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- Which statement about the Silk Road is NOT true?
 - The Silk Road was in use for about two thousand years.
 - The routes went through lots of different countries.
 - The routes are still in use today.
 - Traders could stop at certain places along the route.
- It was named the *Silk Road* because
 - the route started in China where silk was invented.
 - traders took more silk to Europe than anything else.
 - it was the German historian's favourite material.
 - it was the most popular material in ancient Rome.
- Which item allowed Europeans to develop a different way to communicate?
 - gunpowder
 - paper
 - spices
 - silk
- The text does NOT tell us that _____ was probably invented in China.
 - silk
 - gunpowder
 - paper
 - cotton
- The article tells us that traders on the Silk Road
 - exchanged ideas about culture and politics.
 - read newspapers.
 - learned other languages.
 - transported ideas about science and technology.
- The main idea behind Yo-Yo Ma's *Silkroad* is
 - to teach people how to play different instruments.
 - to bring different music styles and cultures together.
 - to show that part of the Silk Road still exists.
 - to play new and different music.

your ideas

What's your favourite product that comes from a different country? How do you think it reached you?

The Silk Road



The ruins of Palmyra, which was once on the Silk Road and an important trading point in the middle of the Syrian desert

6.2 ▶

Did you know that the Silk Road was not a road and it was not made of silk? It was, in fact, a large system of **trading** routes connecting China, India, the Arabian Peninsula, East Africa and Rome. It was in use between the 2nd century BCE and the 18th century CE. The routes originally started in the city of Xi'an, in eastern China (although later they reached Beijing and Shanghai, further east) and stretched for 4,500 kilometres (2,800 miles) through deserts and mountains – through countries that we now know as Afghanistan, Uzbekistan, Iran and Turkey. People generally didn't travel along the whole route: most carried the goods for a section of it, and then passed them on to another trader to transport along the next section. This created the need for trading posts and markets where traders could rest, exchange goods, talk to other traders and then continue their journey.

So, why was it called the Silk Road? Silk, a beautiful, luxury material, was invented in China, and people in Europe hadn't seen this material until it arrived from the east. The Romans in particular loved the fabric and it became very popular. Silk became one of the most traded goods along the route and, as a result, a German historian called the trading routes *The Silk Road*. But silk wasn't the only item that travelled along these trading routes: products like spices and other foods travelled west, while items such as cotton, horses, gold and silver travelled east.

People across Europe could now buy a wider range of goods, and this changed how people lived. For example, people discovered different flavours and tastes due to using new and different spices in their cooking. As well as silk, many historians believe that the Chinese also invented

paper and **gunpowder**. Both of these items were bought and sold along the route and they have had a lasting effect on the way we live, even today. Gunpowder changed our **military** history. The arrival of paper led to the production of things like leaflets, books and newspapers and this changed the way we communicated information.

But it wasn't only material goods that were exchanged along the Silk Road. The traders spent their lives travelling across continents. They would have made friends with people in other countries and discussed things like culture, language and political ideas. Some of the trading posts became busy centres of learning where literature, art, sciences and technologies were also shared between different cultures.

Today, only part of the **physical** Silk Road still exists. However, its history shows how different countries and cultures can work together. This inspired the world-famous cellist Yo-Yo Ma to bring together a group of musicians from all the different countries along the ancient Silk Road. In the past, their instruments had never been played together, but, just like the trading along the ancient routes, the music of *Silkroad* represents the idea of **collaboration** and sharing between different cultures.

trade (v): to buy and sell goods or services (someone who does this is a **trader**)

gunpowder (n): this is used in explosions and fireworks

military (adj): relating to the army, navy and airforce

physical (adj): something that can be seen, felt or touched

collaboration (n): the process of working together to achieve something

word
focus

6 Vocabulary

history; checking spelling; word formation

- 1 Choose the correct option to complete the sentences.

- 1 Exhibits / Archaeologists investigate areas of historic interest to find clues about the past.
- 2 The ice in Siberia *preserved* / *destroyed* the animal that is on display in the museum.
- 3 They found some *origins* / *evidence* which proved that the Romans once lived there.
- 4 Ancient stone tools have recently been *discovered* / *invaded* at a site in India.
- 5 The Ancient Egyptians are famous for building *castles* / *pyramids*.
- 6 We spent the morning walking around the *battles* / *ruins* of the ancient temples at Angkor Wat in Cambodia.

- 2 Complete the article with the words you *didn't* choose in Exercise 1.

Visiting the past

There are lots of ¹ _____ throughout the English countryside. Many of them have their ² _____ in the Middle Ages. William the Conqueror ordered them to be built after he ³ _____ England. He built them to protect his army before ⁴ _____. Originally, they were made from wood. But wood catches fire easily and many were completely ⁵ _____. Over time, the wood was replaced by stone and the buildings were made much bigger. Today, in the UK, many are open to the public. You can walk around them and look at ⁶ _____ from mediaeval times.

- 3 Complete the sentences with two of the words in brackets.

- 1 _____ believe that the ancient city of Machu Picchu was built for an Incan _____. (civilisations, emperor, historians)
- 2 _____ are items like coins and jewellery that have been found at archaeological _____. (artefacts, origins, sites)
- 3 In Egypt, _____ have been discovered at the end of narrow _____ inside the pyramids. (tombs, trades, tunnels)
- 4 If you study the Classical _____, you learn about the _____ of the ancient Greeks and Romans between 800 BCE and 600 CE. (civilisations, era, experts)
- 5 The Great Fire of London _____ the Royal Exchange in 1666, but it was _____ a few years later. (destroyed, preserved, rebuilt)

- 4 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Checking spelling

- When you have to change a word from one form to another, make sure you think carefully about the spelling. For example, you might need to drop an 'e' or change it to a different letter, e.g. *true* – *truth*, *happy* – *happily*.
- Think about word endings and learn some common ones, e.g. *visit* – *visitor*, *build* – *builder*.

Exam TASK

Word formation

Read the text below. For questions 1–8, use the word in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line.

Windsor Castle

Windsor Castle is a (1) _____ **HISTORY**
 building near London, England. The
 castle is (2) _____ because it is **FAME**
 one of the homes of the British royal
 family. The castle was (3) _____ **ORIGIN**
 built by William the Conqueror in about
 1070 CE. Later kings and queens all
 added to the castle and, today, there
 are about 1,000 rooms. In these rooms
 are (4) _____ of priceless **COLLECT**
 drawings and paintings by famous
 artists such as Leonardo da Vinci and
 Michelangelo. In November 1992,
 there was a terrible fire in the castle
 which resulted in the (5) _____ **DESTROY**
 of more than 100 rooms but,
 (6) _____, fire fighters were **FORTUNE**
 able to save most of the
 (7) _____ artwork. Specialist **VALUE**
 builders worked hard to repair the
 castle after the fire and now these
 rooms are open to (8) _____. **VISIT**



your ideas

- Have you ever visited a castle? What was it like?
- Would you like to live in a place with more than 1,000 rooms?

Prambanan temple, Indonesia



1 Read the sentences (1–2) and complete the rules (a–b) with *simple* or *continuous*.

- By the time I was twelve, I **had decided** that I wanted to be an archaeologist.
- I **had been studying** archaeology for five years when I finally visited Prambanan temple.

- We use the past perfect _____ for an action or situation that finished before another action, situation or time in the past.
- We use the past perfect _____ to show that an action was in progress in the past before another action happened or interrupted it. We often say how long the action continued.

🔗 Grammar reference 6.1, p168

2 Choose the correct option to complete the sentences.

- The archaeologist **had dug** / **had been digging** for hours before he found some pieces of Roman pottery.
- I **had heard** / **had been hearing** that the ruins at Jerash were really interesting, so I decided to go there.
- Howard Carter **had searched** / **had been searching** for Tutankhamun's tomb for years when he found it in 1922.
- I **had looked** / **had been looking** at the display for ages before I realised the time.
- As soon as I saw his face, I knew he **had found** / **had been finding** something interesting.
- They **had been hearing** / **had heard** about the hidden treasure but they couldn't find it.
- I **had agreed** / **had been agreeing** to the meeting before it was cancelled.
- The archaeologist **had thought** / **had been thinking** about his research when the phone rang.

3 Complete the sentences with the past perfect simple or the past perfect continuous form of the verbs.

- I _____ (study) in Turkey for six years before I visited the ancient city of Ephesus.
- The historian was surprised to learn that a colleague _____ (discover) a gold necklace at the site.
- We _____ (not notice) the animals carved into the stone when we visited the temple.
- I _____ (walk) along the city walls for ages before someone mentioned they were nearly ten kilometres long.
- I _____ (not think) about going to Athens until I saw an interesting documentary about the Acropolis.

4 Complete the quiz with the past perfect simple or the past perfect continuous form of the verbs.

HISTORY QUIZ

- Leonardo da Vinci _____ (work) for an artist called Andrea del Verrocchio for about ten *months* / *years* before he set up his own art studio.
- Hiram Bingham _____ (hear) about an Incan 'lost city' before he discovered Machu Picchu in 1911 / 2011.
- By the end of the 14th / 16th century, Copernicus _____ (work out) that the planets orbit the sun.
- Evidence shows that the Chinese _____ (use) paper for *centuries* / *decades* before it was brought to Europe.
- French archaeologist Christian Dupuy _____ (explore) the Ténéré Desert when he discovered the Dabous giraffes in 1927 / 1987.

5 6.3 Work in pairs. How good is your history? Look at the quiz in Exercise 4 again. Choose the option that you think is correct in each statement. Then listen and check your answers.

OK, number one. Ten months doesn't sound very long. Shall we go for ten years?

Yes, I think I would guess that as well.

6 Listening

listening for numbers; multiple choice: seven questions

1 6.4 Listen and write the numbers as figures.

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

2 6.5 Look at the photo. Then listen and complete the notes with numbers.



- The Icelandic volcano, Eyjafjallajökull, erupted in ¹ _____.
- Lava covered an area of about ² _____ km².
- The ash cloud affected the travelling arrangements of ³ _____ people.
- This eruption was the ⁴ _____ on record. The first one was in ⁵ _____ CE.

3 Read the Exam Tip. Then read the Exam Task. Make a note of any numbers that you might need to listen for.

4 6.6 Now listen and complete the Exam Task.

Exam TIP

Listening for numbers

- If you come across a question where the answer will be a number, think about what you already know. For example, if you see a question that asks about a speed, think what a suitable answer could be. If one of the answers is wildly different, then it's likely not to be an option.
- If the answer options are all numbers, say the numbers to yourself so that you're familiar with what you need to listen for.

Exam TASK

Multiple choice: seven questions

You will hear three girls talking about an exhibition that two of them went to last summer. For questions 1–7, choose the best answer (A, B or C).

- 1 The girls who went to the exhibition said
 - A the museum wasn't very clean.
 - B the displays were boring.
 - C it was a really good exhibition.
- 2 During the exhibition, the girls
 - A met workers from the museum.
 - B saw life in Pompeii using technology.
 - C walked through the streets of Pompeii.
- 3 What did the girls say about the special effects?
 - A They were too loud.
 - B They were absolutely terrifying.
 - C They were quite realistic.
- 4 According to one of the girls, what's a positive thing about the eruption of Vesuvius?
 - A Historians can see how people lived.
 - B It happened very quickly.
 - C It felt very realistic.
- 5 What does one of the girls say about the blue vase?
 - A She knows exactly how it was made.
 - B She didn't believe it was 2,000 years old.
 - C She wouldn't want to look after it.
- 6 One of the girls says that the lava flowed down the mountain at
 - A 300 kilometres an hour.
 - B 2,000 kilometres an hour.
 - C 2,400 kilometres an hour.
- 7 When did historians first find the ruins in Pompeii?
 - A 79 CE
 - B 1500 CE
 - C 1599 CE

Speaking

expressing your opinion; collaborative task

1 Work in pairs. Discuss the questions.

- 1 Do you study history at school? Do you enjoy it? Why? / Why not?
- 2 Is learning about the past important? Why? / Why not?
- 3 Is studying history more or less important than subjects like maths and English? Why? / Why not?

2 Look at these ways of learning about history. Number them in order of how effective they are for you (1 = the most effective; 7 = the least effective).

- ☐ watching programmes on TV
- ☐ using the internet
- ☐ going to a library
- ☐ watching a historical play or film
- ☐ visiting monuments
- ☐ visiting museums
- ☐ talking to older people

3 Read the phrases (1–8). Do they show that you agree (A), disagree (D) or partly agree (P) with someone?

- 1 You're absolutely right.
- 2 I agree to a point, but ...
- 3 That's exactly what I think.
- 4 Why do you say that?
- 5 Really? I'm not sure, but ...
- 6 I'm afraid I disagree.
- 7 I partly agree.
- 8 I see what you mean, but ...

4 Work in pairs. Compare your order in Exercise 2. Do you agree with each other? Use the phrases in Exercise 3 to help you.

5 **6.7** Listen to three conversations. Do the speakers agree (A), disagree (D) or partly agree (P) with each other?

6 **6.7** Listen again. Tick the phrases in the Useful Language that you hear.

7 Read the Exam Tip. Then read the Exam Task. Think about your opinion for each suggestion and make notes.

8 Now work in pairs and complete the Exam Task. Use the Useful Language to help you.

Exam TIP

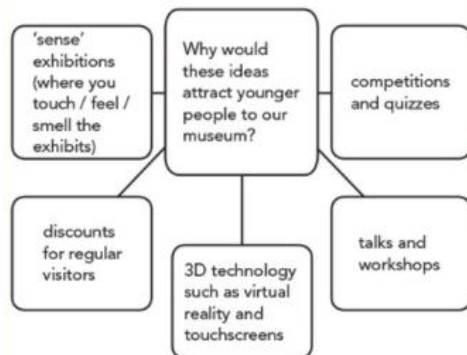
Expressing your opinion

- In the speaking exam, don't be afraid to express your opinion.
- You don't have to agree with your partner on everything – in fact, it makes for a more interesting conversation if you disagree.
- Make sure you know words and phrases that you can use so that the conversation stays polite and respectful, even if you disagree.

Exam TASK

Collaborative task

Your local museum has asked for suggestions of ways to make it more appealing to a younger audience. Discuss the ideas and then decide which would be the best idea.



Useful LANGUAGE

Agreeing

I (totally) agree.
You're absolutely right.
That's exactly what I think.

Disagreeing

I partly agree ...
I agree to a point.
Yes, but ...
Really?
Why do you say that?
I don't agree at all.
I'm afraid I don't agree.
I'm not sure about that.

your
ideas

Do you think that history repeats itself?



The Appian Way, connecting Rome to Brindisi, in southeast Italy

Question tags

- 1** Read the sentences (1–6). Then choose the correct option to complete the rules (a–e).
- The Romans **built** very straight roads, **didn't they?**
 - The 2,000-year old loaf of bread **was** interesting, **wasn't it?**
 - Dr Chowdhury **doesn't work** at the museum, **does she?**
 - They **didn't enjoy** the exhibition, **did they?**
 - You've **visited** Pompeii, **haven't you?**
 - They **must** book the ticket online, **mustn't they?**

Question tags are short questions that we add at the end of a sentence.

- We use *affirmative / negative* question tags with affirmative sentences.
- We use *affirmative / negative* question tags with negative sentences.
- When an affirmative sentence contains a verb in the present or past simple, we use a form of *be / do* in the tag.
- For sentences which use an auxiliary verb with the main verb, we use the *auxiliary / main verb* in the tag.
- For sentences which use a modal verb, we use the *main / modal verb* in the tag.

- 2** Are the sentences true (T) or false (F)?

We use question tags to ...

- check that what we are saying is correct.
- ask a direct question.
- encourage someone to agree with us.
- make a negative statement.

► Grammar reference 6.2, p169

- 3** Complete the sentences with a question tag. Then listen and check your answers.

- The Guggenheim Museum isn't in Bilbao, _____?
- They found some pottery at the site, _____?
- New technology has helped historians a lot, _____?
- We should try to visit the castle, _____?
- She can't return to the site next year, _____?
- The Taj Mahal was built in the 17th century, _____?

Pronouns

- 4** Read the sentences (1–3). Then complete the rules (a–c) with *possessive*, *reflexive* and *indefinite*.

- Possessive pronoun: Those tickets are **ours**.
- Reflexive pronoun: He taught **himself** Latin.
- Indefinite pronoun: **Everyone** went on the tour.

- We use _____ pronouns when the subject and the object of the verb are the same.
- We use _____ pronouns to refer to people or things without saying exactly who or what they are.
- We use _____ pronouns to show who or what something belongs to.

► Grammar reference 6.3, p169

- 5** Choose the correct option to complete the sentences.

- Can **anyone / anywhere** tell me where the ancient city of Ephesus is?
- We're teaching **yourselves / ourselves** how to use the mapping software.
- David loves **anything / something** to do with the ancient Greeks. This book must be **his / theirs**.
- The archaeologists kept the secrets of their discovery to **himself / themselves**.
- The statues belong to the Greeks. They're **ours / theirs**.
- I want to go **somewhere / nowhere** with lots of history!
- She found the evidence **herself / hers**.
- Please introduce **myself / yourself** first.

- 6** Work in pairs. Discuss the questions.

- Have you ever hurt yourself? What happened?
- Have you ever done anything brave? What?
- When did you last really enjoy yourself?

I hurt myself last year. I fell and broke my wrist!

Use your English

phrasal verbs; word building; choosing the correct word; multiple-choice cloze

Phrasal verbs

- 1 Match the phrasal verbs (1–6) with the correct meaning (a–f).

- | | |
|------------------|--------------|
| 1 pass down | 4 ask around |
| 2 date back (to) | 5 burn down |
| 3 dig up | 6 die out |

- a to come from a time in the past
b to remove something from the ground
c to give knowledge to a younger generation
d to speak to several different people to try and get some information
e to stop existing
f to destroy something with fire

- 2 Complete the sentences with the phrasal verbs from Exercise 1.

- Can you _____ to see if you can find someone called Mr Aziz?
- Soldiers used to _____ wooden castles.
- This jewellery _____ to the 17th century.
- How many Greek vases did archaeologists _____ in Ai Khanoum?
- Traditional skills will _____ if we don't preserve them.
- It's important to _____ stories and techniques from one generation to the next.

Word building

- 3 Complete the table.

Verb	Noun	Adjective
1	analysis	analytical
2	repetition	repetitive
think	thought	3
prove	4	proven
conclude	5	conclusive
6	research / researcher	researched

- 4 Choose the correct options to complete the text. Then listen and check your answers.

Many areas of science, including archaeology, use the *scientific method*. It can be used to ¹analyse / repeat data and (hopefully) find ²proof / conclusion for your theory. First, identify a problem. Ask questions and ³analyse / think about what you want to find out. Then ⁴research / repeat your topic. Collect as much information as you can. Finally, carry out the tests and then ⁵repeat / conclude them to see if you reach the same ⁶research / conclusions each time.

- 5 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Choosing the correct word

- With a multiple-choice text, quickly read the text to get a general understanding.
- Read each gapped sentence carefully and work out what type of word you need.
- Look at the options and cross out any that you can immediately see are wrong.
- Read the sentence with the word that you think is correct to make sure it makes sense.

Exam TASK

Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Bangladesh is a country with many rivers, so boats are a part of everyday life. People live on them, travel on them and (1) _____ from them. Boatbuilding in Bangladesh dates (2) _____ 3,000 years. However, designs from the past are being (3) _____ by faster, more modern boats, and boatbuilding skills are (4) _____ out. The knowledge used to be (5) _____ down through the generations, but young people these days are not (6) _____ in learning the craft. Runa Khan didn't want these traditional skills to be lost, so she (7) _____ ancient boat-building techniques. She knew that if she didn't do (8) _____ to preserve the art, it would be lost forever.

- | | |
|---------------|--------------|
| 1 A exchange | C trade |
| B prove | D make |
| 2 A back | C of |
| B to | D by |
| 3 A removed | C relied |
| B replaced | D reported |
| 4 A dying | C falling |
| B dating | D putting |
| 5 A given | C taught |
| B learned | D passed |
| 6 A skilled | C interested |
| B experienced | D thoughtful |
| 7 A thought | C repeated |
| B concluded | D researched |
| 8 A something | C everything |
| B nothing | D anyone |

your ideas

Is it important to preserve skills from the past? Why? / Why not?

Learning FOCUS

Using qualifiers

- You can make your writing more interesting by using qualifiers. These are words and phrases that make adjectives and adverbs stronger or weaker, e.g. *a bit* / *extremely* angry, *rather* / *very* tired, *slightly* / *completely* disappointed.
- Some adjectives are non-gradable, or extreme. They do not have comparative or superlative forms. We usually use extreme qualifiers with them, e.g. *absolutely* awful, *totally* impossible, *utterly* ridiculous.
- Some qualifiers can be used with non-gradable adjectives AND with other adjectives, e.g. *pretty* weak / *exhausted*, *really* good / *freezing*.

- 1 Read the Learning Focus box. Then read the sentences (1–5). Do the words in **bold** make the adjective stronger (S) or weaker (W)?

- I am **terribly** sorry.
- I was **very** happy with my result.
- The tour was **quite** interesting.
- I was **slightly** embarrassed.
- The statue is **absolutely** enormous.

- 2 Choose the correct option (a–b) to complete the sentences.

- I was _____ tired, so I went to bed.
a utterly b a bit
- The objects were _____ old.
a very b totally
- The history test was _____ impossible.
a very b totally
- The programme was absolutely _____.
a bad b awful
- The designs were _____ outstanding.
a completely b slightly

- 3 Read the message that Adam receives from his friend Samir. What does Samir want Adam to do? Choose the correct answer (a–d).

Really excited to hear that you're back from your holiday to Morocco. Please email soon and tell me all about it. Did you have some incredible experiences? I bet it was absolutely amazing!

- plan a trip to Morocco with Samir
- write to Samir to invite him on holiday
- write a report for Samir about an incredible experience
- email Samir to tell him about his holiday

- 4 Read Adam's email to Samir. Choose the correct options.

From: Adam

Subject: my trip

Hi Samir

Thanks for your message. Great to hear from you! Yes, I had a ¹ *totally* / *very* amazing time in Morocco. It was ² *totally* / *a bit* tiring as we were busy every single day, but it was ³ *absolutely* / *very* wonderful to see my grandparents.

One day, they took me to Chefchaouen. It's a ⁴ *slightly* / *really* pretty village in the Rif mountains. Nearly all of the buildings are painted blue.

I also loved the music. Gnaoua music is hundreds of years old, but it's still a ⁵ *very* / *completely* important part of Moroccan culture. People sing and play traditional instruments that have been made in the same way for hundreds of years.

The highlight of the trip was when my grandma showed me how to cook traditional Moroccan tagine. It tastes ⁶ *utterly* / *a bit* delicious! Why don't you come over one weekend and I'll cook it for you?

Bye for now
Adam



- 5 Read the email in Exercise 4 again. Then work in pairs and discuss the questions.

- Has Adam opened and closed the email properly?
- How else could he have opened or closed the email?
- How many things does Adam tell Samir about? What else do you think he could have mentioned?
- What was Adam's favourite thing about Morocco? How do you know?
- What has Adam done to make his writing more interesting?

- 6 Read the Exam Tip. Then look at Adam's notes before he wrote his email to Samir. Why did he decide not to include some of his ideas?

thank him for message

trip: tiring but amazing

trip to village: mountains/blue, ~~lost water bottle~~

music: culture, old, traditional

cooked tagine: delicious, ~~grandad likes it too~~, invite for food

- 7 Match the beginnings of the sentences (1–5) with the endings (a–e). Use the Useful Language to help you.

- 1 What really made an impression on me
- 2 I found
- 3 You can imagine how
- 4 I couldn't believe my eyes when
- 5 Let me tell you about

- a excited I was!
- b the stories about the snakes a bit scary.
- c was the skill of the craftsmen.
- d my visit to Egypt.
- e I saw a gold coin in the sand.

- 8 Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and remember to brainstorm your ideas first.

Useful LANGUAGE

Relating exciting news

Let me tell you about ...

I've got some really amazing / exciting news for you.

The most interesting part was ...

The highlight so far has been ...

What really interested / made an impression on me was ...

I found ... totally unbelievable / incredible.

The highlight for me was ...

You can imagine how thrilling / fascinating it was / has been.

You should have seen his / her face when ...

I couldn't believe my eyes when ...

I hadn't realised ... could be so interesting.

Exam TIP

Brainstorming ideas

- When you brainstorm, you write down all the ideas about a topic that come into your head. It doesn't matter if you think a particular idea might not be a good suggestion.
- When you brainstorm, all suggestions are good because they can lead to other ideas. The point of brainstorming is to come up with as many ideas as you can. You won't necessarily use all the ideas. You might decide that some aren't very interesting or necessary for the reader to know, but you will have a lot of suggestions from which you can choose the best.

Exam TASK

Writing an informal email

You have received this email from your English-speaking friend, Vicki.

From: Vicki

Subject: your trip

Very excited to hear about your trip last summer. What was the highlight? I'd love to hear all about it. Email me and tell me all about it!

Write back soon!
Vicki

Write your email.

- 9 Complete the Reflection Checklist. Then exchange your email with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I brainstormed lots of ideas for my email. ☐
- I decided which ideas should be included. ☐
- I used qualifiers in my email. ☐

6 Video Lost treasures



One of David Mearns's team uncovering artefacts dating from 1498

Before you watch

1 Work in pairs. Discuss the questions.

- 1 What is the diver in the photo looking for?
- 2 What is the artefact shown in the photo?

2 Complete the definitions (1–7) with these words.

boulder crown disc emblem
globalisation instantaneously relatively

- 1 _____: a very large rock or piece of stone
- 2 _____: a special picture or object that is a symbol of a country or organisation
- 3 _____: immediately or at the same time
- 4 _____: a flat circular object or shape
- 5 _____: a special object that a king or queen wears on their head to show their power
- 6 _____: compared to something similar
- 7 _____: the idea of the world developing into a single economy and culture

While you watch

3 Watch the video. Are these sentences true (T) or false (F)?

- 1 Vasco da Gama was a famous explorer.
- 2 Thousands of objects were found at the site of the shipwreck.
- 3 This is the first 'indio' coin that has been found.
- 4 The bell had been damaged by a boulder.

After you watch

4 Complete the artefact notes with these words. Then watch the video again and check your answers.

coat of arms condition copper alloy
emblem ghost route trade world

Key artefact 1: metal disc

It was made of ¹ _____.

On it, there is a ² _____ and the personal ³ _____ of Dom Manuel I.

Key artefact 2: indio coin

This coin is extremely rare – there is only one other in the ⁴ _____.

The indio is also known as the ⁵ _____ coin of Dom Manuel I.

It was made specially to ⁶ _____ with India.

Key artefact 3: ship bell

The bell was in good ⁷ _____ when it was found.

It was made in 1498, the year in which Vasco da Gama discovered the sea ⁸ _____ to India.

your ideas

- Have you, or anyone you know, ever found anything interesting or important?
- Would you like to dive to explore a shipwreck? Why? / Why not?



Lava flowing into the sea, Hawaii

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you think this looks exciting or scary?
- 2 Have you seen an amazing event in nature? Where was it? What happened?
- 3 Do you know how rainbows are formed? How?

7 Reading

looking for clues; matching sentences to gaps

- 1 Read the text. Have you experienced any of these natural disasters? Which are common in your country? Name some countries where they happen often.



An avalanche in the Himalayas

Natural disasters

A natural disaster is something that happens in nature and causes a lot of damage, for example, ...

- an **avalanche**: when a large amount of snow, ice and rock falls quickly down a mountain.
- a **flood**: when a lot of water covers an area of land which is normally dry.
- a **hurricane**: a storm with very heavy rain and very strong winds.
- a **wildfire**: a fire that starts in the countryside and burns very quickly, killing plants and animals.
- an **earthquake**: when the ground suddenly shakes and moves.

- 2 Complete the sentences with these words.

canyon landslide tidal current
tsunami volcano

- 1 A _____ is when lots of earth, rocks and trees fall down the side of a mountain or hill.
- 2 A _____ is a mountain with a hole at the top. When it erupts, hot rocks, ash and steam come out through the hole.
- 3 The rise and fall of the sea level twice a day is called the tide. A _____ is the movement of water caused by the tide.
- 4 A _____ is an enormous wave of water that can flood the land. It happens when an earthquake moves a large quantity of water in the sea.
- 5 A _____ is a deep narrow valley. The sides are made of rock and there is sometimes a stream or river at the bottom.

- 3 Complete the sentences with words from Exercises 1 and 2.

- 1 It rained constantly for six days and there was a big _____ in the town.
- 2 Much of the countryside was burnt during the _____ last year.
- 3 He was a good swimmer, but the _____ was too strong and he was carried out to sea.
- 4 Scientists think the _____ will erupt soon.
- 5 Many buildings were covered by rock and mud after the _____.
- 6 We stayed indoors to avoid the strong winds and rain during the _____ last week.

- 4 Read the article quickly. Which of the items in Exercise 1 and 2 are mentioned?

- 5 Read the Exam Tip. Then read the Exam Task. Underline the important words in each question.

- 6 Now complete the Exam Task.

Exam TIP

Looking for clues

- In the gapped sentence task, the sentences which have been removed will always have clues to point you in the right direction, e.g. pronouns and expressions of time.
- If there is a pronoun in the sentence which has been removed, does it match with anything in the sentence that comes before the gap? For example, *After the earthquake, the researchers found the whales and started to follow them again. What they saw surprised them.*

Exam TASK

Matching sentences to gaps

You are going to read an article about whales' behaviour after an earthquake. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- Before the earthquake, the whales mostly searched for food near the top of the Kaikoura canyon.
- The team discovered that each group of whales has its own way of communicating.
- The earthquake in 2016 caused a huge landslide along this canyon.
- Whales communicate with each other using different sounds.
- Interestingly, after some time, the whales' behaviour slowly began to change again.
- The behaviour of land animals after an earthquake has been well documented.
- What they saw surprised them.

In search of food



7.1 ▶

On 14th November, 2016, a tsunami struck the town of Kaikoura on the South Island of New Zealand. The tsunami happened because of an underwater earthquake. There is a deep underwater canyon off the coast of Kaikoura, in which many different sea creatures live. In some places, the canyon is almost a kilometre deep. Many different sea creatures live in the canyon and they are all part of the food chain.

10 (1) — This, in turn, caused strong tidal currents which not only damaged much of the underwater **ecosystem**, but pushed the sea creatures hundreds of miles away from their usual **habitats**.

When the earthquake struck, a team of marine scientists was studying sperm whales in Kaikoura and they were interested in finding out how the whales, an endangered species, would **adapt** to the situation. (2) — On the other hand, 20 **marine** scientists don't yet know much about what happens underwater, and very little is known about how whales react during natural disasters. Before the earthquake, the team had been studying 42 individual whales. The Kaikoura earthquake was a perfect opportunity to observe any changes in the whales' behaviour.

(3) — Through technology, humans can also hear these sounds and are therefore able to know where the whales are. After the earthquake, 30 the researchers found the whales and started to follow them again. (4) — Before the earthquake, the researchers had recorded how

long the whales spent at the **surface**, resting between dives. After the earthquake, this time increased by about 25 per cent. Why would whales need longer to recharge their batteries like this?

40 Whales are mammals, not fish, so they can't breathe underwater, so one theory for the change in behaviour was that the whales needed more oxygen than before. But why? Did they need to stay underwater for longer? If so, could it be that the tidal currents after the earthquake had completely changed where the whales found their food?

That's what the scientists found. (5) —

50 In the year after the earthquake, however, the researchers noticed that the whales didn't look for food near the surface, but swam into the deeper part of the canyon as well as much further away. The earthquake had had an impact on the food chain: it had moved the smaller creatures on which fish feed, and whales were having to hunt deeper to find the fish that are part of their diet.

(6) — Towards the end of 2017, the scientists noticed that the whales were starting to spend less time breathing at the surface again. The team hopes that this means that the underwater environment, which was so badly damaged by 60 the earthquake, might have started to recover throughout the canyon.

word
focus

ecosystem (n): the animals and plants that depend on each other in a certain place

habitat (n): the type of place where an animal or plant usually lives

adapt (v): to change the way you behave when other things change

marine (adj): relating to the sea

surface (n): the top of the sea

7 Vocabulary natural disasters

- 1 Match these words with the photos (a-d).

drought eruption flood typhoon



- 2 7.2 Listen. Choose the natural disaster that each conversation is about.

Conversation 1: *avalanche / earthquake*

Conversation 2: *drought / flood*

Conversation 3: *tsunami / wildfire*

Conversation 4: *hurricane / earthquake*

Conversation 5: *wildfire / eruption*

LOOK!

What's the difference between a **hurricane** and a **typhoon**? Nothing! They are the same but have different names depending on where in the world they happen.

- 3 Complete the sentences with these words.

aid workers collapsed trapped respond
survivors volunteers

People

- _____ are people who aren't paid for the work they do.
- _____ are people who give help to others who are affected by natural disasters.
- _____ are people who have lived through a natural disaster.

Actions

- If a building or structure has _____, it has fallen down.
- If you're _____, you can't get out from where you are.
- When you _____ to a situation, you do something that is needed in that situation.

- 4 7.3 Complete the text with the words from Exercise 3. Then listen and check your answers.

If a natural disaster happens anywhere in the world, ¹ _____ need to know what the situation is and what they need to do to help. For example, is it possible to get supplies to ² _____ by road, or have the roads been destroyed? Have bridges over rivers ³ _____? Are people ⁴ _____ under buildings? Information is key. And it's important that this kind of information is collected quickly. This is where something called 'crisis mapping' can help. Crisis mapping centres collect all types of information using a network of ⁵ _____ around the world. These people use their phones to send details of what's happening in the area. This information is collected and analysed. A real-time online map of the area is then created. The maps are constantly updated so that helpers know exactly what they're dealing with and can ⁶ _____ effectively.



Collapsed bridge in southern California, USA, following an earthquake

- 5 Work in pairs. Look at the text in Exercise 4 again. What other information do people need to know in a natural disaster? Make a list. Then compare your list with another pair.

They need to know if people are injured and what medicine they might need.

Yes, and if they have access to clean water.

your ideas

Would you volunteer to help in a natural disaster? Why? / Why not?

-ing form

- 1** Match the sentences (1–4) with the uses of the -ing form (a–d).
- I don't feel like **watching** the news again.
 - We're thinking of **volunteering** to help survivors of the earthquake.
 - Flying** through volcanic ash is impossible.
 - Kezia enjoyed **diving** in Sri Lanka.

The -ing form is a verb that acts like a noun. We can use the -ing form ...

- after a preposition.
- after certain verbs and phrases (e.g. *feel like, spend time, dislike*).
- as the subject of a sentence.
- as the object of a sentence.

➤ Grammar reference 7.1, p170

Infinitives

- 2** Match the sentences (1–7) with the uses of the infinitive form (a–g). Then complete the rules with **with** and **without**.
- I didn't have enough money **to take** a taxi.
 - The villagers were pleased **to see** the tourists.
 - You should **leave** immediately.
 - The whales swam further away **to search** for food.
 - They decided **to go** to New Zealand.
 - They would rather **go** to the lake.
 - You had better **buy** more water.

We use the infinitive ¹ _____ to ...

- to explain purpose.
- after adjectives such as *afraid, scared, happy, sad*, etc.
- after the words *too* and *enough*.
- after certain verbs such as *refuse, allow, expect, decide*, etc.

We use the infinitive ² _____ to ...

- with modal verbs.
- with *had better* to give advice.
- with *would rather* to talk about preference.

➤ Grammar reference 7.2, p170

- 3** Complete the sentences with the correct form of the verb.

- The aid workers used the crisis map _____ (find) the survivors.
- I must _____ (find out) where that sound is coming from.
- They didn't feel like _____ (go) out in the wind and rain.
- Ivan and Jenny were too scared _____ (touch) the snake.
- You'd better _____ (book) the train tickets tonight.
- We were worried about _____ (climb) there because of avalanches.
- _____ (tell) Daria about the hurricane might not be a great idea.
- The captain refused _____ (take) any more passengers.
- He didn't want to risk _____ (be) late.

-ing form or infinitive?

Some verbs can be followed by an -ing form or an infinitive with no change in meaning, e.g. *begin, continue, hate, love, start*.

Other verbs can also be followed by an -ing form or an infinitive, but the meaning is different, e.g. *forget, stop, remember*.

➤ Grammar reference 7.3, p170

- 4** Look at the pairs of sentences. In which pair is the meaning different?
- a The wildfire continued burning for months.
b The wildfire continued to burn for months.
 - a He went on to talk about the damage.
b He went on talking about the damage.
- 5** Match sentences 2a and b in Exercise 4 with the correct meaning (i or ii).
- He didn't talk about anything except the damage.
 - He talked about something else before he talked about the damage.
- 6** Have these verb forms got the same meaning (S) or a different meaning (D)?
- We stopped *taking* / *to take* photos.
 - They continued *looking* / *to look* for the cave.
 - Did you remember *packing* / *to pack* the camera?
 - I started *reading* / *to read* a book about volcanoes.

- 1 7.4 ▶ Complete the safety notice with these words and phrases. Then listen and check your answers.

cause damage dry leaves on the ground
out of control put the fire out safe
space trees or buildings

Exam TIP

Filling in the gaps

- Remember that in tasks where you need to complete gaps in sentences, it's important to read the sentences first and work out what type of word or phrase you need.
- The information you hear will have the same meaning as the sentence you read but will be worded differently.
- However, you must fill in the gap with an exact word or phrase from the recording.

BEECHWOOD CAMPSITE: HOW TO LIGHT A FIRE SAFELY

- Choose a ¹ _____ place to build your fire.
- Make sure there is plenty of ² _____ around the fire and it's not too close to ³ _____.
- Build your fire using small twigs, ⁴ _____ and logs. You can use materials in the forest, but do not ⁵ _____ to any trees. Only use material that is already ⁶ _____.
- Never leave your fire or allow it to get ⁷ _____.
- Before you leave the campsite, make sure you have ⁸ _____ completely.

**HAVE FUN! STAY SAFE!
PROTECT THE ENVIRONMENT!**

Exam TASK

Complete the sentences

You will hear an extract from a television documentary about the effects of wildfires. For questions 1–10, complete the sentences with a word or short phrase.

- Wildfires can help look after a forest by clearing the _____.
- Sometimes, _____ on the ground stop other plants from growing.
- Birds and insects often _____ trees that have been burnt by fire.
- In Australia, eucalyptus seeds are released from the tree by _____ of a fire.
- If fires are _____, they can be a good thing for the forest.
- A few years ago, huge areas of the Amazon _____ were damaged by wildfires.
- Natural fires in the Amazon usually happen _____ and quickly go out.
- The fires that burnt in the Amazon _____ were man-made.
- Animals that move slowly like the sloth find it _____ from fires.
- Sunlight can change _____ on the forest floor.

- 2 Read the Exam Tip. Then read the questions in the Exam Task. Choose the best option to complete the sentences.

- The topic of the documentary is *Australian trees / the Amazon rainforest / wildfires*.
- The documentary will mention *birds and plants / animals and plants / birds, animals and plants*.
- The documentary will highlight the *negative / positive / positive and negative* effects of fires.

- 3 Read the Exam Tip again. In which question in the Exam Task will you write a date?

- 4 7.5 ▶ Now listen and complete the Exam Task.



Speaking

answering a follow-up question; photo description

1 Work in pairs. Discuss the question.

Scientists believe that climate change is resulting in more natural disasters around the world. Which natural disasters might be connected to climate change?

2 7.6 ▶ Look at the photos from an exam task. Complete the sentences to compare the photos, using phrases from the Useful Language. Then listen and check your answers.



- 1 _____ people who have been affected by a natural disaster.
- 2 _____, there has been a flood.
- 3 _____, there has been a hurricane or a bad storm.
- 4 _____ people being rescued, _____ shows people clearing up.
- 5 _____ because the survivors' houses have been damaged.

3 Match the follow-up questions (1–4) with the photos (a–b) in Exercise 2.

Follow-up questions

- 1 Do you know anyone whose house has flooded?
- 2 How would you feel if this was your house?
- 3 Do you know anyone who works in the rescue services?
- 4 Have you ever been in a hurricane or bad storm?

4 7.7 ▶ Read the Exam Tip. Then listen to some students answering the follow-up questions in Exercise 3. Which question (1–4) does each student answer?

Speaker 1: _____ Speaker 3: _____

Speaker 2: _____ Speaker 4: _____

5 Read the Exam Tip again. Do you have to answer a follow-up question on your photos or on your partner's photos?

6 Look at the photos in the Exam Task on pages 176 and 177. Write a follow-up question for each photo.

7 Now work in pairs and complete the Exam Task. Use the Useful Language to help you. Then ask each other your follow-up questions from Exercise 6.

Exam TIP

Answering a follow-up question

- When your partner is describing their photo, make sure you pay attention because you will need to answer a follow-up question too.
- Listen carefully to the question your partner is asked, and to their answer. You will be asked a question on the same topic. It's often about your feelings and opinion.

Exam TASK

Photo description

Student A: Turn to page 176. You will see two photos. They show people learning skills to become rescuers. Compare the photos and say how important it is to have good training.

Student B: Turn to page 177. You will see two photos. They show people who work as rescuers. Compare the photos and say why people might choose to do these jobs.

Useful LANGUAGE

Comparing photos

In the first / second photo, ...

Both photos show ...

They are similar because ...

One photo shows ... and the other one ...

In my opinion, ...

To my mind ...

If I was in that situation, I would ...

your ideas

If your house was damaged, what item would you most want to save?

Comparison of adjectives and adverbs



1 Read the sentences (1–4) and answer the questions (a–d).

- 1 Earthquakes happen **more frequently than** avalanches.
- 2 Which are **the most dangerous**: hurricanes, earthquakes or avalanches?
- 3 The **biggest** earthquake ever recorded was in Chile.
- 4 The forest recovered **more slowly** after the fires of 2019.

- a Which sentences contain the comparative form?
- b Which sentences contain the superlative form?
- c Which sentences contain adjectives?
- d Which sentences contain adverbs?



2 Read the sentences (1–3) and complete the rules (a–c).

- 1 Last winter, the flood waters rose **as quickly as** they had last summer.
- 2 The eruption in 2012 wasn't **as big as** the one in 2018.
- 3 **The hotter** the temperature, **the harder** it is for rescue workers.

- a We use _____ + adjective / adverb + _____ to show that two people or things are similar in some way.
- b When two things aren't similar, we use _____ as + adjective / adverb + as.
- c The structure _____ + comparative, _____ + comparative shows how one action or situation affects another.

➤ Grammar reference 7.4, p170



3 Correct the mistake in each sentence.

- 1 The ash blew far as Manila.
- 2 Tsunami waves travel as faster as jet planes.
- 3 The wildfire spread more quick than the scientists predicted.
- 4 The fast we can receive the data, the faster we can send the rescuers.
- 5 Last summer was the hot summer on record.

too, enough, so and such



4 Read the sentences (1–2) and complete the rules (a–b).

- 1 I was **too** scared to walk over the wooden bridge.
- 2 They aren't experienced **enough** to climb the mountain.

- a We use _____ to show that something is more than we want or need.
- b We use _____ to show that something is as much as we want or need.

5 Read the sentences (1–4) and complete the rules (a–b) with *adjective*, *adverb* and *noun*.

- 1 The forest was **so** badly damaged by the fire that it would take years to recover.
- 2 Natural disasters are always **so** difficult to predict.
- 3 I've never seen **such** damage after a flood before.
- 4 Dogs have **such** a good sense of smell that they are used to locate victims.

We use *so* and *such* for emphasis.

- a We use *so* + _____ / _____.
- b We use *such* + (a) + (_____) + _____.

➤ Grammar reference 7.5, p171

6 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in **bold**. Write between two and five words.

- 1 Kenny likes reading about volcanoes. He doesn't mind reading about earthquakes. **interested**
Kenny is _____ in reading about volcanoes than earthquakes.
- 2 Tsunamis aren't as common in Europe as they are in Asia. **more**
Tsunamis are _____ in Asia than in Europe.
- 3 The hurricane was so strong that it caused a lot of damage. **such**
It was _____ that it caused a lot of damage.
- 4 The earthquake in Chile was worse than the one in New Zealand. **wasn't**
The earthquake in New Zealand _____ the one in Chile.
- 5 I've never experienced anything as frightening as that earthquake last year. **most**
That earthquake last year was _____ thing I've ever experienced.
- 6 The book about tsunamis is good. The book about hurricanes is good too. **as**
The two books are _____ each other.
- 7 When it gets cold, it makes it difficult for people to travel. **hard**
The colder it gets, _____ it is to travel.
- 8 Henrik wasn't tall enough to take part. **too**
Henrik was _____ to take part.
- 9 The rain was heavy. It meant that we couldn't drive to the village. **so**
The rain _____ that we couldn't drive to the village.

1 Choose the correct meaning (a–b) for these collocations and expressions.

- If you **take a rain check**, you ...
 - put something off until a later date.
 - look at the weather forecast before leaving home.
- If you've got your **head in the clouds**, you ...
 - aren't concentrating on what is around you.
 - are likely to be climbing a mountain.
- If you're in **hot water**, you ...
 - are in a very relaxed situation.
 - are in a very difficult situation.
- If you say that there are **storm clouds gathering**, you ...
 - are expecting a difficult time ahead.
 - are expecting a long, bad winter.
- If you're **down to earth**, you ...
 - are sensible and realistic.
 - prefer spending time outdoors.
- If you **steal someone's thunder**, you ...
 - take attention away from that person.
 - make a situation easier for someone.
- If you **get wind** of something, you ...
 - find out something that is secret or private.
 - are in trouble for something you've done.
- If you're in the **calm before the storm**, you ...
 - know that the storm won't be as bad as you think.
 - know that a situation is going to get bad.

2 Work in pairs. Take turns to ask questions using the expressions in Exercise 1. Listen to your partner's replies, then ask a follow-up question.

Tell me about a time when you were in hot water.

It was last year when I was on holiday with my family. I decided to ...

3 Read the Exam Tip. Then choose the correct option to complete the sentences (1–3). Which words helped you?

- The tornadoes in America are usually worse than the *one / ones* in other countries.
- Natalia is usually so down to earth, but recently she *has / have* made some silly decisions.
- Yesterday's earthquake *destroyed / will destroy* City Hall.

4 Now complete the Exam Task.

Exam TIP

Checking agreement

- When you have to fill in a gap with one word, it's important to check that the word 'agrees' with the other words in the sentence. For example, if the sentence is about *he* or *she*, make sure your verb ending matches.
- Check your answers carefully. Clues will always be in the words in the text.

Exam TASK

Open cloze

For questions 1–8, read the text below and think of a word which best fits each gap. Use only one word in each gap.

What's (1) _____ frightening than a tornado? The answer has got to be a tornado that is also (2) _____ fire! When wildfires burn, the extreme (3) _____ from the flames causes hot air to rise. Cooler (4) _____ replaces the hot air and this can produce strong winds. Sometimes, this (5) _____ can make the fire turn round quickly like a tornado. These 'fire tornadoes' can measure 15 metres across. Some are (6) _____ tall as skyscrapers. Fire tornadoes don't often last for more than a (7) _____ minutes, but they are among some of the world's (8) _____ dangerous natural events.



your ideas

Do you have similar expressions to those in Exercise 1 in your language?

Learning FOCUS

Sequencing events

- When you tell a story, it's important that the reader is able to follow the sequence of events
- You can help the reader do this by using certain phrases that help to show how events follow on from one another, e.g. *At first*, *Then*.
- These phrases can also help to create a sense of drama in the story.

- 1 Read the Learning Focus box. Then match the phrases (1–5) with a phrase that has a similar meaning (a–e).

- | | |
|-----------------------|----------------------|
| 1 at first | a meanwhile |
| 2 finally | b just then |
| 3 a few minutes later | c at the start |
| 4 at that moment | d in the end |
| 5 at the same time | e after a short time |

- 2 Number the parts (a–e) in the correct order to make a short story.

An earthquake during a geography lesson!

- a _____ A few minutes later, the lights went out and the classroom started to shake. It was an earthquake! I was terrified. I'd never experienced one before.
- b _____ After a short time, the shaking stopped, but still none of us moved.
- c _____ At first, everything seemed normal. It was just another geography lesson and we were learning about earthquakes. But I could sense something strange was about to happen.
- d _____ Fortunately, at that moment, we all knew exactly what to do. We went to the middle of the room and hid under the desks. It was clear that I wasn't the only one who was frightened.
- e _____ Finally, we gradually returned to our seats. How exciting that we'd felt a real earthquake and hadn't just read about it in our books! But we were lucky that it wasn't a bad one.

- 3 Read the writing task. Then answer the questions (1–4).

Write a story about a visit to an exciting and unusual place. Start your story with this sentence: *She had been dreaming about this day for years.*

Your story must include:

- a book
- an interesting place

Write between 140 and 190 words.

- Should your story be about a man?
- Should your story be about a book you've read?
- Should your story be about somewhere you've visited?
- Do you have to include the given sentence?

- 4 Read a student's answer to the task in Exercise 3. Choose the correct options.



- A She had been dreaming about this day for years. After a long and uncomfortable bus ride, Sara finally reached the base of Indonesia's famous Kawah Ijen volcano. She'd read about the volcano in a book when she was ten and had wanted to climb it ever since.
- B It was 3 a.m. It was dark and cold and everybody felt tired. It was going to be a long and difficult walk up the mountain. ¹ *At first / Meanwhile*, Sara wondered if she would be able to get there before sunrise. But she was prepared. She'd been training for the last six months.
- C ² *Just then / Three hours later*, Sara was tired, but she knew she was almost at the top. The air had changed. It was cold and it smelt different because of the gases in the volcano.
- D ³ *At the same time / Before long*, she found herself staring at an incredible sight; a bright turquoise lake in the crater of the volcano. ⁴ *Just then / In the end*, the first of the sun's rays came over the peak of the mountain. It took Sara's breath away.
- E ⁵ *At last / After a while*, Sara had seen the famous volcano for herself and her dream had come true.

- 5 Read the student's story in Exercise 4 again. Are the sentences true (T) or false (F)?

- 1 Sara had been waiting a long time to visit the volcano.
- 2 She probably enjoyed the bus ride.
- 3 Sara was surprised by the strange smell at the top of the mountain.
- 4 The air was so thin at the top that Sara found it difficult to breathe.

- 6 Match the paragraphs (A-E) in the example story with the descriptions (1-5).

- 1 Include a description, focusing on smells and feelings.
- 2 Begin with the sentence given and introduce the main character.
- 3 Bring the story to an end.
- 4 Set the scene and describe background details.
- 5 Describe the effect of the experience on the character.

- 7 Read the Exam Tip and the Useful Language. Then complete the table with these words. Can you add any more words to each column?

admire	charming	explore	gorgeous
lovely	observe	race	sail
stunning	wander	watch	stare

Different ways of saying ...		
beautiful	go	see

- 8 Replace the words in bold with the correct form of a word from Exercise 7.

- 1 He **ran** up the stairs knowing he had to get away. _____
- 2 Ravi **looked** at the stars for a while knowing he'd never been happier. _____
- 3 The view from the top was **beautiful**. _____
- 4 She **walked** through the market **looking** at all the unusual spices. _____
- 5 The evening sunlight hit the water as we **went** out into the harbour. _____

- 9 Now complete the Exam Task. Write your answer in 140-190 words. Use the Useful Language to help you. Remember to sequence the events and use descriptive language.

Exam TIP

Using descriptive vocabulary

- When you're writing a story, you can express your ideas more clearly and give the reader a more vivid picture of the people and events in the story by using precise and descriptive vocabulary. For example, use *stare* or *glance* instead of *look*, or *skip* or *wander* instead of *walk*.

Exam TASK

Writing a story

Stories wanted

We would like some adventure stories for our English-language website for teenagers. Your story must **begin** with this sentence:

We knew about the dangers, but we were excited to go.

Your story must include:

- a train journey
- an unexpected event

Write your story.

Useful LANGUAGE

Ways of seeing or looking at something

admire, examine, glance, notice, observe, stare, watch, view

Ways of walking or running

hike, wander, race, jog, trek, dash

- 10 Complete the Reflection Checklist. Then exchange your story with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- | | |
|---|--------------------------|
| I started my story with the correct sentence. | ☐ |
| I used plenty of descriptive language. | ☐ |
| My story followed a clear sequence of events. | ☐ |
| I included details about a train journey and an unexpected event. | ☐ |
| I checked my final draft for grammar and spelling mistakes. | ☐ |

BE PREPARED!

Before you go out and about, consider how you can stay safe.

Use your phone wisely

Learn how to use the emergency call function on your phone. Make sure you also complete the medical information section if you have a medical condition so that it can be accessed even when your mobile is locked.

**Research smartphone apps**

Smartphone apps can be powerful tools in an emergency, so look into what's available. Don't forget your torch and camera apps, and consider carrying a back-up battery pack.

**Learn basic first aid**

Learning first aid is a life-long investment that you won't regret. It's also a great idea to carry some basic first-aid supplies with you.

**Communicate**

Tell someone where you are going and for how long. Update them if your plans change. Let people who care about you know when you have arrived safely.



- 1** Read the infographic and answer these questions.
 - Which of the suggestions, if any, do you already do?
 - How could you prepare for an emergency situation in which you lose your phone, or it isn't working?
- 2** Work in pairs. Research some apps that might be useful in an emergency. Choose one and explain it to the class.
- 3** Work with a new partner. How do you think you would feel and react in these situations? What things could you do to help you cope better in each case?
 - You see an elderly person trip and fall in the street.
 - You are in a car that breaks down in a remote place.
 - A friend is cooking for you when they cut their finger quite badly.

- 4** Read the Mind your Mind information. Did you think of any of these ideas in Exercise 3? If not, how could these tips be used in those situations?

Mind your Mind**Keeping calm**

- In an emergency situation, it's normal to feel worried. Take slightly deeper, slower breaths. This tells your body that there is no need to panic.
- Think about what would be the best thing to do. Don't rush as you will likely make mistakes and this will make you feel more anxious.
- If you are finding it hard to think clearly, do one thing at a time.
- If somebody is hurt or in danger, ask for help and support, from emergency or professional services, if necessary.

- 5** Work in a group. Think about other ways of keeping calm in your everyday lives. List things you already do and new things that you could try. Which idea do you think is most useful?

PROJECT 1

Work in groups. Plan the safety steps you would need to take before going on a camping trip into the mountains.

Think about:

- key information to find out
- what equipment to take in case of an emergency
- who you should inform, and what to tell them.

Present your safety plan to the class.

PROJECT 2

Design an 'emergency card' for people to carry with them.

Think about:

- essential information to include on the card
- extra information to put on the back of it
- the best place to keep the card.

Work in pairs. Compare your card designs. Then complete your own card.

Useful LANGUAGE

We ought to (check the weather forecast).

I think we should take ... because ...

We should definitely let someone know ...

I've included this information because ...

This extra information would be useful if ...

I think I would keep my card in ... because ...

your project



Taking photos at night, Shenzhen, China

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you like taking photos with a smartphone?
- 2 What do you take photos of?
- 3 Do you ever print or upload your photos?

8 Reading

focusing on individual paragraphs; matching prompts to text

1 Which social media platforms do you frequently use? Write a list. Then compare your list with a partner. Are they the same? What are the differences?

2 Talk to your partner about these things. Say which ones you use and what information you can get from them.

apps blogs e-books magazines
podcasts websites

Every morning, I read a news app to see what's happening in the world. What about you?

I have some apps for chatting with my friends, and I have a video app that I use quite a lot.

3 Discuss these statements with your partner. Do you agree with them? Why? / Why not?

- 1 Newspapers are the best place to get news from around the world.
- 2 Instagram is the best place to get information about friends.
- 3 I much prefer e-books to real books.
- 4 The first thing I do in the morning is look at my social media apps.
- 5 I would always check out a holiday destination via a blog or a website.
- 6 Of course websites always tell the truth!

News websites or apps are much better than newspapers because they are constantly updated.

I partly agree. The news in printed papers is old before you've read it, but you can usually trust what you read in newspapers.

A perfect photo at Trolltunga

4 Read the text. Then read the Exam tip and the Exam Task. Remember to underline important words in the questions and note down any immediate answers that you see.

5 Now complete the Exam Task.

Exam TIP

Focusing on individual paragraphs

- Read all of the questions and underline the key words. The sentences will give you an idea of what the text is about.
- Read each paragraph of the text quite quickly. If any answers are immediately clear, make a note of the paragraph.
- Go back and focus on the first paragraph. Read the questions again, and mark any which you think relate to the first paragraph.
- Repeat this process with each paragraph.

Exam TASK

Matching prompts to text

You are going to read an article about how Instagram has influenced travellers. For questions 1–10, choose from the sections (A–F). The sections may be chosen more than once.

In which paragraph does the writer mention

- | | |
|--|-----------------------------|
| a place that asked people to visit and promote the area? | 1 ☐ |
| that people don't always cause damage on purpose? | 2 ☐ |
| that most people are now able to do something without training? | 3 ☐ |
| that tourism can have a positive effect on a place? | 4 ☐ |
| that you should consider doing more research into a destination? | 5 ☐ |
| how quickly some people decide where to travel to next? | 6 ☐ |
| the influence that social media can have on people's travel plans? | 7 ☐ |
| a landmark which has quickly increased in popularity? | 8 ☐ |
| a place that everyone agrees has good photo opportunities? | 9 ☐ |
| some of the issues that go alongside increased tourism? | 10 ☐ |

your ideas

- Is social media a big part of your life? Why? / Why not?
- Are you influenced by what you see online?





8.1 ▶

Beyond the shot

A

Modern technology and the online world have created incredible opportunities for millions of people around the world. Nowadays, you don't have to be a professional photographer or filmmaker with thousands of dollars' worth of equipment to **capture** an amazing shot. You simply need a relatively cheap smartphone. But whilst you and, let's face it, a million other people, travel to Instagram-worthy locations to photograph something extraordinary, what about the locations that you hope will attract all those **likes**?

B

Instagram has had a huge effect on tourism around the world. Before Instagram, people booked holidays based on where they actually wanted to go. Destination choices are now often decided by how many likes a photo might attract. In 2015, the small town of Wanaka, in New Zealand, invited social media '**influencers**' to visit in the hope of promoting tourism. The influencers took photos and posted reviews about Wanaka's accommodation, restaurants, nightlife and other adventures for their millions of followers. The result? Tourism grew by 14% – the largest increase in New Zealand's history.

C

Chris Burkard is a photographer with more than three and a half million followers. According to Chris, his images have inspired people to book holidays to destinations that, in the past, they might never have even heard of. Such is the power of social media and sharing experiences online. 'Now,' says Chris, 'you're less than ten clicks away from seeing an image on Instagram to purchasing a ticket to go there.'

D

But we need to find a balance. Whilst an increase in tourism is generally good for the economy and good for local jobs in particular, what happens when too many people decide to visit a place simply because they think 'I have *got* to get that

shot'? One such destination feeling the effects is

40 Odda in Norway. In the mountains above the town, you can get the perfect picture of yourself standing on the top of *Trolltunga*. The '**troll's tongue**' is a cliff that **juts** out from a mountain, 600 metres above a beautiful, clear Norwegian lake. No one can deny that the photographs are incredible. But what they don't show is the huge group of people waiting in line for their turn on the cliff.

E

Within a few short Instagram-years between 2009 and 2016, the number of people visiting *Trolltunga* rose from a mere 500 to 40,000 a year. Today, that number has doubled. The problem is, not all of those people are experienced hikers. Whilst people don't necessarily go out of their way to harm the environment, 80,000 extra people all using one steep path in a small area inevitably has knock-on effects. The path has had to be widened and safety features added, thus changing the natural landscape. Some of the hikers go unprepared. This puts pressure on search and rescue teams and the local hospitals. Some visitors don't even take their own litter home with them. In the past, people could safely drink the water in the streams and lakes of the Norwegian mountains. Sadly, because of the litter and other waste that is left behind, this is no longer possible near the *Trolltunga* path.

F

Humans have always wanted to travel and have adventures. There's nothing wrong with that; we're an adventurous bunch. But when you're in search of your next adventure, try looking beyond the edges of the perfect photo and think about what you *can't* see as well as what you can.

capture (v): to take (a photo or video footage)

likes (n): comments, or one-click recognition from other users who like your posts

influencer (n): someone who uses a media platform to influence other people's opinion or knowledge about something

troll (n): (in Scandinavian stories) a creature that looks like an ugly person

jut (v): to be further forward, or to stick out

word
focus

8 Vocabulary the media

1 Complete the definitions (1–8) with these words.

blogger camera operator host headline
influencer journalist review selfie

- _____ : a piece of writing that gives your opinion about something
- _____ : someone who writes and posts photos on their own website
- _____ : a photo that you take of yourself
- _____ : someone who talks to guests on a radio or TV show
- _____ : someone whose job is to report the news
- _____ : someone who films something following instructions from the director
- _____ : the title of a newspaper story that is printed in large letters
- _____ : someone who uses social media to recommend things so that other people will use or buy them

2 Choose the correct definition (a–b) for the words in bold.

- If you are **offline**, ...
 - you are not connected to the internet.
 - you haven't got any followers.
- Your **online profile** is ...
 - the group of friends that you've got on the internet.
 - the way that you describe yourself on the internet.
- A **homepage** is ...
 - a page on a website which describes your home.
 - the main page of information on a website.
- An **attachment** is ...
 - a picture or a document that you send with an email.
 - a file on your computer that can damage your documents.
- A **chat room** is ...
 - a café where you can pay to use the internet.
 - an online area where you meet and chat with other people.
- You can call a company's **helpline** if you need ...
 - help from the emergency services.
 - advice about, or help with, something you've bought.
- You can use an online **web chat** to ...
 - find friends on the internet.
 - talk to someone over the internet.

3 Complete the sentences with these words.

followers google like online review
search engine user group voicemail

- I left you a message earlier – haven't you listened to your _____?
- I love watching funny videos _____.
- Some people have got millions of online _____.
- I joined an online _____ where we all chat about our interest in comic design.
- Nowadays, if you want to find information, you just _____ it.
- I posted a _____ of the café because I want everyone to know how good it is.
- If you want to find anything out, just type it into the box in the _____.
- How important is it that your friends '_____ your posts?

4 Choose the correct options to complete the advice.

What makes a good travel blog?

There's an art to writing travel ¹ *attachments / articles* and here are some of our top tips for writing a great travel blog:

- Make sure you have an eye-catching ² *headline / helpline*: if you haven't got your readers' attention in the first line or two, you've lost them.
- Give your own honest opinions and keep your ³ *profiles / reviews* truthful.
- Check out other ⁴ *bloggers' / presenters'* sites. Don't copy others, but learn from them.
- Be curious and talk to people. Include unusual details in your ⁵ *posts / podcasts*.
- Update your blog frequently so that your ⁶ *followers / user groups* don't lose interest.
- Include a fantastic photo.



your
ideas

Who are your favourite bloggers? Why?



- 1 Read the sentences. Then add the headings **Active** and **Passive** to the table.

1	2
People are making podcasts every day.	Podcasts are being made every day.
Karl was checking the facts.	The facts were being checked by Karl.
They will place the advert on Facebook.	The advert will be placed on Facebook.
People hadn't seen the blog.	The blog hadn't been seen .
No one has watched my video.	My video hasn't been watched .
We will have posted the photos by tomorrow.	The photos will have been posted by tomorrow.

- 2 Look at the sentences in Exercise 1 again. Underline the object in the active sentences and the subject in the passive sentences.

- 3 Choose the correct options to complete the rules.

- We can use an active or a passive sentence to say the same thing, but the focus is *the same* / *different*.
- We use the passive when we *know* / *don't know* who or what did the action or when the action is *more* / *less* important than who or what did the action. If we want to say who did the action (the agent), we use the word *with* / *by*.
- We form passive sentences with the correct form of the verb *be* / *have* and a past participle.

- 4 Look at the sentences in Exercise 1 again. Complete the rules (a–f) with these words.

had been have / has been is / are being
was / were being will be will have been

We form the ...

- present continuous passive with _____ ...
 - past continuous passive with _____ ...
 - future simple passive with _____ ...
 - present perfect passive with _____ ...
 - past perfect passive with _____ ...
 - future perfect passive with _____ ...
- and the past participle of the verb.

LOOK!

In passive sentences, we often leave out the agent if the person doing the action is obvious, not known or not important, e.g. *My phone was found on the beach by someone.*

➤ Grammar reference 8.1, p171

- 5 Complete the sentences with the passive form of the verb. Use the tense given. Then put a line through the agent if it can be left out.

- The next blog _____ (write) by Yannis. *future simple passive*
- The phone _____ (unlock) by someone. *past perfect passive*
- Webcams _____ (use) by people every day. *present continuous passive*
- The files _____ (protect) by passwords. *past simple passive*
- All of the software _____ (test) by engineers by next month. *future perfect passive*

- 6 Rewrite these sentences in the passive. Include the agent if it is important.

- I will upload the review tomorrow.

- Jan was writing the article.

- Millions of people have liked the photo.

- We are holding the competition today.

- We had received twelve entries before lunch.

- We will have chosen the winners by next week.

- 1 Work in pairs. Think of an interesting news story you've heard or read about recently. Take turns to tell your partner about it. Use the questions to help you.

- 1 What was the news story about?
- 2 Where did you read / hear about the story?
- 3 How old is the story?

- 2 Listen to a recent news story. Tick the photo (a-c) that matches the story.



- 3 Read the Exam Tip. Then read the Exam Task. Think about the types of audio that you listen to for pleasure. Are there any that you would listen to in English?

Exam TIP

Listening for pleasure

- You can improve your listening skills by listening to as much English as you can.
- There are many online and offline tools that you can use such as English apps, podcasts, videos, films, music and the radio.
- If you listen to topics that you enjoy, you will soon find that you are learning a lot of English without even realising it!

- 4 Now listen and complete the Exam Task.

Exam TASK

Multiple choice: one per text

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking about his commute to work. What seems to annoy him the most?
 - A The WiFi connection on the journey is unreliable.
 - B His new job is too far away.
 - C It's dangerous to cycle through the traffic.
- 2 You hear part of a podcast. What is the woman's job?
 - A She works as a news presenter.
 - B She works as a wildlife tour guide.
 - C She works for an organisation that protects animals.
- 3 You hear two people talking at an airport. What does the traveller want to do?
 - A import recording equipment
 - B film animals in the jungle
 - C capture animals in the jungle
- 4 You hear two men talking about a new car. What is the man surprised by?
 - A that the car is electric
 - B that the car is featured on TV
 - C that the adverts are having an effect on him
- 5 You hear two students talking about online learning. Which course does the girl sign up for?
 - A building skills
 - B technology in education
 - C teacher training
- 6 You hear two people talking about moving house. Why hasn't the woman looked in the local paper?
 - A because there are newer adverts online
 - B because she's already been to an estate agent
 - C because there are better flats online
- 7 You hear a couple talking about their granddaughter. Which job does the grandfather think she would be suited to?
 - A reporter
 - B radio host
 - C camera operator
- 8 You hear two people talking about what they did last night. What did the woman watch?
 - A a film about dolphins
 - B a programme about Wales
 - C a programme about whales

Speaking

deciding on the best option; collaborative task

- 1** **8.4** ▶ Listen to the conversation. Which two apps do they decide would be best for their grandad? Then listen again and tick the expressions in the Useful Language you hear.

audiobooks diary games health / fitness
language learning music shopping weather

- 2** **8.5** ▶ Complete the conversation about an online school magazine with the phrases (a–e). Then listen and check your answers.

- a What about letting people upload their own films?
b That's a better option.
c Let's decide not to have that.
d I don't think that's necessary.
e I'm not sure that's such a great idea, either!

Rio: Should we include a section after articles for people to leave comments?

Maya: Hmm. I don't think so. We wouldn't be able to control what was said.

Rio: That's true. ¹ _____

Maya: What about letting people send in their views about school issues? We could have a letters page.

Rio: ² _____ Then we can decide what gets posted.

Maya: How about a TV guide?

Rio: ³ _____ No one watches TV like that any more. We all just watch what we want, when we want.

Maya: OK, that's true. ⁴ _____

Rio: ⁵ _____ Can you imagine the type of films that we might get?!

- 3** Read the Exam Tip. Then read the Exam Task. Which of the items in the Exam Task would you cross out first? Why?

- 4** Now work in pairs and complete the Exam Task. Use the Useful Language to help you.

Exam TIP

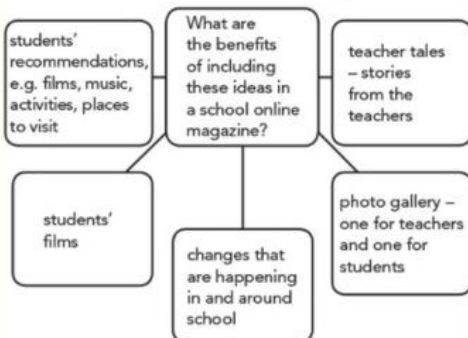
Deciding on the best option

- Remember that you need to make a decision about which is the best option in a problem-solving task.
- Make sure you discuss all the options. If you agree there's a good reason not to choose a particular option, then make a note of this. Do this by putting a line through it or a cross by it. By doing this, you'll be able to focus on the best choice and summarise your reasons for choosing that option.

Exam TASK

Collaborative task

You are in charge of the content of your school's online magazine. You want to add a new feature to the website. Here are some ideas to discuss. Talk about them and then decide which feature would be the best addition to the online magazine.



Useful LANGUAGE

Making a decision

So, let's decide ...
Right, we have to make a decision ...
OK, we must decide now ...
Right, let's decide on the best option ...
I think the best option is ...
So, do we agree ...
Shall we say ...

your
ideas

What's your favourite feature in your school magazine? If your school hasn't got a magazine, would you want to be involved in setting one up? Why? / Why not?



- 1 Read the passive sentences (1–3). Then complete the rules (a–c).

- 1 Lola enjoys **being photographed**.
- 2 The blog **must be written** by Monday.
- 3 Adnan wants **to be paid** for his story.

- a We form the passive of an -ing form with _____ + past participle.
- b We form the passive of a modal with the modal + _____ + past participle.
- c We form the passive of an infinitive with to + _____ + past participle.

▶ Grammar reference 8.2, p172

- 2 Choose the correct option to complete the sentences.

- 1 Children love **be / being** taken to the cinema.
- 2 The review should **be / being** checked for spelling mistakes before you upload it.
- 3 When is the article supposed to **be / been** finished by, do you know?
- 4 I hope the problem can **be / to be** fixed soon.
- 5 We didn't appreciate to **be / being** told what to do.
- 6 Karen expected to **be / being** given the role of magazine editor.

- 3 Complete the second sentence so that it has the same meaning as the first. Use the passive form.

- 1 They should deliver my new phone today.
My new phone _____ today.
- 2 The band likes it when people interview them for magazine articles.
The band enjoys _____ for magazine articles.
- 3 Tarik wants a thousand people to like his photos.
Tarik wants his photos _____ by a thousand people.

- 4 Don't ask that athlete for a selfie. He doesn't like it.
That athlete doesn't like _____ for selfies.
- 5 You could find the information online.
The information _____ online.
- 6 We want as many people as possible to hear this podcast.
We want this podcast _____ by as many people as possible.

- 4 Choose the correct option (a–c) to complete the article.

Do you know your *platform* from your *profile*?

Every week, we bring you six new words to do with the online world. Check out this week's words.

artificial intelligence (AI): This is when intelligence is shown by machines – but the machines still need ¹ _____ programmed by humans!

audience: Your audience are the people who see your articles and your photos. Your blog must ² _____ kept up to date or your audience won't be interested!

e-documents: Did you know that your parents used to have to go to the post office to send important documents? Now, any document ³ _____ sent online. Just attach it to your email.

filters: If you hate ⁴ _____ photographed when you're not looking your best, don't worry – just use a filter on your phone and turn yourself into your favourite animal!

video calls: These are a great way to keep in touch with family and friends. If you want your call ⁵ _____ recorded, it's really easy to do, and it's great to watch it again later.

viral: If you make a good video, upload it and hope that it will go viral. Imagine your video ⁶ _____ watched by people around the world!

- | | | |
|-------------|----------|-------------|
| 1 a be | b to be | c being |
| 2 a be | b to be | c being |
| 3 a being | b can be | c to be |
| 4 a must be | b be | c being |
| 5 a being | b to be | c be |
| 6 a being | b to be | c should be |

Use your English phrasal verbs; changing the word; word formation

1 Choose the correct phrasal verb to complete the definition.

- 1 *catch on / catch up*: to become popular and fashionable
- 2 *bring over / bring up*: to start discussing a subject
- 3 *hang on / hang up*: to end a phone call
- 4 *look up / look at*: to search for information
- 5 *call in / call back*: to return a phone call

2 Complete the sentences with the phrasal verbs you chose in Exercise 1.

- 1 I don't think they're going to answer. I'll _____ rather than wait for voicemail.
- 2 Do you think the new way of working will _____?
- 3 Can you _____ the meaning of 'influencer' on your dictionary app for me?
- 4 I think we need to _____ the issue of screen time.
- 5 I couldn't get through earlier, so I'll have to _____ later.

3 Match the phrasal verbs (1-5) in the text conversation with the definitions (a-e).

Hi! It's been ages. We must
1 *catch up* soon.

Definitely! Can I 2 *call in* on my way home from work tomorrow?

3 *Hang on* a moment ...

Yes. Tomorrow's fine.

Great. I'll 4 *bring over* my tablet so I can show you my holiday photos.

Good idea! Can't wait to see them. Maybe we could also 5 *look at* booking a camping weekend?

Sounds cool!

- a to take someone or something to a place
- b to visit someone
- c to talk to someone you haven't seen for a while and find out their news
- d to think carefully about something in order to make a decision
- e to wait or be patient

4 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Changing the word

- In word formation tasks, remember that sometimes the word you need to fill in might be quite different to the word given, e.g. *LONG* might transform to *length*, or *NEED* might transform to *unnecessary*.
- You may also need to add an affix, e.g. *advantage* – *disadvantage*, *possible* – *impossible*, *nation* – *national*, *colour* – *colourless*.

Exam TASK

Word formation

Read the text below. For questions 1–8, use the word in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line.

If you thought that being a TV (1) _____ was an easy job, travelling the world and staying in luxury hotels, you'd be mistaken. Many of us spend months away from home, travelling to some of the most remote and often (2) _____ parts of the world just to send you the news. We are accompanied by a camera (3) _____ and a sound (4) _____. The team films whatever the story is. It could be a (5) _____ problem, a war or a (6) _____ disaster. Once we reach our destination, we try to get as close to the (7) _____ as possible. It takes a certain kind of person to do a job like this. You have to be adventurous, practical and be able to find quick (8) _____ to problems. You also need to be able to get on with people so they trust you to tell their story.

JOURNAL

DANGER

OPERATE
ENGINE

POLITICS
NATURE

ACT

SOLVE



your
ideas

Would you like to be a journalist or a news presenter? Why? / Why not?

Learning FOCUS

Editing your work

When you have finished writing any piece of work, it's important to read over it again and check for mistakes. Look out for grammar mistakes (e.g. Are the verb endings correct?) and spelling mistakes. Careless errors can make a bad impression on the reader and can make what you've written seem less trustworthy.

Things to think about when you re-read your writing:

- word order (question forms, objects of verbs, adverbs, inversion)
- spellings (homophones like *sail / sale*, *your / you're*, *their / there / they're*, silent letters like *knew* and *debt*, double letters and irregular plurals)
- punctuation (apostrophes, speech marks, full stops, question marks)
- vocabulary (prepositions, collocations, phrasal verbs)
- grammar (tenses, verb forms, gerunds, infinitives, articles, passive tenses)

1 Read the Learning Focus box. Then correct the mistake in each sentence.

- 1 Have you seen you're messages yet?
- 2 They new that the photo would get lots of likes.
- 3 Animal welfare must be more important than peoples selfies.
- 4 We see a lot of litter when we were hiking last weekend.
- 5 She's a camera operater.
- 6 During the TV show, they brought out the topic of online hacking.
- 7 He asked why was I late.
- 8 Have you seen there new website?

2 Read the writing task. Are the sentences (1–4) true (T) or false (F)?

You see this announcement on an English-language website.

Reviews wanted

Have you watched any good TV dramas recently? What's the programme? What's the plot? Is the acting good? Would you recommend the series?

Write your review in 140–190 words.

- 1 You need to write a story for the website.
- 2 The website gives details about the series.
- 3 Your review should describe the actors and the storyline.
- 4 You should give your opinion of the programme.

3 Read a student's answer to the task in Exercise 2. Complete his review with these words.

acting confusing episode mysteriously
plot reason recommend series stars
suspense

The Secret is an exciting new ¹ _____ on Channel 5 at 9 p.m. on Thursdays. It ² _____ Jodie Kwang as Kim, who makes a promise never to tell why her sister suddenly leaves home.

The first ³ _____ is set in Scotland and starts very ⁴ _____. We hear Kim promising her sister that she won't ever tell her secret, but we aren't given the ⁵ _____ for her sister's disappearance. Jodie Kwang is excellent in the lead role. The ⁶ _____ in the first episode is very good and so is the dialogue. The scriptwriters have been very clever.

The storyline seems quite complicated, though, and sometimes it's difficult to follow the events. Lots of things happen and new characters appear all the time. Some of the scenes are a bit ⁷ _____, but I'm sure these will begin to make more sense when the ⁸ _____ develops. The story is original and the first episode is full of ⁹ _____, so it is definitely worth watching. I highly ¹⁰ _____ it. I know what I'll be doing next Thursday at 9 p.m.



4 Read the review in Exercise 3 again. Tick the things the student has done.

- 1 used descriptive adjectives and adverbs
- 2 told the readers the outline of the plot
- 3 given an opinion of the acting and script
- 4 told the reader what the secret is
- 5 told the readers if he would recommend the series

5 Complete the sentences from a review with a word or phrase from the Useful Language.

- 1 It's _____ watching because the acting is terrible and the plot was slow.
- 2 The programme _____ a small village on the coast of Ireland.
- 3 It _____ Paul Johannes as a successful but exhausted reporter.
- 4 Lia Fuentes _____ of the scientist working for the government.
- 5 The _____ is believable and played by excellent actors.

6 Read the prompts. Make notes about a TV programme or podcast that you have recently seen or listened to. Then use your notes and the Useful Language to tell your partner about the programme/podcast.

Who (hosts / actors)?	Opinion?
First episode about ...	Recommend?
Topic / storyline?	

I recently listened to a podcast about ...
It was hosted by ...

7 Read the Exam Tip. Then read the Exam Task and write down some descriptive language that you think could be used in a review about a podcast.

Useful LANGUAGE

Reviewing

It stars ...
It is hosted by ...
The main character is ...
It's set in ...
It discusses ...
He / She plays the part of ...
The acting / dialogue / set / plot ...
The first episode / podcast ...
The ... is promising / complicated / boring / long / exciting.
It's full of interest / suspense.
I highly recommend it.
It's definitely (not) worth watching / reading / listening to.
I don't recommend this at all.

Exam TIP

Describing what you're reviewing

- In a review, it's important to talk about each element of what you are reviewing. For example, a television programme review would include your opinions about the actors, the storyline, the script, etc., whereas a restaurant review would include your opinions about the food, the service and the price.
- Use descriptive language to get your point across, e.g. *The acting was superb. Jodie really brought the character to life in a brilliant and realistic way.*
- Remember that reviews can be negative as well, e.g. *The food was disappointing. The service was poor and the restaurant was cold. This is not somewhere I would ever return to.*
- Finish your review by giving your final opinion and say whether or not it is something you would recommend.

8 Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and your notes from Exercise 7. Remember to finish your review by giving either a positive or a negative recommendation.

Exam TASK

Writing a review

You see this announcement on an English-language website.

Reviews wanted

Have you listened to an interesting podcast series recently? If so, we'd love to hear about it. Is there a podcast that you think is really good and want to tell everyone about? Or maybe there's something that is really bad and you think should be taken down! Post a review and let us know.

Write your review.

9 Complete the Reflection Checklist. Then exchange your review with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I included different elements in my review. ☐
- I used descriptive language. ☐
- I made my opinion clear and included positives and negatives. ☐
- I made a recommendation. ☐
- I checked and edited my review. ☐



People collect essential water supplies in Kathmandu, Nepal, following a disastrous earthquake in 2015.

Before you watch

1 Work in pairs. Look at the photo. What can you see?

2 Match the words (1–8) with the definitions (a–h).

- | | |
|---------------|--|
| 1 crisis | a the most important thing |
| 2 strike | b the place where something happens |
| 3 priority | c to happen suddenly and unexpectedly |
| 4 devastating | d causing a lot of damage |
| 5 urgently | e a difficult or dangerous situation |
| 6 visual | f relating to things that you can see |
| 7 scene | g involving people communicating with each other |
| 8 interactive | h needing to be done immediately |

While you watch

3 Watch the video. Are the sentences true (T) or false (F)?

- After the Nepal earthquake, it took two days for volunteers to receive maps.
- Useful information is captured from both satellites and drones.
- If someone is trapped, they are encouraged to send a photo of where they are.
- Crisis mappers have to frequently change and add to the information on the crisis map.

After you watch

4 Complete the sentences using these collocations. Then watch the video again and check your answers.

aid workers	crisis mappers
digital humanitarians	interactive maps
key information	main priority
media platforms	satellite imagery

- In a crisis, the ¹ _____ is to get supplies and ² _____ to the places they are needed as soon as possible. But it's also important for them to get there safely.
- Visual data from ³ _____ and remote-controlled drones is carefully collected and analysed by ⁴ _____.
- ⁵ _____ such as radio and television are used to give out ⁶ _____ and to ask the public for information.
- Then, ⁷ _____ use all the information to create regularly updated ⁸ _____.

your ideas

- Would you volunteer to be a digital humanitarian? Why? / Why not?
- Have you ever used social media or text messaging to call for help or warn others of a danger?

Making a living 9



Farmers in Italy move their cattle from one grazing area to another in the traditional way.

Work in pairs. Look at the photo and discuss the questions.

- 1 How would you feel doing this job?
- 2 Do you think this work could be dangerous? Why? / Why not?
- 3 Do you know anyone who makes a living without using modern technology?

9 Reading

choosing the missing sentence; matching sentences to gaps

- 1** Describe the jobs using these adjectives or any others you can think of.

academic	boring	creative	exciting
exhausting	rewarding	stressful	well-paid

astronaut	judge
doctor	photographer
factory worker	scientist
firefighter	teacher
hairdresser	train driver

- 2** Work in pairs. Discuss the questions.

- Did you want to do any of the jobs in Exercise 1 when you were a child?
- Would you like to do any of the jobs now? Why? / Why not?

- 3** Match the types of scientist (1–3) with the definitions (a–c).

- biologist
- microbiologist
- marine biologist

- a scientist who studies things living in the sea
- a scientist who studies living things
- a scientist who studies very small living things

- 4** Read the article on page 103 quickly. Match the jobs (1–3) from Exercise 3 with each person.



Jeffrey Marlow



Gao Yufang



Asha de Vos

- 5** Read the Exam Tip. Then read the Exam Task. Underline the important words in each question.

- 6** Now complete the Exam Task.

Exam TIP

Choosing the missing sentence

- In missing-sentence tasks, remember to read the complete text first to get an overall idea of what it's about.
- Read the missing sentences and underline any key words.
- Go back to the text and identify the main topic of each paragraph. Look for similarities between the paragraph topic and the key words in the missing sentences.
- Try to fill each gap with the sentences that you think are possible. Does the paragraph still make sense with that sentence inserted? If it doesn't, move onto the next sentence option until you find the best fit.

Exam TASK

Matching sentences to gaps

You are going to read an article about three National Geographic explorers. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- This is not what I wanted to do.
- This was their idea of my career.
- I'd flip through the pages and see these beautiful images.
- When someone told me life could exist in them, I was amazed and needed to find out more.
- I'd spend hours just watching them.
- This book changed my life, I think.
- That's the thing that's confused me for so long.

your ideas

Has anything from your childhood inspired you? What?

Childhood inspiration

9.1

A lifetime of changing the world might begin with something as simple as a book, a pet or a family trip. Find out how three National Geographic explorers – conservationists, educators, entrepreneurs and thinkers – were inspired to follow their dreams. Their answers might inspire you to think about your own ideas and adventures.

Jeffrey Marlow: A family trip

My interest in microbiology started on a family trip to Yellowstone, for sure. I remember seeing these beautiful, crazy, dangerous hot springs with all these amazing colours. (1) _____ Realising that there's something so magical and **adaptable** and unknown about life created an element of mystery that I had to know more about.

The other experience was watching a space shuttle going into space. Seeing this rocket leave Earth so powerfully and transport people to an entirely different place was amazing to me. I realised there's a microscopic world that we know so little about, and a much larger universe that we also know so little about: where do those two worlds cross over? That's kind of what I'm after.

Gao Yufang: A book about pandas

I chose to study biology as my main subject, but when I went to Peking University, I found that most of what biologists do is in the lab. (2) _____ I liked to travel. I liked to go to different areas to experience the culture and see different things. This is what I wanted in my life.

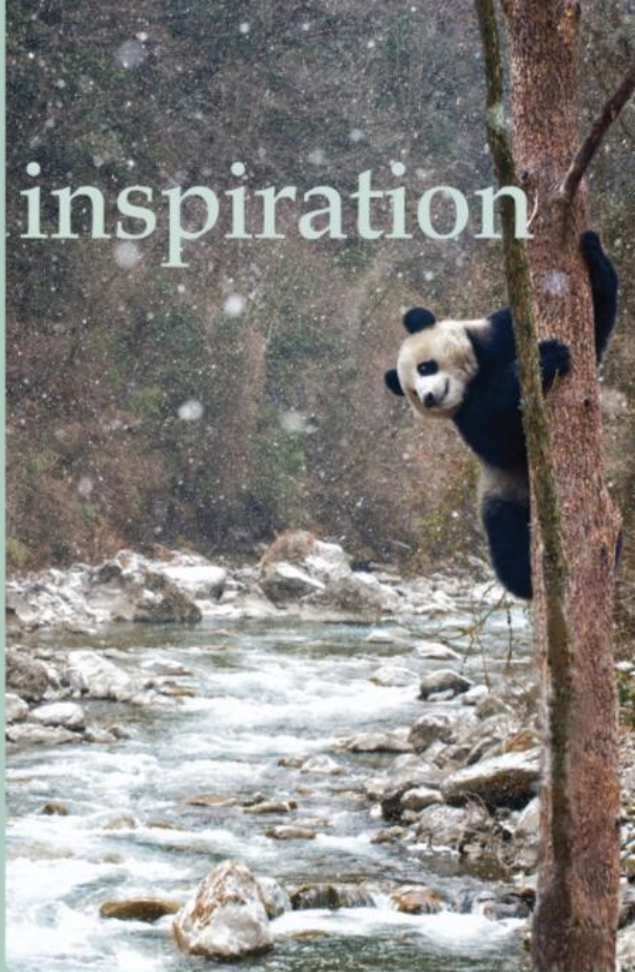
In my second year at university, I read a book on giant pandas, *The Last Panda* by George Schaller. (3) _____ I remember coming across it in the library and I spent the whole afternoon reading it.

In 2008, I got an award from the Conservation Leadership Programme that allowed me to take a year off university to work for the Wildlife Conservation Society (WCS).

When I told my course **mentor** and my parents that I would like to take the year off school, they didn't understand. They felt I was in the best university in China, that I should stay there, get my degree and then try to get a good job. (4) _____ It wasn't mine, and I was very determined.

adaptable (adj): able to change behaviour to deal with different situations
mentor (n): someone with a lot of experience who helps someone with less experience
wreck (n): a shipwreck
intrigue (n): interest in something slightly mysterious

word
focus



Asha de Vos: National Geographic magazines

Everybody saw the ocean as a big blue tank of water, but for me there was something more going on, and I wanted to know what it was. My parents really encouraged curiosity, and they also exposed us to lots of different people and ideas. One of the people that I met was Sir Arthur C. Clarke, the science-fiction writer. He moved to Sri Lanka to dive our **wrecks**. He would come to my swimming club and I would sit with him. He'd tell me stories about his dives. There was a lot of **intrigue** around that.

My parents used to buy second-hand National Geographic magazines from a little shop near our house. (5) _____ I used to think, wow, one day that could be me. I wanted to be that explorer and go to places where no one else had been.

Sri Lanka is a beautiful tropical island, but most people had never met a marine biologist before they met me. (6) _____ I could not understand why no one else considered this fantastic job, but I am glad I followed my dream.

1 Choose the correct option to complete the sentences.

- 1 We can't offer him the job because he isn't *redundant* / *qualified* and we need someone with a degree.
- 2 I've just found a *permanent* / *temporary* job, so I'll be working for the next two months.
- 3 Are you *self-employed* / *voluntary* or do you work for someone else?
- 4 He was made *redundant* / *retired*, so now he's looking for another job.
- 5 Eva doesn't need to earn money, so she's got a *voluntary* / *part-time* job at the hospital.

2 9.2 Listen. Choose the word that best describes each person's job.

- 1 Speaker 1: *boring* / *rewarding*
- 2 Speaker 2: *well-paid* / *badly-paid*
- 3 Speaker 3: *manual* / *skilled*
- 4 Speaker 4: *challenging* / *relaxed*

3 9.2 Listen again. Match the speakers (1–4) with the jobs (a–e). There is one extra job.

- a air-traffic controller
- b beekeeper
- c nurse
- d journalist
- e factory worker

4 Match each sentence (1–6) with the one that logically follows (a–f).

- 1 I'm a firefighter and I work **shifts**.
 - 2 I'm looking for someone to **invest** in my business.
 - 3 I need to check my **bank balance** via the app.
 - 4 Last year, my company didn't make a **profit**.
 - 5 I found a temporary **position** in a factory.
 - 6 I try to save 20% of my **salary** every month.
- a When I have enough money, I'd like to buy a car.
 - b That means I sometimes work during the day and sometimes at night.
 - c This year I've sold more products, so I will make some money.
 - d I work on one of the production lines.
 - e I've got a great business plan, but I haven't got enough money.
 - f I use it every day to see how much money I've got.

5 Complete the article with these words.

invest	permanent	positions	profit
qualified	redundant	rewarding	
self-employed	shifts	well-paid	

Setting up your own business

After she was made ¹ _____ last year, Leah wondered if she'd ever find a ² _____ job again. 'I spent hours looking at job adverts and applying for different ³ _____. I even applied for jobs that I knew I wasn't ⁴ _____ to do. Looking for a job became my full-time job!' So, Leah decided to think about things in a different way. 'I asked myself what I *really* wanted. Of course, I wanted a ⁵ _____ career, but what else? I started with a list of simple questions. Did I want to work ⁶ _____? No. I like routine and I didn't want to work at night. Did I have money to ⁷ _____ in a business? Again, no. Was having a ⁸ _____ job the most important thing to me? Of course, earning good money would be nice, but it's not at the very top of my list. Did I want to work for someone else? Actually, I hadn't ever considered being ⁹ _____ before, but now this seemed like a good opportunity. I asked myself, "What do I love doing?" Easy! Baking. At first, I sold the cakes to friends and family. Then, I advertised the business on social media and that led to more customers. I even made a small ¹⁰ _____ this year.'



your ideas

Is there something that you love doing that you could turn into a business? What are some advantages / disadvantages of doing this?

Reported speech: statements

- 1 When we report speech, we usually move the tense back into the past. Complete the table.

Kayla said, 'I **don't** want to study today'.

Kayla said that she **didn't** want to study that day.

Direct speech	Reported speech
present simple	1 _____
2 _____	past continuous
past simple	3 _____
past continuous	4 _____
5 _____	past perfect simple
present perfect continuous	6 _____
can, might, will, must	7 _____, <i>might</i> , 8 _____, <i>had to</i>

➤ Grammar reference 9.1, p172

- 2 Change the direct speech into reported speech.

- 'My job is very tiring.'
Tom said _____.
- 'She's applied for a job in Austria.'
Her sister told me _____.
- 'Hans might upload the photo.'
Eva said _____.
- 'Jin was working in the café.'
Dad said _____.
- 'I've been working at night.'
Elsa told us _____.
- 'They must work the night shift.'
She said _____.

Reported speech: changes in time and place

- 3 When we report speech, we change words that show time and place. Match the direct speech words (1–8) with the reported speech words (a–h).

- | | |
|---------------------|------------------------------|
| 1 now | a the following week / month |
| 2 today | b then |
| 3 yesterday | c the previous week / month |
| 4 last week / month | d the next / following day |
| 5 next week / month | e that day |
| 6 this / these | f that / those |
| 7 here | g the day before |
| 8 tomorrow | h there |

➤ Grammar reference 9.2, p172

- 4 Change the direct speech into reported speech.

- 'I started my new job last week.'
Frankie said _____.
- 'I'm going to expand my business next year.'
She told me _____.
- 'We've been talking to our new customers this morning.'
Sue and Josy said _____.

Reported speech: questions

- 5 Read the sentences (1–2) and choose the correct option to complete the rules (a–d).

- 'Does she work with children?', I asked.
I asked if / whether she worked with children.
- 'Why didn't you accept the job?', she asked me.
She asked me why I hadn't accepted the job.

- We usually use *say* / *ask* to report questions.
- If a question begins with a question word, we *include* / *don't include* the question word in the reported question.
- If a question doesn't include a question word, we use *'if'* or *'whether'* / a question word.
- In reported questions, the subject comes *before* / *after* the verb as in statements.

➤ Grammar reference 9.3, p173

- 6 Change the questions into reported speech.

- 'Did you see this job advert, Tom?' I asked.
I asked Tom if / whether he had seen that job advert.
- 'Is Jo going to college next year?' asked Linda.

- 'When will you write your CV?' asked Mum.

- 'Have you been studying biology?' asked Ed.

- 1** Match the direct speech (1–6) with the reported sentences (a–f).

- 1 'My job is very rewarding.'
- 2 'My job isn't exactly exciting.'
- 3 'I'd rather have a boring job than a dangerous one.'
- 4 'I'm really passionate about my work'
- 5 'My job is really stressful.'
- 6 'I only work because I have to.'

- a Eve said that she really loves her job.
- b Don said that he gets a lot out of his job.
- c Kit said that he wouldn't choose to do his job.
- d Erica said she feels a lot of pressure at work.
- e Carla said that she's often bored at work.
- f Tim said he'd prefer to be safe at work even if the job wasn't exciting.

- 2** **9.3** Listen. Choose the correct sentence (a–b).

- 1 a He isn't doing well in his job.
b He doesn't earn very much money.
- 2 a She thought the course was very rewarding.
b She thought the course was too difficult.
- 3 a He has found a job that he really enjoys.
b He used to have a job that he really enjoyed.
- 4 a The course turned out to be better than she thought.
b The course turned out to be worse than she thought.
- 5 a He likes his colleagues but doesn't like the job.
b He likes his job but doesn't like his colleagues.
- 6 a Her boss knew that the training course would be useful.
b She didn't learn anything on the training course.

- 3** Read the Exam Tip. Are these sentences positive (P) or negative (N)?

- 1 'I used to hate my job, but I love it now.'
- 2 'I work to pay bills, not because I like it.'
- 3 'It's exhausting, but I wouldn't change it for the world.'
- 4 'My job is very well paid, but I really don't enjoy it.'

Exam TIP

Listening carefully

- Remember that speakers sometimes say something negative, then something positive in a short space of time.
- Listen carefully to the complete extract. Listen out for negative words, but also listen for clues which help give the speakers' opinions.
- Listen to the full audio before matching the sentences to the speakers.

- 4** **9.4** Now listen and complete the Exam Task.

Exam TASK

Matching prompts to spoken text

You will hear five short extracts in which people are talking about their jobs. For questions 1–5, choose from the list (A–H) what each person says about their career choices. Use the letters only once. There are three extra letters which you do not need to use.

Which speaker

- A does the job now because of something that happened to someone else?
- B hasn't ever considered doing a different job?
- C says their job fits in well with family life?
- D works because they enjoy it, not because they have to?
- E relies on his wife for income?
- F would prefer to have a job with a lot more adventure?
- G prefers to have a job which isn't very interesting as long as it's safe?
- H regrets an earlier decision but isn't ready to change jobs?

- Speaker 1 ☐
- Speaker 2 ☐
- Speaker 3 ☐
- Speaker 4 ☐
- Speaker 5 ☐



your
ideas

Would you like to be a volunteer?
What would you choose to do?

Speaking

giving full answers; photo description

1 Work in pairs. Discuss the questions.

- 1 Do you know how you want to make a living?
- 2 Do you think that teenagers are too young to make proper career choices?
- 3 What are some good ways to find out about different careers?

5 Work in pairs. Take turns to ask and answer the questions in Exercise 3. Try to give full answers. If you need time to think, use the phrases in the Useful Language.

6 Now work in pairs and complete the Exam Task.

Exam TIP

Giving full answers

- When you're asked a question, remember to answer it in full rather than giving short one- or two-word answers.
- Give your opinion, and then follow this up with reasons why you think that. Saying why you think a certain way is just as important as stating what you think.
- Use expressions which will help give you more time to think (see the Useful Language).
- Remember, you will have to answer a follow-up question on your partner's photos too.

Exam TASK

Photo description

Student A: Turn to page 176. You will see two photos. They show people working in different places. Compare the photos and say why people might choose to work in these places.

Student B: Turn to page 178. You will see two photos. They show teachers in different settings. Compare the photos and say what you think the teachers enjoy about their jobs.

Useful LANGUAGE

Giving yourself time to think

Well, I suppose ...

It looks to me as if ...

Let me think.

That's a good / an interesting question.

I haven't really thought about it before, but ...

I think I would say that ...

2 Read the sentences. Would you consider these an advantage (A) or a disadvantage (D) of a job?

- 1 The working hours are OK. I have to work 35 hours a week, but I can choose when I do them.
- 2 I work in an office where there isn't very much natural light.
- 3 We get good benefits. Last year I got a €500 bonus and gym membership.
- 4 My colleagues are all really friendly and that makes my job fun.
- 5 I can only take holidays at certain times of the year.
- 6 I do a lot of overtime – you know, extra hours – and I don't get paid for it.

3 9.5 Read the Exam Tip. Then look at the photos. Listen to different pairs of students answering the questions in the table (1–4) about the photos. For each question, tick the student (A or B) who gives the best answer.

	A	B
1 Why do people choose jobs like these?		
2 What do people enjoy about jobs like these?		
3 What do you think might be difficult about jobs like these?		
4 Is a rewarding job more important than a well-paid job?		

4 9.5 Read the Useful Language. Then listen again and tick the phrases you hear.



Reported speech: commands and requests

- 1** Read the pairs of sentences and underline the verbs that appear in both. Which pair of sentences is a command and which is a request?

- 'Don't be late.'
Mrs Long told the students not to be late.
- 'Could you send the email, please?'
My boss asked me to send the email.

- 2** Look at the reported sentences in Exercise 1 again and complete the rules (a–b).

- a When we report commands, we usually use _____ + object + (not) + _____ + infinitive.
b When we report a request, we usually use _____ + object + (not) + _____ + infinitive.

LOOK!

We can also report a request using *ask* + object + *for* + noun.

Can I have a biscuit? She asked me for a biscuit.

▶ Grammar reference 9.4, p173

- 3** Change the commands and requests into reported speech.

REMEMBER

All other changes that happen when reporting statements also apply to commands and requests.

- 'Finish your essay in the library at lunchtime,' Mr Ho said to me.
Mr Ho _____ essay in the library at lunchtime.
- 'Please be on time for the meeting,' Hari said to the class.
Hari _____ on time for the meeting.
- 'Can you wake me at 7 a.m., please?' Lily said to George.
Lily _____ at 7 a.m.
- 'Don't leave your coat here,' said Mark's dad to him.
Mark's dad _____.

Reported speech: reporting verbs

- 4** Underline the reporting verbs in these sentences.

- 'You should get away from your screen.'
Dad advised me to get away from my screen.
- 'I'll print the documents.'
Iris offered to print the documents.
- 'I changed the password.'
Jason admitted changing the password.
- 'I'm sorry I changed it.'
He apologised for changing it.

- 5** Complete the table with the reporting verbs from Exercise 4.

1 reporting verb + (object) + preposition + -ing	
2 reporting verb + -ing form	
3 reporting verb + to + infinitive	
4 reporting verb + object + to + infinitive	

▶ Grammar reference 9.5, p173

- 6** Underline the reporting verbs in these sentences. Then add them to the table in Exercise 5.

- He denied eating the cake.
- She reminded me to lock the door.
- They insisted on closing the window.
- They asked us to find a solution.
- We decided to leave.
- They suggested leaving early.
- He agreed to come with me.
- He congratulated her on getting the job.

- 7** Change the direct speech into reported speech.

- 'It was me who forgot to lock the door,' said Mei.
Mei admitted _____.
- 'I'm sorry I broke the laptop,' he said.
He apologised _____.
- 'You should look for a flat close to your work,' he said to Zoe.
He advised _____.
- 'I'm going to visit Stockholm,' said Tomasz.
Tomasz decided _____.
- 'We must advertise online,' she said.
She insisted _____.
- 'I can help you tomorrow,' she said to her brother.
She offered _____.
- 'Don't forget to bring your passport,' he said to me.
He reminded _____.
- 'Why don't you take some time off?' she said.
She suggested _____.

Use your English

collocations and expressions; prepositions

Collocations and expressions

- 1 Cross out the word or phrase which doesn't form a collocation with the verb.

- 1 get redundant / paid / promoted
- 2 receive a job offer / training / a meeting
- 3 make an appointment / a job / an offer
- 4 earn money / respect / work
- 5 work full time / market / shifts
- 6 lose your job / your temper / your time

- 2 Choose the correct option to complete the definitions for the phrases in bold.

- 1 If you **get the sack**, you *lose your job / get a promotion*.
- 2 If your company **takes on staff**, it *makes people redundant / employs more people*.
- 3 If you **reject a job offer**, you *take / don't take* the job.
- 4 If you work **in management**, you *sell your own products / help run the company*.
- 5 If you've got **retail experience**, you have worked in an office / a shop.
- 6 If you've got a **part-time job**, you work *fewer / more* hours in a week than a full-time job.

Prepositions

- 3 Choose the correct option to complete the sentences.

- 1 I work *as / at* the Museum of Art.
- 2 He works *for / on* a television company.
- 3 Katya works *as / on* a news editor.
- 4 Lewis works *for / in* fashion.
- 5 Pablo works *on / at* a university.
- 6 I work *with / at* a team in South Africa.
- 7 I'm working *on / of* a new business plan.

- 4 Complete the sentences with these prepositions. Use each preposition only once.

by for in of on with

- 1 He's been out _____ work for years.
- 2 Congratulations _____ your promotion!
- 3 They've been _____ debt since the market crashed.
- 4 I was very impressed _____ the last candidate.
- 5 The company will provide you _____ all the necessary training.
- 6 My boss said I'd get the sack if I was late _____ work again.

- 5 9.6 Choose the correct options to complete the text. Then listen and check your answers.

Do you want to ¹ *earn some extra money / make an extra offer*? How about getting a ² *permanent / part-time* job that you could do in the evenings or at weekends? You could get a job ³ *at / in* fashion and work ⁴ *as / in* a sales assistant in a clothes shop. You'd get some useful ⁵ *business plans / retail experience* at the same time. My advice would be to contact some of your local shops and ask if they're ⁶ *taking on staff / working full time*. Or, you could make an ⁷ *appointment / offer* to meet the manager. If you perform well in the interview, they could even give you ⁸ *the sack / a job offer* there and then. Think about working during term time and then when you've got some more time during the holidays, you could offer to work extra ⁹ *shifts / staff*. Don't worry if you haven't worked in a shop before – they will provide you ¹⁰ *for / with* all the training you need. You never know, it might be the start of a fun and rewarding career!



your ideas

What types of part-time work would you like to do? Why?

Learning FOCUS

Presenting information clearly

When you write a report, you have to present factual information in a clear way with appropriate headings and a clearly stated aim. You should also include observations and recommendations or a conclusion. The language should be formal and state true facts. It's important to have a clear structure to your report and you can do this by using formal linking words and phrases to connect your ideas.

Words that:

- add information include *Furthermore, In addition, What is more* and *Moreover*
- show a result include *Consequently, As a result* and *Therefore*
- show an opposite idea include *On the other hand, However, Although* and *Though*
- introduce examples of a previously mentioned idea include *for example* and *such as*
- bring the report to an end include *Finally, In conclusion, To conclude* and *To sum up*.

3 Complete the report with these linkers.

Although In addition	As a result To conclude	For example
-------------------------	----------------------------	-------------

Café staff problems

This report will outline some of the problems that I identified while I was working in the café this summer.

Firstly, some members of staff always arrived late.

¹ _____, there were not enough staff at the start of each shift. ² _____, some staff had no training and made several mistakes. ³ _____, six items were sold at the incorrect price last week.

⁴ _____ it may be cheaper to employ teenagers, they have little experience and need to be given training.

⁵ _____, the café management should consider employing some more experienced staff. Alternatively, younger staff should be given the support and training they need.

4 Match the sentences (a-f) with the correct section of a report (1-3).

1 Introduction 2 Observations 3 Conclusion

- a The aim of this report is to outline the types of jobs available in the factory.
- b In conclusion, break times should be 20 minutes.
- c I will also outline the working conditions.
- d Some of the workers didn't move from their work stations for over an hour.
- e In addition, the factory was very noisy and not all the workers had ear protection.
- f To sum up, the workers were generally happy but felt some improvements could be made.

5 Read the writing task. Which sentence (1-2) best summarises what you need to do?

Last summer, you worked in a supermarket to earn some extra money. Your supervisor has asked you to write a report on your experience focusing on health and safety because several accidents were reported during your time there. She has also asked you to suggest some solutions.

Write between 140 and 190 words.

- 1 The two things you need to do are write a report focusing on health and safety and describe the accidents that happened.
- 2 The two things you need to do are write a report focusing on health and safety and make some recommendations.

1 Read the Learning Focus box. Then read the extracts from a report (1-6). Are they a heading (H), an observation (O) or a recommendation (R)?

- 1 The office lighting wasn't up to standard.
- 2 Office environment
- 3 The employees felt the temperature was appropriate.
- 4 Recommendations
- 5 Lighting should be sourced from an alternative supplier.
- 6 Staff should be able to work flexible hours.

2 Read the sentences (1-5). Tick the ones that are appropriate for a report.

- 1 The boss was really cool and let us leave early on Saturdays.
- 2 There was a good atmosphere among my colleagues.
- 3 We were all given the appropriate training.
- 4 I had to work hundreds of hours for hardly any money.
- 5 In conclusion, the facilities could be improved.



- 6 Read the Exam Tip. Then read this student's answer to the task in Exercise 5. Choose the most appropriate options (1–7) to complete the report.

Health and Safety Issues

A _____

The ¹ aim / idea of this report is to outline some health and safety issues that I noticed whilst working part time at the supermarket.

B _____

² One of the issues was / It was terrible that the cleaning staff were not told quickly enough if something had happened. ³ Stupidly / For example, one day a customer dropped a bottle of milk, but it took ⁴ too long / hours before a cleaner came with a mop. Moreover, people were pushing their trolleys through it and no one stopped them doing this.

C _____

⁵ Furthermore / Shockingly, some of the part-time workers weren't given proper training for lifting heavy items. One colleague had to take a television to a customer's car. He didn't lift it properly, and ⁶ injured his back / screamed in pain.

D _____

⁷ Moreover / In conclusion, two main areas need improving. Firstly, there needs to be a faster system for informing the cleaning staff about items that have been dropped on the floor. Secondly, everyone, including part-time and full-time colleagues, should have proper training to avoid injury.

- 7 Complete the report (A–D) in Exercise 6 with these headings.

Conclusion	In-store communication
Introduction	Staff training

- 8 Read the report in Exercise 6 again. Match these descriptions (1–4) with the paragraphs (A–D).

- 1 Sums up the main points and offers suggestions
- 2 States the purpose of the report
- 3 Discusses a training issue
- 4 Discusses a communications issue

- 9 Now complete the Exam Task. Write your answer in 140–190 words. Remember to present your ideas clearly and to use headings. Use the Useful Language to help you.

Exam TIP

Using the appropriate tone

- When you write a report, you usually write it for someone who is in charge of something, such as a manager or a headteacher.
- You should state facts in a clear and formal way. You can also give your opinion, but make sure you keep the language neutral.
- Think about the reason for the report and make sure any recommendations relate directly to it.

Exam TASK

Writing a report

Last summer you worked in a busy café. You did not enjoy the experience at all. The manager has asked you to write a report outlining what the problems were and has asked you to suggest some ways to improve staff satisfaction.

Write your report.

Useful LANGUAGE

Presenting facts

This report will ...
The aim of this report ...
One of the issues was ...
A further problem was ...

Recommending and suggesting

I suggest / recommend ...
One solution would be ...
It would be a good idea to ...
Staff should have ...
... needs / could be improved.

Describing work and working conditions

There was a bad / good atmosphere ...
We were given good benefits / bonuses
There was a high / low level of job satisfaction.
The working hours were (not) suitable ...

- 10 Complete the Reflection Checklist. Then exchange your report with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- | | |
|--|--------------------------|
| I used appropriate headings. | ☐ |
| I included factual information and supported this with examples. | ☐ |
| I presented my ideas clearly. | ☐ |
| I used an appropriate tone. | ☐ |
| I wrote a clear conclusion. | ☐ |

Can you trust this?

At a time when news travels faster than ever, it is essential to check your facts. Here are some tips to identify what's true and what's not in the digital world.



- 1 **Where?**
 - ✗ Comes from an unknown or entertainment website.
 - ✓ Comes from a known and respected news source.
- 2 **What?**
 - ✗ The headline seems exaggerated and may use dramatic language.
 - ✓ The headline is informative and seems believable.
- 3 **How?**
 - ✗ No references to sources for the text or images are provided.
 - ✓ Gives links or references to support the text and images.
- 4 **Why?**
 - ✗ Creates an emotional response; presents only one point of view.
 - ✓ Content is informative; looks at more than one side of an issue.
- 5 **Who?**
 - ✗ The author's full name isn't given.
 - ✓ The author's full name is given.
- 6 **When?**
 - ✗ Either has an old date or gives no date at all.
 - ✓ Has a recent date.

1 Look at the infographic. How good do you think you are at spotting untrue information presented as news online?

2 Work in pairs. Discuss the questions.

- 1 What sources do you usually use to find out about what's happening in the world? Do you think these sources are reliable?
- 2 How do you normally learn about what's new with your friends and in your local community?

3 Read the definition of 'deep fakes'. Have you ever seen a deep fake video? What do deep fakes mean for our society?

Deep fakes are fake videos or audio recordings that look or sound just like the real thing, for example, using technology to make a video with a celebrity's face but on a different person's body.

4 Read the Mind your Mind information. Which tip do you think is the most useful?

Mind your Mind

Dealing with online information

- What you read or watch online can have a powerful effect on how you feel. Choose your information sources sensibly.
- Ask yourself the *Where? What? How? Why? Who? When?* questions from the infographic to help you stay objective.
- Be aware of 'echo chambers' – this is when you access only sources or groups that match your own interests, beliefs and views. Echo chambers can encourage you to believe that a certain way of thinking is 'the norm', rather than helping you to question beliefs in a healthy way.



5 Work in pairs. When is it OK to share social media posts about other people? Think about:

- who the subject of the post is
- who has posted it online
- how the subject may feel when they see it.

PROJECT 1

Work in groups. How could you help your friends be aware of echo chambers and avoid them?

Think about:

- why echo chambers exist
- examples of negative results they could cause
- practical ways of avoiding them.

Make a presentation to show in the next class.

PROJECT 2

Make a poster reminding students to question the content of online materials. Do some research and include examples of online tools that:

- enable you to fact check
- tell you if an article is biased (i.e. very one-sided)
- identify articles that have already been proven to be false or inaccurate.

Display your poster in the next class.

Useful LANGUAGE

These days it's really important to consider ...

The primary reason that ... is ...

One thing you can do to broaden your experience is ...

Why not branch out and ... ?

Remember that it is very important to ...

One online tool that I have found to be extremely useful is ...

Alternatively, you could use ... to ...

It's also a sensible idea to use a website such as ... to ...

your project



Walking the Wild Atlantic Way, Ireland

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you think this woman lives here or is she on holiday? Why?
- 2 Would you like to go on a walking holiday?
- 3 What are the advantages / disadvantages of walking, rather than taking transport?

1 Work in pairs. Discuss the questions.

- Is tourism important for the economy where you live?
- Does anyone you know have a job related to travel and tourism? What do they do?
- Do you often travel to other parts of your country, or to other countries? What kind of accommodation do you stay in? How do you travel?

2 Listen to six people talking about trips. Match the speakers (1–6) with the type of accommodation they mention (a–f).

- | | |
|----------------|----------------|
| a eco-hut | d holiday home |
| b youth hostel | e campsite |
| c cabin | f hotel |

3 Read the article on page 115 about a family trip to Costa Rica. Where did the family stay at each place?

- in the city
- in the rainforest
- at the beach

4 Find these words in the article (1–5) and match them with their definitions (a–e).

- | | |
|----------------------|--------------------------|
| 1 budget (line 11) | 4 street stall (line 23) |
| 2 downtown (line 12) | 5 eco-tour (line 28) |
| 3 plaza (line 15) | |
- a large open space in a city or town, usually with cafés and restaurants
 - a trip which causes as little damage to the environment as possible
 - the area of a city with business or shopping places
 - something that is very cheap
 - a very small shop on a road where you can buy food

5 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Choosing the best option carefully

- Sometimes you will see a word in an answer option that also appears in the text. Be careful! It's not always the case that this is the correct answer.
- Read the section with the word or phrase in it carefully and check whether or not that particular answer option is the best, or if it's there as a distractor (to make you think it's the correct answer).
- Remember to read all the answer options before making a decision, and be on the lookout for synonyms.

Exam TASK

Multiple choice with one text

For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- Where did the writer and her family go when they first arrived in Costa Rica?
A to the beach
B to the forest
C to the capital
D to the jungle
- How did the writer feel about the food in San José?
A She didn't like eating on the streets.
B She didn't think there was much variety.
C It was too fancy and expensive.
D It was the best part of her time in the city.
- Why did the writer's family book an eco-tour?
A because they wanted to see wildlife in the jungle
B because it's the best way to experience the jungle
C because they wanted to visit cloud forests and swamps
D because they didn't want their trip to harm the environment
- What did the writer find surprising in the forest?
A that the animals were so difficult to spot
B that you could hear animals before you could see them
C that she found herself wanting to look closely at the insects
D that it had been used as the location for a film
- Why does the writer say that Costa Rica is a 'go-to' destination?
A because of all the different things you can do there
B because the Costa Ricans care about the environment
C because the beaches are so unusual
D because she loved her trip there
- What do we NOT learn from the article?
A that the food in Costa Rica is generally good value
B that the writer loved seeing unusual animals
C that the writer prefers the forest to the city
D that the writer cares about sustainability

your ideas

- Which destination would you consider a 'holiday of a lifetime'? Why?
- Would you be happy going somewhere with lots of insects? Why? / Why not?



Our BIG adventure

10.2

Last summer, my family and I went on a holiday of a lifetime to Costa Rica. At school, I'd done a project on the country, so I knew a little about its busy cities, pristine beaches, tropical cloud forests, active volcanoes, hot springs and national parks. I was excited to experience them for real.

We flew to San José, one of the most **cosmopolitan** cities in South America and Costa Rica's capital city. Unlike the majority of travellers who head straight for the beaches or the forests, we checked into a budget hotel and spent a few days in the city. The downtown area is fairly small, but this makes it easy to explore on foot. There are loads of trendy restaurants, cafés, art galleries, museums and hotels. The plaza in the centre is a great place to sit with a cold drink and just watch people going by. My mum, who's an architect, was really excited to see the beautiful historic buildings in the city centre. For me, on the other hand, it was all about the food. You can get anything from a reasonably-priced three-course dinner in a fancy restaurant to a cheap but delicious bowl of black bean soup from a street stall. Whatever you choose, the food is fresh, spicy and amazing.

After a few days in San José, we headed out of the city. We had booked to stay in an eco-hut and to do an eco-tour of the jungle. We wanted the experience of staying and being in the jungle, but it was important to us to do it in a sustainable and environmentally-friendly way. About a quarter of Costa Rica's land is made up of protected jungle. But it's not all jungle – Costa Rica is also home to coral reefs, swamps, cloud forests, dry forests and rainforests. There are 27 national parks and about five per cent of the world's animals, plants and insects live there.

We met up with Gabriel, our tour guide, and he told us how to stay safe when we were high up in the forest **canopy**. Most of the animals live in the canopy, so our tour was walking along rope bridges high up in the trees, trying to spot them. We then followed Gabriel into the misty, damp forests in the clouds. These 'cloud forests' exist because of the unique weather conditions in the mountains. There are low, fog-like clouds which cover everything in a mysterious white **haze**. Walking through it is like being in a scene from a film. Gabriel told us to listen carefully – most animals will be heard before they're seen. I was so happy to spot brightly-coloured toucans, tiny hummingbirds, butterflies and beautiful rare orchids. At first, I tried to avoid looking too closely at the terrifyingly big insects but, to my surprise, I found that I was actually fascinated by them.

We couldn't visit a country like Costa Rica without spending a few days at a campsite on the beach. So, our final destination was the famous volcanic black sands of Ostional Beach where we could simply relax. Costa Rica is a wonderful country. It's fast becoming a go-to destination and with good reason. When you go there, and I highly recommend that you do, treat the country with respect and it will reward you with memories that last forever.

word focus

cosmopolitan (adj): modern, with people from lots of different cultures living there
canopy (n): the top layer of a forest that consists of leaves and branches
haze (n): water droplets in the air that make it difficult to see clearly

- 1** Cross out the word or phrase which doesn't form a collocation with the verb.

- 1 go on a(n) break / excursion / family room / road trip
- 2 stay in a room service / resort / youth hostel
- 3 book a cruise / day trip / package tour / front desk
- 4 make a booking / receptionist / reservation / trip

- 2** Complete the information with the words you crossed out in Exercise 1.



Welcome to the Green Trees Hotel. Our ¹ _____ is open 24 hours a day and the ² _____ will be happy to help with any queries.

If you are travelling with children and have booked a ³ _____, these are all on the ground floor.

If you would like ⁴ _____ rather than eating in our restaurant, please call 1120 to place your order.

We hope you enjoy your stay.

- 3** **10.3** Listen to two conversations and complete the summaries with words and phrases from Exercise 1.

Conversation 1

Jasmine has booked a ¹ _____ to Greece. She's going to stay in a ² _____ with her sister, Katie. She's paid for a ³ _____ to a nearby island where they can relax and have lunch on the beach. On one of the days, they are going to go on an ⁴ _____ to some historical sights.

Conversation 2

Tom's parents are going on a ⁵ _____ to Canada. Tom's mum doesn't want to stay in a ⁶ _____ this time. His parents will stay in ⁷ _____. At the end of the trip, they'll stay in a smart ⁸ _____.

- 4** Match the verbs in bold (1–6) with the correct definition (a–f).

- 1 **cancel** a booking
 - 2 **exchange** money
 - 3 **explore** the local area
 - 4 **reserve** a table
 - 5 **tip** the waiter
 - 6 **unpack** your bags
- a to take things out of a suitcase
 - b to look around a place that you're unfamiliar with
 - c to change money from one currency to another
 - d to say that something that has been arranged won't now happen
 - e to make a booking in a restaurant
 - f to give someone some money because of good service

- 5** Complete the blog with the correct form of the verbs from Exercise 4.



24 hours in COPENHAGEN

Last weekend, we booked the tickets, ¹ _____ some money and took a flight to Copenhagen. It's one of the coolest cities in Europe. We found a great little budget hotel, checked in, ² _____ our bags and headed out to ³ _____ the city. For lunch, we had ⁴ _____ a table in a trendy little restaurant. It was so good! Our waiter was really friendly and patiently explained what all the dishes were. We ⁵ _____ him well before leaving. We had booked an evening boat trip, but the weather turned really cold, so we decided to ⁶ _____ it. Instead, we went to the super-cool amusement park at Tivoli Gardens and had a really fun time! Put Copenhagen on your list of destinations.



What's the coolest place you've been to?
What did you like about it?



Fiddle beetle, Borneo, Malaysia

1 Read the conditional sentences, then complete the rules (a–c).

Zero conditional: If you stay in budget hotels, you spend less money.

First conditional: If you take a tour in a rainforest, you'll see big insects.

Second conditional: If you lost your passport, you wouldn't be able to travel.

- We use the _____ conditional to talk about something that is likely to happen in the present or in the future.
- We use the _____ conditional to talk about something that is unlikely to happen in the present or in the future.
- We use the _____ conditional to talk about facts and general truths.

REMEMBER

You can replace *if ... not* with *unless*.
 You can't travel if you don't buy a ticket.
 You can't travel unless you buy a ticket.

➤ Grammar reference 10.1, p174

2 Choose the correct option to complete the sentences.

- I text / 'll text you when I'm ready.
- If we went to Copenhagen, we visit / 'd visit Tivoli Gardens.
- If you don't like / won't like seafood, don't order the paella.
- We'll cancel the trip unless he gets / 'll get time off work.
- If I drink / 'll drink too much coffee, I get a headache.
- If we didn't like travelling, we won't go / wouldn't go on so many holidays.
- I moved / 'd move to Vancouver if I got the job as a tour guide.
- We'll be late if we don't leave / didn't leave now.

3 Complete the conditional sentences with the correct form of the verbs.

Zero conditional

- When we _____ (travel), we always _____ (pack) a first-aid kit.
- If she _____ (travel) by plane, she _____ (request) a window seat.
- Whenever I _____ (get) good service, I always _____ (tip) the waiter.

First conditional

- You _____ (have) an amazing time if you _____ (go) to Berlin.
- If it _____ (not be) too expensive, we _____ (book) the tour.
- If you _____ (arrive) early, you _____ (get) a good seat.

Second conditional

- You _____ (find) a better deal if you _____ (buy) the flights online.
- If Amy _____ (live) here, I imagine she _____ (eat) tapas all the time.
- We _____ (stay) longer if we _____ (have) more time.

4 Read the sentences. Then write conditional sentences with the same meaning.

- It's not raining, so we aren't going to the museum.
If it _____.
- Take the bullet train. It'll get there quicker.
If you _____.
- They aren't going to Beijing. They won't visit the Summer Palace.
If they _____.
- I book online because I get a better price.
When I _____.
- He doesn't like flying, so he doesn't travel by plane.
If he _____.
- I've heard that Budapest is a good place to go on a city break.
If we _____.

5 Complete the conditional sentences using your own ideas.

- If I saw an enormous insect, I _____.
- When I go on holiday, I always _____.
- When it rains, I _____.
- If you don't pay too much money, _____.

10 Listening

identifying emotions; multiple choice: one per text

- 1** Read the sentences (1–6). How would you feel in these situations? Use these adjectives or your own ideas. Then compare with a partner.

amazed	amused	annoyed	anxious
delighted	disappointed	embarrassed	
exhausted	frightened	miserable	
terrified	upset		

- You've just arrived at the resort where you'll be staying for two weeks. There are lots of people around the pool and loud dance music is playing.
- You've just waited for more than an hour for some other people to join a tour that you're booked to go on.
- You're flying to a different country. The flight takes ten hours. You are one hour into the flight.
- You've booked a cheap hotel. You've just checked in and discovered that it's in a really convenient part of town, but the room isn't clean.
- You've arrived at the airport and seen that your flight has been cancelled.
- You're about to go on a zip-line through a rainforest where there are wild animals, brightly-coloured birds and big insects.



- 2** **10.4** Read the Exam Tip. Then listen. How do the speakers (1–5) feel? Match them with the adjectives (a–h). There are three extra adjectives.

- | | |
|----------------|---------------|
| a anxious | e fed up |
| b concerned | f embarrassed |
| c delighted | g terrified |
| d disappointed | h surprised |

- 3** **10.4** Listen again. What helped you identify the emotions?

- 4** **10.5** Now listen and complete the Exam Task.

Exam TIP

Identifying emotions

- Before you listen, read the questions and try to predict some words that you might hear.
- Remember to listen for words and phrases that will help you understand how the speaker is feeling.
- Remember too, that the tone of the speakers' voices might also help you understand how they are feeling.

Exam TASK

Multiple choice: one per text

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a woman talking about a recent adventure. What surprised her?
A that she saw a tiger in the wild
B that the journey was so hot and humid
C that the guides didn't guarantee seeing a tiger
- You hear a teenager talking about her application for work experience. How is she feeling?
A happy B patient C upset
- You hear a man talking about a trip he is on. What is he most worried about?
A staying on budget
B travelling to every European capital city
C communicating on his journey
- You hear a young woman talking about a temporary job. Why did she take the job?
A She thought she'd have more time off.
B She wanted to improve her cooking skills.
C She thought it would be easy.
- You hear a man talking about a hotel. How is he feeling?
A relaxed B sad C tired
- You hear a boy talking about a holiday. Why didn't he enjoy the trip?
A He wasn't able to study.
B He had to spend time with his parents.
C There wasn't any WiFi.
- You hear a woman talking about the environment. How does she feel?
A angry B scared C nervous
- You hear a girl talking about going diving. What is she most worried about?
A seeing fish and corals
B seeing a shark
C running out of air

1 Work in pairs. Discuss the questions.

- 1 What types of things do you like doing on holiday?
- 2 Do you prefer active or relaxing holidays?
- 3 Have you ever been camping? Did you enjoy it? Why? / Why not?
- 4 Would you prefer to stay at a hotel, a hostel or a campsite? Why?
- 5 Do you prefer beach holidays or city holidays? Why?

2 Imagine you are going on holiday with your family. Tick the things that would be important to you. Is there anything else you would choose?

- | | |
|-----------------------|-------------------------------|
| swimming pool | close to a beach |
| adventure activities | evening entertainment |
| air conditioning | good walking and cycle routes |
| amusement park | WiFi |
| cafés and restaurants | markets for souvenirs |
| good public transport | people my own age |

3 **10.6** Listen to a family talking about booking a holiday. Which things from Exercise 2 does the mother say are important to her?

4 **10.6** Listen again and tick the phrases in the Useful Language you hear.

5 Read the Exam Tip. Work in pairs. Imagine a friend is visiting you for the weekend. Write a list of things to do in your town and then discuss the best things to do with your friend. Use the expressions in the Useful Language.

We should definitely take her to the ...

Yes, I agree with that.
What about the ... too?

6 Read the Exam Tip again. What phrases did you use in Exercise 5 that showed interest in your partner's suggestions?

Exam TIP

Showing interest

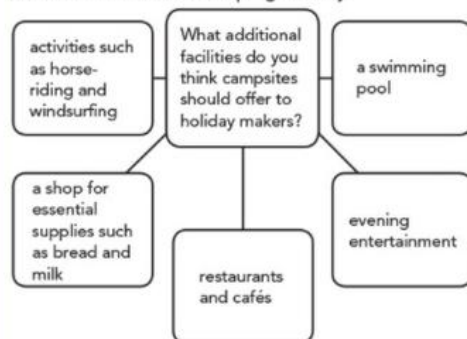
- When you're having a discussion with a partner, don't forget not only to listen to your partner, but also to show interest in what they're saying.
- It's polite to make eye contact, listen politely to their opinion or suggestions and then to react with a suitable response.

7 Now work in pairs and complete the Exam Task.

Exam TASK

Collaborative task

Imagine that a campsite is considering what additional facilities to offer. Look at the ideas and discuss which would be good for the campsite to offer. Then decide on the one extra facility that you would most like on a camping holiday.



Useful LANGUAGE

Showing interest

Yes, good idea.
That's a really good point.
That's an interesting point.
That's a great idea / suggestion.
Interesting. Why do you say that?

Showing that you're listening

Yes, I agree with that.
I'm not sure I agree with that.
Oh, I see ...
You're absolutely right.
OK, let's ...
I see what you mean.
Yes, that's what I was thinking.
I understand exactly what you're saying.
I hadn't thought of that.
That's a good point, but ...

your ideas

What do you think is the best thing about camping? What's the worst thing? Why?

Third conditional

- 1** Read the sentences (1–2) and answer the questions (a–d).
- If he **had known** it was going to rain, he **would have brought** an umbrella.
 - They **wouldn't have visited** the restaurant if they **had read** the review.
- Did he know it was going to rain?
 - Did he bring an umbrella?
 - Did they visit the restaurant?
 - Did they read the review?

- 2** Choose the correct options to complete the rules (a–b).

- We use the third conditional to describe a *real* / *an imaginary* situation in the past.
- We form the third conditional with the *past simple* / *past perfect* in the *if* clause and *would* / *would have* + past participle in the main clause.

► Grammar reference 10.2, p174

- 3** Complete the third conditional sentences with the correct form of the verbs.

- We _____ (miss) our flight if we _____ (not ask) for a wake-up call.
- If we _____ (not eat) the seafood, we _____ (not fall) ill.
- You _____ (be) annoyed if you _____ (forget) your water bottle.
- We _____ (not find) the campsite if you _____ (not bring) the satnav.
- They _____ (book) the boat trip if it _____ (not cost) so much.
- Darcy _____ (ask) for a room on the ground floor if she _____ (know) there wasn't a lift.

- 4** Rewrite the sentences using the third conditional. Use the contracted form.

- I wanted to order a fish dish, but I didn't see it on the menu.
If *I'd seen a fish dish on the menu, I'd have ordered it.*
- We didn't know about the trip, so we didn't book it.
We _____.
- They didn't have enough money to go to the music festival.
If _____.

- You didn't know the water was so cold, so you jumped into it.
You _____.
- We went to the beach café, but we didn't know about the children's party.
If _____.
- We read the guide book, so we knew about the spice market.
We _____.

Mixed conditionals

- 5** Read the sentence and answer the questions (a–c).

If we **hadn't visited** Lisbon, we **wouldn't know** our friends David and Anja.

- Did they visit Lisbon?
- Did they meet people called David and Anja in Lisbon?
- Are they still friends with David and Anja?

- 6** Choose the correct options to complete the rule.

A mixed conditional is when the two clauses in a conditional sentence refer to different times. We often use it when we want to show how something that happened in the past affects us in the present. In the example, the *if* clause uses *if* + ¹ *past simple* / *past perfect* (third conditional) and the result clause uses ² *would* / *would have* + verb (second conditional).

► Grammar reference 10.3, p174

- 7** Complete the mixed conditional sentences using the correct form of the verbs.

- If we _____ (book) the tour to Rainbow Mountain, we _____ (have) great photos to show our friends.
- I _____ (feel) fine now if I _____ (not eat) that seafood.
- If I _____ (learn) Italian, I _____ (be able to) talk to my wife's family.
- If they _____ (not cancel) my flight, I _____ (be) in Egypt now.
- We _____ (not know) about the restaurant if we _____ (spoke) to Liz.
- You _____ (notice) the difference if you _____ (visit) last year.

Word formation

- 1** Choose the correct option to complete the sentences.
- We weren't given *permit* / *permission* to enter the building.
 - Surprisingly* / *Surprised*, the hotel was much better than we thought.
 - If I had the *choose* / *choice*, I'd go backpacking rather than stay in one place.
 - The receptionist was very *helping* / *helpful*.
 - The excellent public transport meant we could get around with *easy* / *ease*.
 - When you're travelling by yourself, make sure you use your common *sense* / *sensible*.

- 2** Complete the sentences with the correct form of the words in bold.

- At the museum, there are really useful _____ so visitors from different countries can read about the exhibits. **translate**
- Our _____ was delayed because of the sandstorm. **depart**
- You need to show your _____ pass before they let you through. **board**
- We saw some beautiful _____ during the walking tour of Cologne. **architect**
- There has been a huge rise in the number of _____ visiting these ruins. **tour**
- The Cameron Highlands is a _____ region in Malaysia. **mountain**
- There was a storm during the flight, so we had a bumpy _____. **land**
- We backpacked around the country last year. Some of the _____ was great, but some of it was very basic. **accommodate**

Phrasal verbs

- 3** Match the phrasal verbs (1–8) with the correct meaning (a–h).

- | | | |
|--------------|------------|-----------|
| 1 check in | 4 get away | 7 see off |
| 2 drop off | 5 get on | 8 set off |
| 3 get around | 6 put up | |
-
- to begin a journey
 - to board a plane, train, bus, etc.
 - to arrive at a hotel or airport and collect your key or boarding pass
 - to leave suitcases or people at an arranged place
 - to move from place to place
 - to escape from somewhere for a while
 - to wave goodbye to someone who is going on a journey
 - to build or assemble something, e.g. a tent

- 4** Complete the travel blog with the phrasal verbs from Exercise 3.

22nd June, Singapore

Here we go! We're in Singapore about to
 1 _____ the plane for Kuala Lumpur. Our families
 came to 2 _____ us _____ at the airport. We
 won't see them for almost ten months, but we'll be in
 regular contact. We're going to text them as soon as
 we 3 _____ at the hotel later tonight.

24th June, Kuala Lumpur

It was only a short flight from Singapore to KL. The
 hotel is in a convenient part of the city and it's easy to
 4 _____. We spent most of yesterday visiting
 the tourist attractions and eating! There is incredible
 street food in KL! Jay loves it!

25th June, Kuala Lumpur

We're going to 5 _____ very early this morning
 for our journey up to the Cameron Highlands. KL is an
 amazing place, but we want to 6 _____ from
 the heat of the city and go up into the mountains for a
 few days. We're going to camp there and visit the tea
 plantations.

26th June, Cameron Highlands

Jay and I discovered that we are not natural campers!
 It took us ages to 7 _____ our tent last night.
 However, we woke up this morning to a beautiful view
 across the highlands. We want to go trekking and the
 owners of the campsite have offered to 8 _____
 us _____ at the start of one of the trails. I'm slightly
 nervous though because it's quite a long walk and I'm
 not very fit! I'll let you know how I get on!



your
ideas

Which one of your friends would you most like to go backpacking with? Why? What qualities do they have that makes them a good choice?

Learning FOCUS

Using descriptive adjectives

- If you're writing a semi-formal article for a newspaper, magazine or online, you can make it more interesting for your readers by using extreme adjectives, e.g.
The restaurant was dirty. → *The restaurant was absolutely filthy.*
I was happy to reach the top. → *I was thrilled to reach the top.*
- As well as helping paint a clearer picture of people, places and events, strong adjectives will make your writing more interesting.
- Compound adjectives (i.e. a single adjective made up of more than one word), e.g. *second-class ticket*, *non-stop flight*, can also help you describe something very precisely without using too many words. This is always a consideration in newspapers and magazines.

1 Read the Learning Focus box. Then match the adjectives (1–6) with their meaning (a–f).

- | | |
|----------------------|-------------------------------------|
| 1 non-stop | a very special or unusual |
| 2 picturesque | b extremely impressive or beautiful |
| 3 world-famous | c extremely beautiful and peaceful |
| 4 once-in-a-lifetime | d continuing without stopping |
| 5 breathtaking | e with very pretty scenery |
| 6 idyllic | f known by people everywhere |

2 Read the writing task. Are the sentences true (T) or false (F)?

Where in the world ...

Where is your favourite place to go on holiday? Is it a city, a town, a campsite or a resort near a beach? Is it in your country or abroad? Whether it's a city, a resort or somewhere closer to home, write and tell us all about it. Let us know why you love it. The best articles will be published next month.

- You should write an article about somewhere that you really want to go.
- You must write an article about a famous place.
- You should give reasons why it's your favourite place.

3 Complete the article with the adjectives from Exercise 1. There is one extra adjective you don't need to use.

The city that never sleeps

Last year, my family and I went on a ¹ _____ trip to New York. We stayed in a budget hotel a little way from the ² _____ Times Square. We visited many of the tourist places and enjoyed some tasty street food. One day, I had a proper New York deli sandwich. Have you ever tried one? You must; you'll be in for a wonderful surprise. They're delicious and well worth the money!

We cycled through Central Park, which is ³ _____ but quite busy and walked over Brooklyn Bridge. They say New York never sleeps. It's true! There really is ⁴ _____ activity there. We did some late-night shopping and ate in some really cool restaurants and modern cafés. One thing that is not to be missed is going to the top of the Empire State building. We could see the whole of the city below us. It was ⁵ _____.

We spent three amazing days in New York. Did you know New York is now officially my favourite place? I'd love to go back.



4 Read the article in Exercise 3 again. Answer the questions.

- Which place is the article about?
- What things can you do there?
- Has the writer tried to attract the reader to the city?
- Would you want to go there after reading this article? Why? / Why not?

5 Match these expressions from the Useful Language (1–6) with their meanings (a–f).

- 1 If somewhere is **well worth a visit**,
 - 2 If something is **not to be missed**,
 - 3 If somewhere is a **complete let down**,
 - 4 If somewhere is **well worth the money**,
 - 5 If you are **in for a surprise**,
 - 6 If there's **something for everyone**,
- a it's a lot worse than you thought it would be.
 - b a place or experience is different to what you imagine.
 - c there are things about it that most people will like.
 - d you think it's good enough to suggest that other people should go there.
 - e the ticket price is extremely good value for the experience you have.
 - f you would recommend other people make sure they do it.

6 **10.7** Listen to the speakers. Choose the idiomatic expression (a–b) that matches their opinions.

- 1 Speaker 1 thought the roller-coaster ride ...
 - a was a complete let-down.
 - b was not to be missed.
- 2 Speaker 2 thought the restaurant ...
 - a was good value for money.
 - b wasn't good value for money.
- 3 Speaker 3 suggested that ...
 - a there is something for everyone.
 - b you will be in for a surprise.
- 4 Speaker 4 said that the tour ...
 - a was a complete let-down.
 - b was well worth a visit.

7 Read the Exam Tip. In the article in Exercise 3, which descriptive adjectives has the writer used to talk about these things?

- 1 the hotel _____
- 2 the street food _____
- 3 the deli sandwich _____
- 4 the restaurants _____
- 5 the cafés _____

8 Read the Exam Tip again. Then find a direct question and a rhetorical question in the article in Exercise 4.

9 Now complete the Exam Task. Write your answers in 140–190 words. Use the Useful Language and remember to use interesting language to appeal to your readers.

Exam TIP

Using interesting language

- Write a catchy title for your article and remember to use interesting language that will appeal to your reader.
- Use rhetorical questions (one someone asks without expecting an answer), direct questions, idiomatic expressions and imperatives, as well as plenty of descriptive adjectives and adverbs.

Exam TASK

Writing an article

You read this announcement on a travel website.

Articles wanted

Have you had a terrible travel experience? Whether it was a city break in the pouring rain, a beach holiday that didn't go to plan, or absolutely anything else, we'd love to hear about it!

The best articles will be published on our blog next month.

Write your article.

Useful LANGUAGE

Idiomatic expressions

be a complete let down
be well worth a visit / the money
be overpriced
be in for a shock / surprise
fail to meet expectations
live up to expectations
something for everyone
not to be missed

10 Complete the Reflection Checklist. Then exchange your article with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- | | |
|--|--------------------------|
| I wrote a catchy title. | ☐ |
| I used interesting language. | ☐ |
| I used rhetorical questions, direct questions and idiomatic expressions. | ☐ |
| I used descriptive adjectives and adverbs. | ☐ |



Todd Wells, a professional kayaker, explores the challenging Chitina River in Alaska with his team.

Before you watch

1 Work in pairs. Describe what you can see in the photo. Find these things.

- helmet
- kayak
- paddle
- rapids
- strap

While you watch

2 Watch the video and choose the correct option to complete the sentences.

- 1 Ten years ago, the Chitina River was covered in *ice / snow*.
- 2 The *canyon / river* is twelve miles long.
- 3 Kayaking on some of the rapids could be *lively / fatal* if something went wrong.
- 4 Todd says it is exciting to share the expedition with *twenty / a bunch of* friends.
- 5 He has not been anywhere more *dangerous / remote* than the headwaters canyon of the Chitina River.
- 6 Todd prefers the *classic / unique* experience of paddling where no one has paddled before.

After you watch

3 Complete the summary of the video with these words. Then watch the video again and check your answers.

access	carry	glacier	paddle	rapids
remote	section	strap		

Todd Wells and his team were the first people to ¹ _____ down the headwaters canyon of the Chitina River. They were able to ² _____ the canyon because the Logan ³ _____ has retreated in the last ten years. Because the location was so ⁴ _____, they had to ⁵ _____ their kayaks to the bottom of a small plane and then fly into the area, one person at a time. Some of the ⁶ _____ were so dangerous that they needed to portage, meaning ⁷ _____, their kayaks over land to the next ⁸ _____ of river.

your ideas

- What feelings do you think the kayaking team experienced during the expedition?
- Would you be prepared to do an exciting but dangerous job?

Crime time 11



A police officer makes a call, Indiana, USA

Work in pairs. Look at the photo and discuss the questions.

- 1 Do you often see police officers where you live?
Is this a good thing?
- 2 Does the city or area where you live feel safe?
- 3 Have you ever been pickpocketed?

11 Reading

finding similar words in the questions and answers; matching sentences to gaps

- 1** Which of these crimes are the most serious? Number them 1–7 (1 = the most serious). Then discuss with a partner and give reasons for your opinion.

- ☐ dropping litter on the street
- ☐ painting graffiti on a wall
- ☐ damaging someone's property
- ☐ making too much noise
- ☐ riding a bike on a pavement
- ☐ stealing from a shop
- ☐ using a mobile phone while driving

- 2** Complete the sentences with these words.

cell criminal escape guard illegal
prison prisoner

- 1 If something is _____, there is a rule or law that says you mustn't do it.
- 2 A _____ is a person who has done something illegal.
- 3 If you do something illegal, you can be sent to _____. Then you are a _____.
- 4 A _____ is a small room in a prison.
- 5 If you _____ from somewhere, you find a way to leave that place.
- 6 A _____ is someone who protects people or things from crime, or prevents prisoners from escaping.

- 3** Read the article on page 127. Are the sentences true (T) or false (F)?

- 1 Prisoners on Coiba were kept in cells.
- 2 It wasn't possible to escape from Coiba.
- 3 Prisoners sometimes killed other prisoners on Coiba.
- 4 Developers made sure that the plants on Coiba grew successfully.
- 5 Christian Ziegler photographed the prisoners on Coiba.

- 4** Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Finding similar words in the questions and answers

- Remember to read the article first in order to get an overall understanding.
- Then read the sentences and underline the key words.
- Go back to the article and look for any similarities to the key words that you've underlined. These will likely be clues to the answers.

Exam TASK

Matching sentences to gaps

You are going to read an article about an island that used to be a penal colony. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

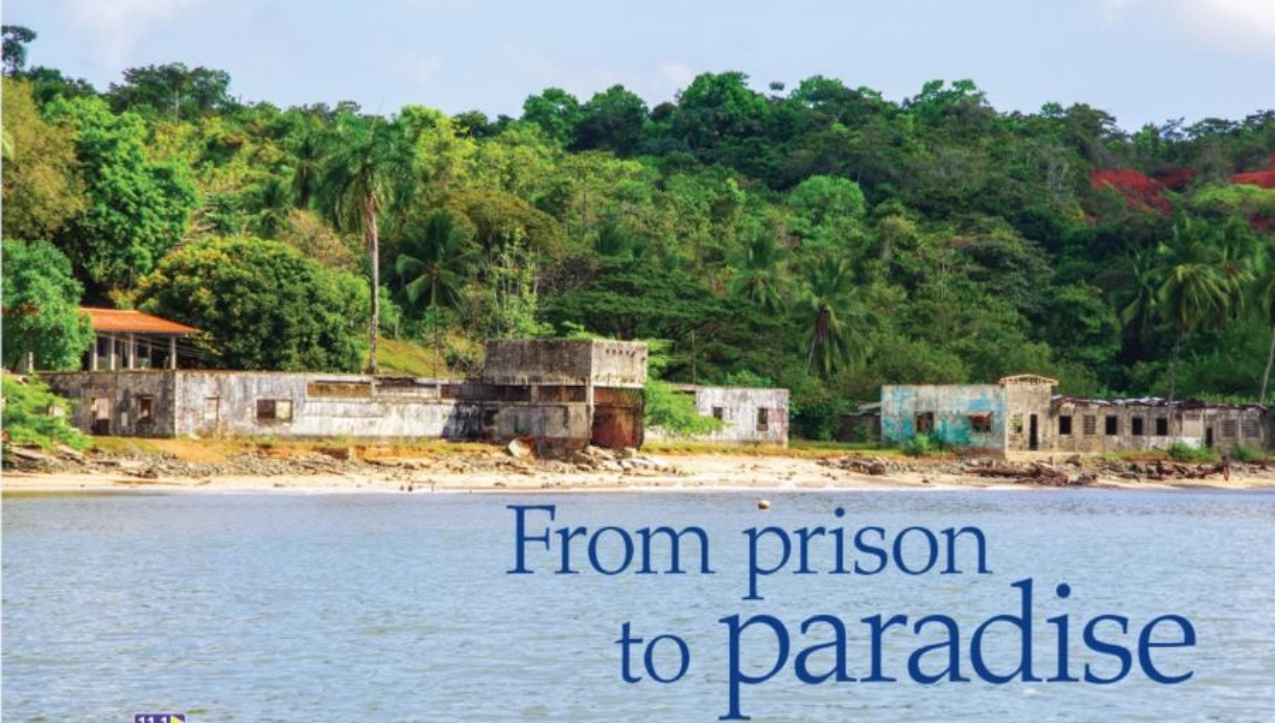
- A 'It's like a time capsule for the past 100 years,' he explained.
- B Prisoners knew about the sharks and crocodiles in the water around the island.
- C Coiba's location also means that a number of the species on the island exist only on Coiba.
- D In the past, Coiba was used as a penal colony – a type of prison that is far away from other people.
- E Illegal fishing is taking place along Coiba's delicate reefs.
- F He wanted to find out why the animals and plants on Coiba were so different to those on the Panamanian mainland.
- G It was the guards who stayed in secure buildings where they had protection from the criminals.

your ideas

- Would you like to visit Coiba? Why? / Why not?
- What do you think should happen to the island now?

Coiba island prison, Panama, as it looks today





From prison to paradise

11.1

The island of Coiba lies almost 50 kilometres off the southern coast of Panama. It is a beautiful island with wonderfully diverse wildlife. But it hasn't always been an idyllic destination.

(1) _____ Because of its remote location, many of Panama's most dangerous criminals were sent to Coiba. About 3,000 criminals spent time on Coiba before the last prisoner was released in 2004.

Coiba is the largest of 38 islands in the Coiba National Park. The island is a UNESCO World Heritage Site covering an area of just over 120,000 acres. It is now one of the most **biodiverse** regions on the planet. The island has 1,450 plant species, forests filled with hundreds of unique animals and pristine coral reefs lying beyond its beaches. The island's natural beauty, however, is an accidental case of conservation, and a direct result of it being used as a prison.

Unlike in a regular prison, where the inmates are kept in cells, prisoners on the island of Coiba lived in **makeshift** camps across the island. The prisoners had to create shelters from natural surroundings. (2) _____ When the prison closed in 2004, 80 per cent of the forest remained largely untouched. Coiba's reputation meant that hardly anyone visited the island, resulting in one of the most well-preserved rainforests in the Americas.

For some prisoners, Coiba was a death sentence. Escaping from the island wasn't a possibility.

(3) _____ If the island's natural conditions didn't kill you, your fellow prisoners might. Too dangerous for tourists and **developers**, Coiba was left alone and its flora and fauna **flourished**.

Now, a team of researchers is working to record the largely undocumented life on the island. '**Isolated**', is how National Geographic photographer Christian Ziegler describes what it feels like to be on the island. Isolated and quiet.

(4) _____ He didn't see the island when prisoners were there, but he knows those who live on the mainland still think of Coiba as a dangerous place. Through beautiful photography and scientific research, Ziegler hopes to change that. He wants to inspire locals to fight for the island's continued conservation. 'Coiba is the biggest **uninhabited** island on the whole Pacific coast', said Ziegler. 'The world is so full of people; we have to fight for this place.'

In 2008, Omar R. López, a director at Panama's Ministry of Science and Technology, began studying Coiba. (5) _____ For example, researchers were initially confused by the absence of **carnivorous** species on Coiba, though they can be found in large numbers in Panama.

As the island becomes easier to access, modern-day problems are starting to affect it. (6) _____ 'It would be for the best of Panama and the best of humanity to protect this environment', said López. Rather than remembering Coiba as a prison, he hopes the world will come to see it as a paradise.

word focus

biodiverse (adj): containing a lot of different species of animals, plants and insects

makeshift (adj): made using whatever is available

developer (n): someone who buys land or buildings in order to put new buildings there and make money from them

flourish (v): to grow well and be healthy

isolated (adj): a long way from other places and is often difficult to get to

uninhabited (adj): a place that has no people living there

carnivorous (adj): used to describe an animal that eats other animals

1 Match the words (1–6) with the definitions (a–f).

- | | |
|-------------|---------------|
| 1 steal | 4 break in |
| 2 a robbery | 5 a thief |
| 3 a burglar | 6 shoplifting |
- a someone who enters a building illegally in order to steal things
 b to go into a building by force in order to steal something
 c someone who steals something
 d taking something from a shop without paying for it
 e to take something that doesn't belong to you
 f when money or property is taken, especially from a bank or a business

2 Choose the correct option to complete the sentences.

- The boys were *done* / *found* guilty of stealing the car.
- In my city, there is a lot of *innocent* / *violent* crime.
- The police will *arrest* / *hold* you if they catch you doing something illegal.
- The man *committed* / *punished* a crime and was sent to prison.
- For a serious crime, you might receive a long *court* / *prison* sentence.
- The sentence a criminal receives is decided in *court* / *station*.
- If you are in *trouble* / *problem* with the law, it means you've done something wrong.
- Damaging public property and graffiti are examples of *burglary* / *vandalism*.

3 Complete the sentences using these pairs of words.

arrested / sentenced commit / punished
 broke / stole released / spent found / solved

- The burglar _____ into my house and _____ my laptop.
- People who _____ crime should be _____ in some way, for example, paying a fine.
- The detectives _____ the evidence and _____ the case.
- The vandals were _____ and _____ to six months' community service.
- They _____ the prisoner after she'd _____ sixteen years in prison.

4 Read the article. Then complete the sentences with the words in bold.

Police arrested a 24-year-old man yesterday after a **witness** saw him spraying paint on a wall in the city centre. The witness said, 'I didn't know if he had **permission** to do it, but I thought I'd better report it to the police. The **behaviour** of some people in this area is terrible. I gave a description of the man and the police said that helped them find him. Apparently, he had a **weapon** on him, a knife I think, so I'm glad the police found him before he used it and someone became a **victim**.' A member of the police said, 'The witness was very helpful. We caught the man and he will appear in **court** next week.'

- A _____ is someone who has had something stolen, or been injured as a result of a crime.
- A _____ is an object that can be used to cause harm or damage to people.
- If you've got _____ to do something, someone has said you're allowed to do it.
- _____ is the way someone acts towards other people or property.
- The judge and jury in a _____ decide if you are guilty or not guilty.
- A _____ is someone who sees a crime, accident or event happen.

5 11.2 Listen and answer the questions.

Speaker 1

- Did anyone see the people who caused the damage?
- Have the police arrested anyone for the crime?

Speaker 2

- Is the man reporting a crime?
- Has the man stolen something?

Speaker 3

- Is the man looking for someone who has stolen something?
- Is the man a thief?

6 11.2 Listen again. What crimes have been committed in each case? Are they serious crimes? Discuss with your partner.

your ideas

Do you think there can ever be 'good' crimes? If so, what?

- 1** Choose the correct options to complete the text. Then complete the rules (a-e).



Some criminals are extremely clever. Others aren't!

Here are some stories about criminals ¹ *who* / *where* were caught simply because they didn't have any common sense.

- In Ohio, USA, one man didn't like the 'wanted' photo ² *who* / *which* the police had used. He took a different photo ³ *when* / *that* he sent to the police. The detectives ⁴ *which* / *that* were looking for him were able to find him from the photo.
- One shop assistant from Ireland will never forget the day ⁵ *where* / *when* a 'robber' came into the shop ⁶ *that* / *where* she worked. He demanded money from the till and told her that he had a weapon. At first, she was very scared, but the 'weapon' turned out to be a banana!
- One young man ⁷ *who* / *whose* friends chatted with him online wasn't very clever. He'd escaped from prison, but he kept telling his friends where he was. The police saw the posts ⁸ *where* / *that* he wrote, caught him and sent him straight back to prison.

- a The words _____ or _____ refer to people.
 b The words _____ or _____ refer to things.
 c The word _____ is used for possession.
 d The word _____ refers to a period of time.
 e The word _____ refers to a place.

- 2** Underline the relative clauses in the sentences (1-2).

- A shoplifter was caught in the shopping centre today. The security guard who caught the shoplifter is very good at his job.
- A security guard was given an award today. The security guard, who recently caught a shoplifter, is very good at his job.

- 3** Read the sentences in Exercise 2 again and choose the correct option to complete the rules (a-c).

- a In sentence 1 / 2 the relative clause gives you essential information about the security guard. This is a **defining** / **non-defining** relative clause.
 b In sentence 1 / 2 the relative clause gives you extra non-essential information about the security guard. This is a **defining** / **non-defining** relative clause. It is separated from the rest of the sentence by **commas** / **full stops**.
 c In sentence 1 / 2 **who** could be replaced by **that**.

➤ Grammar reference 11.1, p174

- 4** Complete the sentences (1-5) with a relative pronoun and the phrases (a-e).

- The police officer, _____, retired last week.
 - The thieves stole the painting from the gallery _____.
 - The film, _____, was about two criminals.
 - The burglary happened on the day _____.
 - That's the woman _____.
- a I was at my friend's house d was really bad
 b has spent time in prison e I worked
 c had worked for 30 years

- 5** Rewrite the sentences using a relative clause and the word in bold.

- She lives in London. London has a lot of crime. **which**
She lives in London, which has a lot of crime.
- That's the woman. She committed the robbery. **who**

- They live in Queenstown. It's a very safe place to live. **which**

- We cleaned the graffiti. The graffiti was on the wall. **which**

- He stole money from the company. He worked there. **where**

- I didn't like the dog. The dog chased me. **that**

- The programme was about criminals. The programme wasn't good. **which**

- Tom is 80. Tom was fined for speeding. **who**

11 Listening

dealing with unknown words; multiple choice: seven questions

1 Match what the people say (1–5) with the words and phrases (a–e).

- 'My job involves helping people who are in trouble, but I'm not a police officer.'
- 'Why should I care about the neighbourhood? So what if I drop litter or cycle on the pavement?'
- 'I spent time working with experts who showed me that what I was doing was wrong. I learned a lot of new skills and changed my behaviour and attitude.'
- 'I didn't use to think I could achieve much, but now I believe that I can.'
- 'My job really keeps me going. I love helping people who need it.'
- 'I got caught stealing when I was 16.'

- | | |
|--------------------|----------------------|
| a a young offender | d a sense of purpose |
| b a support worker | e a bad attitude |
| c self-belief | f rehabilitation |

2 11.3 Listen to the speakers and choose the correct option to complete the sentences.

- Speaker 1 said that his rehabilitation was generally *positive / negative*.
- Speaker 2 is talking about someone whose attitude has *got worse / improved*.
- Speaker 3 thinks the offender *will / won't* go to prison.
- Speaker 4 says she *likes / doesn't like* her job as a support worker.
- Speaker 5 *believes / doesn't believe* he can get a qualification.
- Speaker 6 said that her sense of purpose comes from her *friendships / family*.

3 11.4 Read the Exam Tip. Then listen to speaker 3 from Track 11.3 again. What do you think a *repeat offender* is? Discuss with your partner, then listen and check your answers.

4 11.5 Now listen and complete the Exam Task.

Exam TIP

Dealing with unknown words

- Remember that you don't need to understand every word you hear.
- You can usually work out the meaning of what's being said from the words you do understand and the context in which they're used.

Exam TASK

Multiple choice: seven questions

You will hear an interview with a member of a young offender team talking about the type of work he does. For questions 1–7, choose the best answer (A, B or C).

- Felix says that the main part of his job is to
 - arrest young offenders and take them to the police.
 - encourage young offenders to stop committing crimes.
 - make sure the families of young offenders get the right support.
- The offenders who participate in the workshops
 - have to attend.
 - pay to attend.
 - choose to attend.
- Felix says that the offenders who attend the workshops
 - usually want to change their behaviour.
 - don't understand why they committed the crimes.
 - work hard and get good results.
- Felix says that _____ of the offenders stop committing crime after working with him and his team.
 - none
 - all
 - many
- Felix says it's better for young people if they
 - have something in their life that motivates them.
 - don't do boring activities.
 - don't meet up with the wrong people.
- Felix suggests that one cause of young people turning to crime is
 - not having rich parents.
 - doing badly at school.
 - having friends with bad attitudes.
- According to Felix, the situation is
 - unlikely to change in future.
 - beyond anyone's imagination.
 - changing in some neighbourhoods.





1 Work in pairs. Discuss the questions.

- 1 Where you live, are there plenty of things to do after school and at the weekend?
- 2 What types of things do you and your friends do?
- 3 What types of things would you like to do?

2 **11.6** Read the Exam Tip. Then listen to Carmen and Victor and answer the questions.

- 1 Does Carmen think Tomas should be punished?
- 2 Does Victor agree with Carmen?
- 3 Do you agree with Carmen or Victor?

3 **11.6** Listen again. Which expressions from the Useful Language did Victor use to suggest an alternative opinion?

4 Work in pairs. Look at the task below. Which idea do you think is best? Why?

How might these things make people feel safer in a town?

- security cameras around town
- police officers carrying weapons
- good street lighting at night
- youth and sports clubs
- clear punishment for committing crimes

5 **11.7** Now listen to two students discussing the task in Exercise 4. Do they agree with your opinion? Who expresses each opinion (1–5)? Write I (Irma), A (Arnie) or B (both).

- 1 Security cameras can make people feel safer because they know any crimes will be recorded.
- 2 Guns can result in accidents, so they don't make the community safer.
- 3 Street lighting makes streets safer, but it causes light pollution.
- 4 Youth and sports clubs can help reduce crime by giving young people something to do.
- 5 If we punish people who commit crimes, they are less likely to break the law.

Exam TIP

Politely giving an alternative opinion

- At the end of the exam, the examiner will ask you some questions on the topic of the collaborative task. You will have a three-way discussion on this topic. Be prepared to answer these questions fully and include reasons for your opinion.
- Listen carefully to what your partner says, but make sure you form your own opinion. This can be the opposite of your partner's opinion and it's fine to express this.
- Be polite when you disagree with someone else's opinion. Acknowledge their opinion, but then give your opinion and, importantly, back up your opinion with reasons.

6 Read the Exam Tip again. Then work in pairs and complete the Exam Task. Take turns to answer the questions. Politely agree or disagree with your partner and give your own opinion. Use the Useful Language to help you.

Exam TASK

Discussion

- What are the best ways to reduce crime in cities?
- What do you think are the best ways to rehabilitate repeat offenders?
- Why do you think some teenagers break the law?
- Do you think having more police on the streets can make cities safer?
- Should schools discuss crime prevention? Why? / Why not?
- Do you think we should help people who break the law or punish them?

Useful LANGUAGE

Suggesting an alternative opinion

... would be a better option than ... (because) ...

This isn't such a good idea because ...

Don't you think that ... ?

It seems (to me) that ...

An alternative could be ...

... might make a difference.

I'm fairly / pretty sure that ...

your
ideas

What are the best ways to help victims of crime?

- 1** Read the rule. Then look at the sentences. Underline the relative clauses in sentences 1a and 2a. Underline the participles in sentences 1b and 2b.

A reduced relative clause is a relative clause that has been shortened. We can replace the relative pronoun and verb in a relative clause with a participle form of the verb.

- 1 a The police talked to the teenagers who were hanging around in the park.
b The police talked to the teenagers hanging around in the park.
- 2 a The cyclist who was injured in the crash is doing well in hospital.
b The cyclist injured in the crash is doing well in hospital.

- 2** Look at the sentences in Exercise 1 again. Answer the questions. Then choose the correct option to complete the rules (a-b).

- 1 In sentence 1a, is the verb in the relative clause active or passive?
- 2 Which words in sentence 1a does the participle in 1b replace?
- 3 In sentence 2a, is the verb in the relative clause active or passive?
- 4 Which words in sentence 2a does the participle in 2b replace?

- a An active relative clause can be replaced by a present participle (-ing form) / past participle.
- b A passive relative clause can be replaced by a present participle (-ing form) / past participle.

LOOK!

A present participle can replace any active tense, not just the present.

The woman **who visited** the prisoner was his wife.

The woman **visiting** the prisoner was his wife.

The boy **who was damaging** the bus stop was reported.

The boy **damaging** the bus stop was reported.

▶ Grammar reference 11.2, p175

- 3** Rewrite these sentences using a reduced relative clause.

- 1 The man who is running down the road has stolen a bag!
The man running down the road has stolen a bag.
- 2 The cyclist who was injured in the accident phoned for an ambulance.

- 3 The woman who was working in the shop saw the thief.

- 4 The man who was arrested by the police admitted to the crime.

- 5 A traffic officer who was driving through the town saw the speeding car.

- 6 Anyone who is found damaging the equipment will be punished.

- 7 The police who were called to the accident took five minutes to get there.

- 4** Rewrite each pair of sentences as one sentence using a reduced relative clause.

- 1 The judge was chosen for the trial. He has got a reputation for being tough.
The judge chosen for the trial has got a reputation for being tough.
- 2 The prisoner was injured in a fall. He was trying to escape.
The prisoner _____.
- 3 Some people are waiting outside the police station? Who are those people?
Who _____?
- 4 The police caught the thief on the road. The road joins the two villages.
The police _____.
- 5 The students were caught with phones. They were asked to leave.
The students _____.
- 6 A man was running away. He was wanted by the police.
The man _____.
- 7 The book was written by a prisoner. It is an excellent book.
The book _____.
- 8 A girl was arrested in the park. Who was she?
Who _____?

1 Work in pairs. Answer the questions.

- 1 If something is **against the law**, are you allowed to do it?
- 2 If someone is placed **under arrest**, are they allowed to go home?
- 3 If you've got a **criminal record**, have you been in trouble with the police?
- 4 If you **break the law**, are you behaving correctly?
- 5 If you **solve a case**, do you know what happened?
- 6 If you are **under investigation**, do the police want to know what you're doing?
- 7 If you behave badly and you are **let off**, are you punished?
- 8 If you have to **pay a fine**, do you give the court money as your punishment?

2 Complete the sentences with the collocations in bold from Exercise 1.

- 1 I doubt he'll be offered the job when they find out about his _____.
- 2 In some countries, it is _____ to ride a bike on a pavement.
- 3 Police forces can ask specialist detectives to try to _____.
- 4 If you are _____, you will probably be taken to a police station.
- 5 The boys were caught painting graffiti, but they were _____ because of their age.
- 6 Police think that Bennie is guilty and he's _____ for the robbery.
- 7 She was caught speeding and had to _____ of \$1,000.
- 8 People continue to _____ by using their mobile phone whilst driving.

3 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Using your knowledge

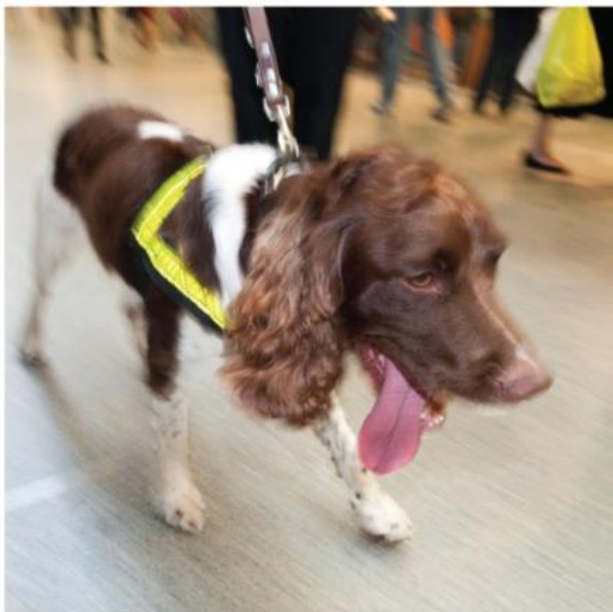
- Read the text quickly without worrying about the gaps. During this first reading, however, if you think a word fits a gap because it sounds natural, note it down.
- Go back through the text looking for the clues before and after the gaps. Check carefully to make sure any of the answers you noted are correct. If they are, make sure they are in the correct form and 'agree' with the other words in the sentence.

Exam TASK

Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

Dan Best is a police dog handler – he works ¹ _____ his best friend and work partner, Evie. Evie is a police dog. She has been specially trained to find ² _____ such as guns and knives. Evie also ³ _____ Dan to chase criminals so that he can place them ⁴ _____ arrest. Dan is responsible for looking ⁵ _____ Evie – feeding her, exercising and training her ⁶ _____ only when he's working, but also when he's at home. It's Dan's job to make sure that Evie is kept happy and safe at work so that they can both do their jobs effectively, catching people who are ⁷ _____ the law. Evie has helped Dan to solve cases and return items to people who have been victims of ⁸ _____.



your ideas

Do you think being a dog handler would be an interesting job? Why? / Why not?

Learning FOCUS

Structuring an essay

- When you write an essay, it's important first to brainstorm in order to come up with as many ideas as possible about the topic. However, you must then group the related ideas together, and in this way you will start to form the structure of your essay. The groups of ideas will form the basis of your paragraphs.
- If you need to write an essay about the advantages and disadvantages of a particular topic, write down your ideas and then classify them as either an advantage or a disadvantage.
- Make sure you cover any points that you are asked to discuss. Write a clear introduction, telling your reader what the essay will be about. After the introduction, decide on a clear order to present your points.
- The simplest structure is a paragraph about advantages and a paragraph about disadvantages. Make sure you include your own opinion and justify your reasons.
- Write a clear conclusion summing up the main ideas and your opinion.

- 1** Read the Learning focus box. Then read the text about community service. Do the sentences (1–6) describe an advantage (A) or a disadvantage (D)?

Community service

Instead of going to prison, some criminals receive something called community service. This means that they make up for their crime by spending time doing something positive for their neighbourhood or community. This could be cleaning up public areas, or perhaps helping paint a community centre.

- It's a cost-effective form of punishment.
- Offenders think it's an easy form of punishment.
- It frees up prison space.
- Offenders put locals at risk by staying in the community.
- It can help the community.
- It's unfair on their victims.

- 2** Read the writing task. Are the statements true (T) or false (F)?

Read this extract from a newspaper article. Then write an essay of between 140 and 190 words discussing the advantages and disadvantages of community service for young offenders.

Traditionally, if you committed a crime you would either end up in prison or pay a fine, depending on the seriousness of the crime. Nowadays, however, more and more offenders – especially young offenders – are doing community service rather than going to prison. Is community service too easy, or is it a good alternative punishment?

- You should write an article for a newspaper.
- You should focus on community service.
- You should discuss the pros and cons of community service.
- You should give your opinion on the issue.

- 3** Read a student's answer to the task in Exercise 2. Underline any of the advantages or disadvantages from Exercise 1.

- There is some teenage crime in almost every neighbourhood. Nowadays, the punishment is often community service, but is this too easy, or is it an effective form of punishment?
- There are several advantages to community service. Firstly, it punishes the offender by getting them to do useful work in the community. Secondly, it means that prisons don't become too crowded.
- However, there are also some disadvantages of community service as a punishment. Young offenders might see it as an easy option and they don't consider it as a punishment. This could lead to them not taking the sentence seriously and committing worse crimes in the future. Furthermore, some of the victims of their crimes would not be at all happy about the offenders being allowed to remain in the community.
- In conclusion, I think that community service should only be used in certain situations where the crime isn't particularly serious. If the offender is going to learn from it, then it can definitely be a positive solution.

- 4** Read the essay in Exercise 3 again and answer the questions (1–4).

- Does the introduction effectively introduce the topic? How has the writer done this?
- Which words and phrases has the writer used to link ideas in the essay?
- Has the writer included both advantages and disadvantages?
- Where does the writer give his / her opinion?



- 5 Match these descriptions (a–d) with the paragraphs (1–4) in the essay in Exercise 3.

- a Discuss the disadvantages.
- b Discuss the advantages.
- c Sum up and state your opinion.
- d Introduce the topic.

- 6 Read the Useful Language. Match the sentence beginnings (1–5) with the endings (a–e).

- 1 This essay will look at the advantages
 - 2 Many people play computer games
 - 3 Furthermore, there are different types
 - 4 An additional advantage is that
 - 5 An additional disadvantage is that
- a they can help people feel less stressed.
 - b online with people they don't know.
 - c they can make people take more risks in real life.
 - d of computer game and some aren't at all violent.
 - e and disadvantages of violent computer games.

- 7 Read the Exam Tip. Then read the Exam Task. Work with a partner to brainstorm some ideas and make a plan for your essay.

- 8 Now complete the Exam Task. Use the Useful Language to help you.

Useful LANGUAGE

Advantages and disadvantages

One of the benefits of ... is ...

There are several advantages to ...

... has (its) advantages / disadvantages. For example, ...

This essay will look at the arguments for and against ...

Firstly, secondly ...

Expressing contrast

On the one hand ... , On the other hand ...

Although many people say ... , I believe that ...

Some teenagers might However, others are more likely to ...

Making additional points

Furthermore, computer games can ...

A further / An additional advantage is that ...

In addition, ...

Exam TIP

Writing conclusions

- In for and against essays, make sure you state your opinion in the conclusion.
- It doesn't matter which side of the argument you agree with. If you agree with both sides to a certain extent, then you can say so.
- Make sure you also clearly state your reasons for your opinion.

Exam TASK

Writing a for and against essay

Many young people love playing computer games and, nowadays, a huge number of teenagers play them on a daily basis. Many of these games are violent and some people think that this contributes to teenage crime and an increase in youth offenders.

- Write an essay discussing the advantages and disadvantages of computer games.
- Include reasons and examples to support your opinion.

- 9 Complete the Reflection Checklist. Then exchange your essay with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I structured my essay. ☐
- I grouped my ideas by topic. ☐
- I made a paragraph plan. ☐
- I stated the advantages and disadvantages. ☐
- I stated my opinion, and the reasons for my opinion, in the conclusion. ☐

Read that body language!

Understanding non-verbal communication is an important skill in today's multi-cultural world. But things may not necessarily mean what you expect!

Head movements

Nodding often means 'yes', but confusingly, in a few cultures it can actually mean 'no'.

Eye contact

In some countries strong eye contact shows interest, although in others it can seem a little aggressive.

How you sit

Sitting in a very informal or 'sleepy' way can be seen as disrespectful in a few cultures. Elsewhere people will simply understand that you are feeling tired or relaxed.

Arm movements

How much people move their arms while speaking varies hugely from culture to culture. Crossing your arms is considered rude in some cultural circumstances.

Physical distance

In many cultural groups, it is usual to stand very close together, whereas in others being close to someone can make them feel very uncomfortable.



- 1 Work in pairs. Look at the information. What is typical body language in your country for each category?
- 2 Discuss the questions with your partner.
 - 1 How important do you think body language is compared to the words we use?
 - 2 What other things is it important to be aware of when you are in a culture that is different to your own?
 - 3 How much do you think our culture influences what we do, and even our personalities?
- 3 Read the Mind your Mind information. Answer the questions.
 - 1 Do you think the tips are useful for you? Why? / Why not?
 - 2 How would you feel if someone from another culture followed these tips when interacting with you?

Mind your Mind

Being culturally sensitive



- When interacting with someone you don't know, especially from a different culture, have an open mind and be ready to learn and adapt to a different way of doing things. Smiling, being friendly and showing respect can help both of you to relax.
- Observe how the other person behaves and take your lead from them. Customs and behaviour can be very different between cultures. If you are uncertain what to do, just ask for advice. Most people will appreciate that you are making an effort to learn about their world.

4 Work in pairs. What would you do in these situations? Why?

- 1 Someone is standing very close while talking to you and it's making you feel uncomfortable.
- 2 You are out in a group. A new friend, who doesn't speak your language very well, accidentally says something quite offensive.

PROJECT 1

Work in groups. Choose a country or culture you know very little about. Each person in the group chooses a different topic area and finds out what related behaviour is considered appropriate.

Think about:

- food and mealtimes
- visiting someone's house
- giving gifts.

As a group, create a 'Dos and Don'ts' information poster to display for a tourist arriving in that country.

PROJECT 2

Write a letter to someone who is about to visit you from another culture. Give information on typical non-verbal communication in your country.

Think about:

- what's appropriate between friends
- what's appropriate between strangers
- things a tourist should not do.

Useful LANGUAGE

In this country, it is extremely important that you ...

When -ing, it's usual to ...

If you are invited to someone's house, you should ...

Be aware that ...

Generally, people here are very ...

It's (not) usual to ...

In more formal situations, it's best to ...

Try to avoid -ing, because ...

your project

You are what you wear 12



Rockabilly in Yoyogi Park in Tokyo

Work in pairs. Look at the photo and discuss the questions.

- 1 Who or what influences your style? Can wearing different clothes make you feel like a different person?
- 2 How much do you care about what clothes you wear?
- 3 Where do you find the types of clothes that you like to wear?

12 Reading

skimming and scanning to find key information; matching prompts to text

- 1 Work in pairs. What are some of the reasons that we wear the clothes we do? Add to the list.

- ☐ weather conditions
- ☐ school / work uniform
- ☐ safety
- ☐
- ☐

- 2 Work in pairs. Match the adjectives (1–6) with the descriptions (a–f). Then think of clothes for each adjective.

- | | |
|----------------|--------------|
| 1 casual | 4 practical |
| 2 ethical | 5 protective |
| 3 hard-wearing | 6 trendy |
- a useful and suitable for a particular purpose
b providing protection against harm
c relaxed and comfortable to wear
d fashionable
e strong and lasts a long time
f treating the people who make the clothes fairly

- 3 **12.1** Read the questions. Then listen to the speakers' answers and write Y (yes) or N (no).

- 1 Do you ever wear protective clothing?
- 2 Do you wear clothes that have been made from animals?
- 3 Are you influenced by the styles you see in magazines and online?
- 4 Do you ever buy second-hand clothes?

- 4 Work in pairs. Read the questions in Exercise 3 again. Take turns to ask and answer them. Give reasons for your answers.

- 5 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Skimming and scanning to find key information

- In multiple-matching tasks, read and underline the key information in the questions first.
- Skim read each paragraph of the text. Don't read every word, but read enough to get a good idea of the topic. Notice any similarities with the key words you underlined in the questions.
- When you've got a good idea of the topic of each paragraph, scan the text to find specific matches between the question and the paragraph.

Exam TASK

Matching prompts to text

You are going to read an article about the clothes that Ötzi the Iceman was wearing when he died. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

Which section

- | | |
|--|-----------------------------|
| mentions problems because of the age of the clothing? | 1 ☐ |
| tells us that Ötzi's coat was suitable to wear in a cold environment? | 2 ☐ |
| suggests that Ötzi's coat may have been mended after being damaged? | 3 ☐ |
| tells us about the condition of Ötzi's body? | 4 ☐ |
| talks about the different ways that Ötzi got food? | 5 ☐ |
| asks why it's important to know about 5,300-year-old clothing? | 6 ☐ |
| suggests that Ötzi is famous around the world? | 7 ☐ |
| tells us how information was found out about Ötzi's clothes? | 8 ☐ |
| tells us that Ötzi had health issues? | 9 ☐ |
| suggests that materials were used for reasons other than availability? | 10 ☐ |



your ideas

Will the clothes you're wearing now still be in style in ten years' time?

5,300-year-old 'cool' fashion

12.2 ▶

A Ötzi's fashion

Since the discovery of Ötzi the Iceman in a European glacier in 1991, scientists have been able to find out a lot of information from his 5,300-year-old remains: he had brown eyes, his teeth were not in good condition and his body was decorated with **tattoos**. He probably spent his life farming in the mountains. Ötzi was about 40 when he died after an arrow hit him in the shoulder in the Ötztal Alps. Scientists also believe that he was suffering from a painful stomach ache. After years of extensive scientific research and stories in global media, the Neolithic Iceman is now Europe's best-known mummy. Interestingly, scientists are also discovering other clues about life in the past from the kind of clothes that Ötzi wore.

B Why his clothes matter

When the Iceman was found, he was wearing quite a few items of clothing including a coat, leggings and a belt made from animal skin, a fur hat and shoes. Researchers tested and analysed lots of different **samples** of his clothing. Unfortunately, the leather and fur of most of the samples had **decomposed** so badly over thousands of years that it was impossible to find out which species they came from. However, nine of the samples did provide the researchers with results. From these, we know which specific animal species some of Ötzi's clothes were made from. Understanding the choice of animals used in ancient clothing production – domestic or wild, local or imported – provides unique **insights** into the human past. Was the clothing worn because it was sensible in those conditions, or was it worn to show other people that you were rich and could afford expensive clothes? Were animal skins chosen simply because they were available, or did certain types of leathers and furs have specific qualities that people wanted?

C A coat of many skins

The detailed information from the nine samples shows that Ötzi's clothes were very sensible. The researchers confirmed that Ötzi's coat was mostly made from warm, hard-wearing sheepskin. However, they found that the species of sheep that was used to make the coat is closer to modern domestic European sheep than to wild sheep. They also discovered that Ötzi's clothes were made from the skins of at least four animals. The analysis also showed that one part of Ötzi's coat was made from a domesticated goat whose descendants still live in the hills and valleys of central Europe today.



D Neolithic style: locally sourced

The fact that the coat was made from several animals and from at least two different species led the researchers to conclude that the Iceman's coat was sewn together, and possibly repaired, with skins that Ötzi had at the time. Ötzi's leggings were also made from domesticated goat leather, and not a species of wolf, fox or dog as previously thought. The fact that a similar pair of 6,500-year-old leggings discovered in Switzerland were also made from goat leather suggests that it may have been a material deliberately chosen for its specific qualities. While Ötzi likely lived a life of farming, he may have also hunted and trapped wild animals in his alpine environment. Researchers found that his quiver – the bag in which he kept his arrows – was made from wild roe deer, while his hat was made from the fur of a type of brown bear still seen in the region today.

word
focus

tattoo (n): a permanent picture on your body, made by injecting ink
sample (n): a small amount or an example of something that shows you what all of it is like
decompose (v): to break down after death
insight (n): a chance to learn or understand more about something

- 1** **12.3** Listen to two friends choosing an outfit on a clothes shopping app. Label the patterns with these words.

checked floral spotted stripy



- 2** Choose the correct definition (a–b) for the words in bold.

- If you go **window shopping**, you ...
 - are redecorating your house.
 - look at items in shops, but don't buy anything.
- You might ask for a **refund** if ...
 - you bought something that was the wrong size.
 - the shop you went to was closed.
- It's important to keep your **receipt** in case you ...
 - want to sell the item to another person.
 - want to return or exchange an unworn item of clothing.
- If an item is **in stock**, ...
 - you can buy it from a shop but not online.
 - it is available to buy because the shop has got it.
- If someone says 'That **suits** you', it means that ...
 - they think you look very business-like.
 - they think you look good in what you're wearing.
- If a shop is offering a **discount**, it means that ...
 - they are selling items at a reduced price.
 - they have very few of the items left in store.

- 3** Complete the sentences with the words in brackets.

- I went shopping with Tolu earlier. We got some real _____ as most of the shops were having _____. (bargains, sales)
- Pierre will be showing his new _____ of designs at a show next weekend, but I think his clothes are too _____ and expensive. (exclusive, collection)
- Karen doesn't wear any animal _____. Even her shoes are made from _____ and rubber. (canvas, products)
- Five billion pairs of jeans are made every year. They are made from a _____ called _____. (denim, fabric)
- Nylon and polyester use _____ or man-made fibres, whereas wool, cotton and silk are _____. (natural, synthetic)

- 4** **12.4** Complete the conversations with words and phrases from Exercises 2 to 3. Then listen and check your answers.

Conversation 1

Nia: Hey, Jed. I love your new bag. Those stripes are really cool.

Jed: Ah, thanks. I first saw it online a couple of weeks ago, but the shop had sold out. It was back ¹ _____ yesterday, so I bought it then.

Conversation 2

Matt: What's up, Caro?

Caro: I bought these headphones last week, but I've got to take them back.

Matt: Why? What's wrong with them?

Caro: They just won't work with my phone. I hope I can get a ² _____. There was a ³ _____ on them, but they still cost over £100.

Conversation 3

Ola: Mum, have you still got the ⁴ _____ for this jumper? I haven't worn it and I want to return it.

Mum: Why? I thought you loved it.

Ola: Well, I like the design, but because it's ⁵ _____, I think it will be uncomfortable to wear. I prefer natural fibres.

Mum: Oh, that's a shame. We didn't think of that. Yes, let's go to the high street and you can exchange it then.

your
ideas

Do you ever wear lots of different patterns together?



REMEMBER

We can use the causative to talk about something unpleasant that happens.

I had all my jewellery stolen last night.

- 5 Complete the second sentence so that it has a similar meaning to the first sentence. Use the causative and the word in bold.

- Paula is making Jennifer a necklace. **is**
Jennifer _____.
- Someone has stolen dad's watch. **had**
Dad _____.
- I'll have made Liana's dress by Thursday. **have**
Liana will _____.
- Someone copied all my fashion designs. **have**
I _____.
- Jamil is designing the clothes and the students are going to make them. **going**
Jamil is designing the clothes and he _____ by the students.
- I ordered a gift for Zoë and it was delivered on Friday. **had**
I _____ to Zoë last Friday.
- I took my watch to a jeweller in town to be fixed. **had**
I _____ by a jeweller in town.

- 6 Answer these questions using the causative and **it** or **them**.

- Do you colour your hair yourself?
No, I _____ by a hairdresser.
- Did you make those amazing spotted shorts?
No, I _____ by Alice – she's really good at sewing.
- Are you going to draw those designs on your T-shirt?
No, I _____ by my artist friend Nico.
- Will you paint the picture on your wall?
No, I _____ by Jess – she's doing art at college.
- Did you design your checked shorts?
No, I _____ by Ivan, but I designed the top.
- Did you choose the pattern for your dress?
No, I _____ for me by my sister.
- Are you going to print the designs on silk?
No, I _____ on paper.

- 1 Read the sentence and answer the questions (1–4).

Yusuf has his hair cut by a barber every week.

- Does Yusuf cut his own hair?
- Which auxiliary verb is used?
- What is the form of the main verb?
- What word do we use to introduce the agent?

- 2 Which two sentences in each group (a–c) mean the same?

- A hairdresser styles my hair.
 - I style my hair.
 - I have my hair styled.
- I made my dress.
 - I had my dress made.
 - A designer made my dress.

- 3 Choose the correct options to complete the rules.

We use the causative to talk about something that someone else has done for us.

- We form the causative with the correct form of *do* / *have* + object + *present* / *past* participle.
- We *always* / *don't always* need to mention the agent, but when we do, we use the word *by* / *to* before it.

➤ Grammar reference 12.1, p175

- 4 Read the sentences. Tick the ones that use the causative.

- I had my trousers shortened so I could wear them.
- I had shortened my trousers so I could wear them.
- Her grandmother knitted her jumper.
- She had her jumper knitted by her grandmother.
- Jae-Lin was told off by her teacher because she had dyed her hair.
- Jae-Lin's teacher told her off because she had had her hair dyed.

12 Listening

thinking of similar words and phrases; multiple choice: seven questions

- 1** Choose the correct option to complete the sentences about people who work in fashion.

- 1 A *model* / *tailor* is someone who wears clothes at a fashion show.
- 2 A(n) *artist* / *stylist* is someone who chooses what clothes go together.
- 3 A *designer* / *writer* is someone who makes clothes.

- 2** Read the Exam Tip. Then match the sentences (1–6) with the sentence which means the same thing (a–f).

- 1 I studied fashion at university.
 - 2 I spent about ten hours a week in lectures and the rest was gaining practical experience.
 - 3 I learned about many different areas of the fashion industry.
 - 4 One area that fascinated me was fashion through the ages.
 - 5 I got lots of inspiration from fashion shows and exhibitions.
 - 6 I studied fashion journalism across multiple media platforms.
- a My time was divided between learning the theory and working with different materials in the studio.
b Attending different events is a great way to think of new and creative ideas.
c The course covered, for example, fashion journalism, fashion technology and knitted textiles.
d One part of the course looked at fashion articles in magazines, online and on social media.
e I've got a degree in fashion.
f I was particularly interested in learning about different styles from different eras.

- 3** **12.5** Now listen and complete the Exam Task.

Exam TIP

Thinking of similar words and phrases

- Remember, the words you hear in the audio won't necessarily be the same as the words you read in the questions or in multiple-choice answer options.
- Read the questions and answer options before you listen and try to think of synonyms or other words and phrases that the speaker might use to say the same thing.

Exam TASK

Multiple choice: seven questions

You will hear a stylist called Honor Alexander being interviewed by her former headmaster, Mr Tariq. For questions 1–7, choose the best answer (A, B or C).

- 1 Honor thinks that the fashion industry
 - A is very difficult to work in.
 - B is quite easy to get into.
 - C has become too big.
- 2 Honor suggests that interviewers were impressed by
 - A her style.
 - B the fact she had a part-time job.
 - C the number of drawings she had.
- 3 Why does Honor travel around the country for her job?
 - A to find different locations
 - B to employ different models and photographers
 - C to go to interviews
- 4 Honor tells us that the director
 - A works in a horrible part of the city.
 - B gives her instructions that she has to follow.
 - C only wants her to choose beautiful locations.
- 5 Which of the following statements is true?
 - A Honor used to help her mum choose her clothes.
 - B Honor's mum was a fashion stylist too.
 - C Honor got a lot of inspiration from her mum.
- 6 Why doesn't Honor mind when people don't like her choices?
 - A because she realises that people have their own sense of style
 - B because she realises that some combinations don't work
 - C because she realises that some people aren't fashionable
- 7 Honor suggests that Mr Tariq
 - A should wear smarter clothes.
 - B should combine a different tie with his suit.
 - C shouldn't wear dark blue suits.



Speaking

focusing on the timing; photo description

1 Work in pairs. Discuss the questions.

- 1 Do you like shopping for new clothes? Why? / Why not?
- 2 Do you ever wear formal clothes? What for?
- 3 Do you choose the colour of your clothes depending on your mood? Give an example.

2 Write five sentences to describe the clothes you're wearing. Put a mistake in one of the sentences. Then read your sentences to your partner. Can they find the mistake?

3 Look at the photos. Write down as many adjectives as you can in 30 seconds to describe the clothes.



4 Work in pairs. Take turns to compare the photos using the adjectives you wrote in Exercise 3. Spend about a minute comparing each photo.

The people in this photo are all wearing modern, trendy clothes whereas some of the people in this photo are wearing traditional clothes.

5 12.6 Read the Exam Tip. Then listen to a student talking about the photos in Exercise 3. How many comparisons does he make?

6 Read the Exam Tip again. Then work in pairs and complete the Exam Task. Take turns to compare and talk about your photos. Use the Useful Language to help you.

Exam TIP

Focusing on the timing

- It's important to remember that you have a limited time to speak in the exam. You've got about a minute to compare your photos, and then thirty seconds to answer some follow-up questions.
- Don't spend too much time on one point in the comparison. You should aim to include three or four comparisons within the minute.
- Remember that the purpose of the follow-up questions is to express your own opinion. Remember too, it's important to support your opinions with reasons.

Exam TASK

Photo description

Student A: Turn to page 177. You will see two photos. They show groups of students. Compare the photos and say which group looks the most comfortable.

Student B: Turn to page 178. You will see two photos. They show people working in different areas of the fashion industry. Compare the photos and say what the people enjoy about doing these jobs.

Useful LANGUAGE

Introducing your suggestions

It's hard to tell, but ...

I think they ...

I / They might / could be ...

It would probably ...

We could say that ...

Maybe they're ...

Perhaps he's ...

I guess they're ...

I suppose that ...

I'd say ...

your
ideas

What are the advantages and disadvantages of wearing a school uniform?

Never

- 1 Read the sentences (1–4) and answer the questions (a–b).



- 1 I have never seen such colourful fabrics.
 - 2 Never have I seen such colourful fabrics.
 - 3 I have never worn such an uncomfortable outfit.
 - 4 Never have I worn such an uncomfortable outfit.
- a In sentences 1 and 2, has the person seen fabrics as colourful as these before?
 - b In sentences 3 and 4, has the person worn an outfit as uncomfortable as this before?

- 2 Look at the sentences (1–4) in Exercise 1 again. Then choose the correct word order (a or b) when *never* is used at the start of a sentence.

We can use a negative word or phrase, such as *never*, at the beginning of a sentence for emphasis.

The correct word order for *never* is ...

- a *Never* + auxiliary verb + subject + verb ... ☐
- b *Never* + subject + auxiliary verb + verb ... ☐

under no circumstances and not only ... but also

- 3 Read the rule and the example sentences. Then complete the sentences (1–2). What happens to the verb in sentence 2b?

We can also use *not only ... but also* and *under no circumstances* for emphasis. These phrases make the word order change too.

The stylist chose the clothes and he also chose the jewellery.

Not only did the stylist choose the clothes, **but** he also chose the jewellery.

You aren't allowed to wear my new coat.

Under no circumstances are you allowed to wear my new coat.

- 1 a I love shopping in high-street shops and in vintage markets.
b Not only _____ shopping in high-street shops, but also in vintage markets.
- 2 a You can't borrow my new hat under any circumstances.
b Under no circumstances _____ my new hat.

► Grammar reference 12.2, p175

- 4 Choose the option (a–c) to complete the sentences.
- 1 Under no circumstances _____ shopping tomorrow.
a we should go
b should we go
c we shouldn't go
 - 2 Never _____ a market with such trendy clothes.
a have I visited
b I have visited
c I did visit
 - 3 Not only _____ a bit dull, but they are also impractical.
a the designs are
b the designs
c are the designs
 - 4 Under no circumstances _____ the dress without a receipt.
a you can return
b can you return
c did you return
 - 5 Not only _____ his own clothes, but he also makes them.
a he designs
b does he design
c he does design
- 5 Complete the second sentence so it has the same meaning as the first.
- 1 Helen had never seen such a beautiful coat.
Never _____.
 - 2 You aren't allowed to use my credit card.
Under _____.
 - 3 The pattern was interesting and the fabric was very comfortable.
Not _____.
 - 4 He'd never spent so much money on a new outfit.
Never _____.
 - 5 The clothes are ethical and inexpensive.
Not _____.
 - 6 You can't borrow my new sunglasses.
Under _____.

Use your English

phrasal verbs; thinking about context; word formation

Phrasal verbs

- 1 Match the phrasal verbs (1–8) with the correct meaning (a–h).

- | | |
|-------------------|------------|
| 1 do up | 5 throw on |
| 2 take up | 6 wrap up |
| 3 mix up (styles) | 7 take in |
| 4 go with | 8 dress up |
- a make clothes smaller and tighter
b shorten clothes by folding and stitching the bottom edge
c fasten something, for example, with a zip or button
d wear clothes that are smart
e put clothes together in an unusual way
f make sure you've got enough items of clothing on if it's very cold
g casually put an item of clothing on, perhaps because you're in a hurry
h match or look good with another item of clothing

- 2 Choose the correct option to complete the sentences.

- I love the way the stylist *throws on* / *mixes up* the different patterns and fabrics.
- Quickly! We need to leave. Just *take in* / *throw on* a pair of jeans and a T-shirt.
- Mum, could you *take in* / *take up* my jeans? They're too long.
- It's freezing outside, so make sure you *take up* / *wrap up* warmly.
- We're going to a nice restaurant, so please make sure you *dress up* / *do up*.
- Do up* / *Put on* your shoelaces otherwise you'll fall over them.
- Do you think this blue top *goes with* / *does up* these white trousers?
- I asked Daniel to *take in* / *dress up* my dress after I lost a lot of weight.

Word formation

- 3 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Thinking about context

- It's a good idea to look up meanings in a dictionary because a word might have a different meaning in one particular context. For example, a *collection* in general is a group of things whereas in a fashion context, it's a designer's selection of outfits for a particular show or season.
- When you come across a new word, remember to write down all the forms and the contexts in which that word can be used.

Exam TASK

Word formation

Read the text below. For questions 1–8, use the word in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line.

Saris are worn by many women in India.

Not only are saris (1) _____, BEAUTY
they are also one of the

(2) _____ items of clothing SIMPLE
as they are essentially just one

(3) _____ of fabric. Saris can LONG
measure up to nine metres. They

vary from simple cotton to the most eye-catching and (4) _____ silks. EXCLUDE

Trendy designers often include new designs in their fashion (5) _____. COLLECT

(6) _____, red saris are worn TRADITION
by women on their wedding day.

(7) _____ is also important JEWEL
and women often wear gold earrings,

necklaces, hair pieces and lots of bracelets. The sari is certainly one

of the world's most well-loved and (8) _____ items of clothing. STYLE



your
ideas

Do you like to dress up when you go out or would you rather just throw on something comfortable?

Learning FOCUS

Supporting your arguments

- Remember that the aim of a review is to help other people make a decision. When you write a review, you should write in an honest, semi-formal way about the different aspects of the item or service such as price, comfort and usefulness. You should also give your own opinion and this can be positive or negative.
- You can make your arguments more convincing by giving examples of what you're talking about. The following language can be used to introduce examples: *For example, ..., For instance, ..., ... such as ..., One example of this was ..., In this / one case ...*

1 Work in pairs. Discuss the questions.

- Do you read reviews of items before you buy them? If yes, where are these reviews and who writes them?
- Have you ever changed your mind about buying something after reading a review?

2 Read the Learning focus box. Then read these sentences from reviews. Match the arguments (1–5) with the supporting examples (a–e).

- The audience didn't seem to like the collection.
 - I didn't think the jewellery went with the outfits.
 - The students put on an incredible exhibition of their work.
 - Some of the fabrics weren't really suitable.
 - I thought the colours were a bit boring overall.
- a Bright yellow earrings, for example, were worn with a business suit.
- b For instance, there were displays of hand-made clothes, hats and even shoes.
- c There were lots of dull colours such as dark greys and blues.
- d Not many people clapped or cheered at the end of the show.
- e One example of this was a summer dress made from wool.

3 Read the writing task. Are the sentences true (T) or false (F)?

You see this announcement on the website of your favourite sportswear company and decide to try out some of the clothes.

Reviews wanted!

Do you love our clothes and want to try out the new collection for free? We are looking for people to test our T-shirts, shorts, leggings and other items. In return, we'd like you to write a review about the quality, comfort, style and price of the clothes. Write your review in 140–190 words.

- You must write a review about a sportswear company.
- You should only include positive points.
- You should include your own opinion.
- You should include examples to support your opinion.

4 Read a student's answer to the task in Exercise 3. Complete the review with the sentences (a–e).

Sports clothing review

★★★★☆

- I love running and I recently tried out some new sportswear. The designs are really trendy and modern. ¹ _____. Also, all the items go together really well.
 - I really like the material too. It's very soft. ² _____. They aren't too tight on your legs. However, it would be better if they had a pocket for a phone or keys as most people have these with them when they go running.
 - Another great thing is that the items are practical. I run every day, so I need clothes that will dry quickly. ³ _____
 - The price too, is good. ⁴ _____. That's really cheap for this quality. Maybe the prices will go up in the future, so, if I were you, I'd buy some of the clothes now. ⁵ _____
- a You won't be disappointed.
- b One example of this is the stripy pattern on the T-shirt.
- c In this case, I washed them and they were all dry within an hour.
- d The shorts are really comfortable to wear.
- e The T-shirts, for instance, are €12 each, or two for €20.



- 5** Read the review in Exercise 4 again. Tick the things the reviewer has done.
- 1 used an appropriate title
 - 2 explained why she is qualified to review the clothes
 - 3 described some positive and negative points
 - 4 given examples of things that she thought were good
 - 5 covered all the points mentioned in the task

- 6** Match these descriptions (a–d) with the paragraphs (1–4) in the review in Exercise 4.
- a how suitable the clothing is
 - b if the clothing is good value for money
 - c the overall appearance of the clothing
 - d the overall quality of the clothing

- 7** Match the sentence beginnings (1–5) with the endings (a–e). Use the Useful Language to help you.

- 1 I didn't like the outfit because
 - 2 What I liked the most was the way
 - 3 I thought the price was
 - 4 The floral pattern on the dress
 - 5 The material the clothes were made
- a the patterns went together.
 - b from wasn't good quality.
 - c excellent for the quality of fabric.
 - d the colours were too bright.
 - e doesn't look very modern.

- 8** Read the Exam Tip. Then read the Exam Task. Write a paragraph plan that you will use for your review.

- 9** Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and your plan from Exercise 8. Remember to support your arguments with examples and justification.

Exam TIP

Planning your review

- Before you begin writing your review, underline or make a separate note of all the things in the task that you need to include in your review.
- Make separate notes for each of the things that you need to include. Think of vocabulary to use to describe each thing.
- Don't forget to include examples and justification of your opinions.
- Finally, after you've written your review, go back to your plan and cross-check that you have included everything.

Exam TASK

Writing a review

You see this announcement on your school website.

Reviews wanted

When was the last time you bought yourself new clothes? We'd love to hear about your experience. It doesn't matter if it was online, on the high street or in a market. Tell us what you thought and if you would buy clothes from there again.

Write your review.

Useful LANGUAGE

Giving positive points

What I liked the most was the ...

I really liked ...

I loved the ...

I thought the ... was great / useful / excellent.

Giving negative points

The ... wasn't good at all.

I didn't like the ... because ...

... doesn't work. / is too expensive.

I thought the ... was poor / badly-made / too expensive ...

- 10** Complete the Reflection Checklist. Then exchange your review with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

I made a note of all the things I needed to include in my review. ☐

I made a paragraph plan. ☐

I supported my arguments with examples. ☐

I cross-checked my plan with my final draft. ☐

12 Video Cambodian textile art



Weaver working on ikat textiles, Cambodia

Before you watch

- 1 Work in pairs. Discuss the questions.
 - 1 What do you think of the textile in the photo?
 - 2 Do you have any traditional textiles in your country?

While you watch

- 2 Watch the video. Write the correct word for each definition.

artisan	bark	bind	dye	pigment
textile	thread			

- 1 _____ : the outside of a tree trunk
- 2 _____ : to tie something up tightly
- 3 _____ : a long thin piece of cotton or silk
- 4 _____ : a type of fabric or material
- 5 _____ : natural colouring
- 6 _____ : a person who makes things by hand
- 7 _____ : to change the colour of fabric

- 3 Watch the video again. Are these sentences true (T) or false (F)?

- 1 Mr Morimoto makes his fabric from cotton.
- 2 Traditional kimonos are usually handmade.
- 3 Mr Morimoto knew ikat from his work in Japan.
- 4 He came to Cambodia to teach people about the techniques.
- 5 Mr Morimoto created the village out of nothing.

After you watch

- 4 Complete the summary of the video with these words. Then watch the video again and check your answers.

bound	dyes	fabric	kimono	pigments
silk	techniques	tying	weavers	

Kikuo Morimoto originally worked in Japan as a ¹ _____ painter. Then one day, he saw ikat in a Cambodian museum, and he couldn't forget this beautiful ² _____. Cultures around the world use the ikat technique, where threads are ³ _____ tightly and dyed in sections, then woven into fabric. Mr Morimoto moved to Cambodia and worked with elderly artisans to preserve the vanishing ⁴ _____ for producing ikat. He raised his own ⁵ _____ worms and grew plants for different ⁶ _____. He invited ⁷ _____ to join him and they created a village. They used natural ⁸ _____ and traditional methods to colour the fabric. In the village, children could learn how to make the fabric, including dyeing, ⁹ _____ and design. It is a happy community, and Mr Morimoto says he feels he has raised the weavers just like he raised the trees.

your ideas

- What kind of art or craft techniques would you like to learn? Why?
- If you could design and make your own fabric, how would it look?

Vocabulary

1 Choose the correct option to complete the sentences.

- 1 Sujith was *enthusiastic* / *energetic* about the plans.
- 2 I am *confident* / *proud* of what I achieve in my spare time.
- 3 I was so *easy-going* / *embarrassed* when I spilled that coffee!
- 4 Nita is such a *sensible* / *stressed* person – I admire the way she makes decisions.
- 5 I feel *caring* / *lonely* when I'm on my own.
- 6 I have my driving test tomorrow, so I'm a bit *nervous* / *miserable* about it.

2 Complete the sentences with these words.

close father-in-law friendship married
related siblings sister-in-law stepmother

- 1 My _____ fell in love with my brother at university.
- 2 Do you think you will ever get _____?
- 3 We look similar, but we aren't _____.
- 4 I believe that _____ relationships are so important.
- 5 Do you have any _____?
- 6 A sense of humour is so important in a _____.
- 7 My father and my _____ are celebrating their anniversary today.
- 8 My husband looks just like my _____, only younger!

3 Complete the text with these words.

colours common fell hang mad
nerves red

Ram and I used to ¹ _____ out together at the skate park. We had a lot in ² _____ and we never really got on each other's ³ _____. But after a while he showed his true ⁴ _____. I was practising some difficult tricks on the skateboard, and he was continually telling me that I wasn't doing them properly. In the end I just saw ⁵ _____ and we ⁶ _____ out with each other. I was ⁷ _____ about it for quite a while, but then he apologised.

I can:

- ☐ talk about people and feelings
- ☐ talk about relationships
- ☐ use a range of idioms and expressions

Grammar

4 Complete the sentences with the present simple or present continuous form of the verbs.

- 1 I _____ (call) my grandparents most Sundays.
- 2 We _____ (go) on holiday next Saturday.
- 3 _____ (you / do) anything special today?
- 4 My sister _____ (learn) French this year.
- 5 Our weekly meeting _____ (start) at 9 a.m.
- 6 I love the way everyone _____ (laugh) at your joke in this photo.
- 7 Water _____ (freeze) at 0° centigrade.
- 8 I _____ (stay) in this town with a friend for a few days.

5 Four of the sentences are incorrect. Find and correct the mistakes.

- 1 Is this book belonging to Ishmael?
- 2 Please calm down – you're being very aggressive.
- 3 Right now I need a coffee to wake me up!
- 4 I think Marc is having a great sense of humour.
- 5 I don't want this fish – it tastes really strange.
- 6 Anita is on holiday and she has a relaxing time on the beach.
- 7 I'm taking the car to the garage because the engine is sounding strange.
- 8 The flowers in your garden smell wonderful.

6 Complete the sentences with *a*, *an*, *the* or – (no article).

- 1 Do you prefer _____ meat or _____ fish?
- 2 Ali's going to _____ college in _____ USA _____ next year.
- 3 In general, _____ teenagers need more sleep than _____ adults.
- 4 I saw _____ play at _____ theatre last night.
- 5 At _____ school, we aren't allowed to use _____ mobile phone in _____ classroom.
- 6 Would you like _____ glass of _____ water?
- 7 Do you think there's going to be _____ rain? Maybe I'll take _____ umbrella.
- 8 Pietro is _____ well-known blogger who usually has _____ strong opinion on _____ latest news item.

I can:

- ☐ use the present simple and present continuous
- ☐ identify and use stative verbs
- ☐ use definite, indefinite and zero articles.

Vocabulary

- 1** Complete the sentences with these words. There is one extra word.

appearance clue explanation mystery
secret theory unlikely

- It's very _____ that I'll be able to come, but I'll let you know if that changes.
- The _____ of this insect is very unusual. It certainly looks strange!
- We don't know the answer to that quiz question. Can you give us a(n) _____?
- Well, it's a complete _____! I don't think we'll ever know what happened.
- I have a new _____ about why we all love technology so much.
- My teacher gave me a clear _____ of how to use phrasal verbs.

- 2** Complete the sentences with the correct word.

- I never found _____ what happened to my cat.
- You can rely _____ me to help you in every way I can.
- I love it when I come _____ something I thought I'd lost.
- We need to look _____ the reasons why most people failed the exam.
- Did you work _____ the answer to the last maths question?
- I am really _____ drawing these days. It's so relaxing.

- 3** Complete the table.

Verb	Noun	Adjective
1	2	conclusive
3	remark	4
5	fright	6
believe	7	8
9	thrill	10
fascinate	11	12

I can:

- ☐ talk about mysteries
☐ use a range of phrasal verbs
☐ use different parts of speech.

Grammar

- 4** Complete the text with the past simple or past continuous form of these verbs.

be come dig find not understand
play search shout talk sleep

One afternoon, when I ¹ _____ a very young child, I ² _____ happily in my bedroom while my parents ³ _____ in the vegetable garden. After half an hour or so, my mum ⁴ _____ upstairs to check on me. I was nowhere to be seen! She ⁵ _____ for me all over the house and my dad ⁶ _____ my name outside in the street. Nothing. My dad ⁷ _____ to the police on the phone when my mum finally ⁸ _____ me. I ⁹ _____ under my bed! Of course, I ¹⁰ _____ why my parents seemed so unusually happy to see me.

- 5** Choose the correct option to complete the sentences.

- These days, young people aren't *used* / *use* to writing letters.
- Were* / *Did you use* to like vegetables when you were younger?
- I *didn't use* to *play* / *wasn't playing* football on Saturdays.
- Would your parents *reading* / *read* stories to you when you were young?
- Are you getting *used* / *use* to your new job?
- Cities *wouldn't* / *didn't use* to be so crowded.
- Tia is *getting used to* / *used to* hot weather because she grew up in Mumbai.
- My mum was *used to* / *would* tell me time and again to be careful.

- 6** Write the adjectives in the correct place in each sentence.

- Have you heard? Nina has bought a sports car. (beautiful, German, two-year-old)
- I saw a film last night. (French, complicated, long)
- Where is my ruler? (blue, plastic, small)
- I'm sorry, but I really don't like that building. (new, awful, metal)
- She found a necklace. (heart-shaped, silver, tiny)
- We visited a beach. (sandy, peaceful, long)

I can:

- ☐ use the past simple and past continuous
☐ use *used to*, *would*, *be used to* and *get used to*
☐ use adjectives to describe things in detail.

Vocabulary

1 Complete the sentences with these words.

ache emergency illness injury medicine
operation pain patient recover symptoms
temperature treat

- He has a serious _____ which has a range of unpleasant _____.
- The _____ was taken to hospital because she needed a(n) _____.
- How can I _____ this dull _____ I have in my lower back these days?
- In a(n) _____, for example, if someone is in a lot of _____, call for an ambulance.
- If you have a(n) _____, such as a broken leg, it could take many weeks to _____.
- I've taken some _____ for this terrible cold, but I still have a high _____.

2 Choose the correct preposition to complete the sentences.

- Poor diet and lack of exercise both contribute *for* / *to* putting on weight.
- You will be at risk *for* / *of* failing your exams if you don't study more.
- My choice of career depends *on* / *of* how well I do in my exams!
- Eating lots of fresh fruit can help protect you *against* / *of* catching a cold.
- Both of my grandparents lived *to above* / *over* 90 years old.
- Are you going to focus *on* / *to* finding a job when you finish college?
- Are you a member *of* / *to* a sports team?
- I'm going to really work *against* / *on* my writing skills this term.

3 Complete the idioms with these words.

batteries fiddle legs life mend weather

- to feel under the _____
- to be on your last _____
- to recharge your _____
- to be on the _____
- to be as fit as a _____
- to have a new lease of _____

I can:

- ☐ talk about health and fitness
- ☐ use dependent prepositions
- ☐ use idioms.

Grammar

4 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold.

- Alexi's degree is finished, so he's looking for a job.
Alexi _____ his degree, so he's looking for a job. **already**
- I started living here in 2019.
I _____ 2019. **since**
- It's 9 p.m. and I am about to have dinner.
It's 9 p.m. and I _____ . **yet**
- My father often starts online courses, but he never completes any of them.
My father has started many online courses, but he _____ any of them. **still**
- This week the weather is wonderful.
The weather _____ . **lately**

5 Write these nouns in the correct column in the table. Then write an example sentence for each meaning for the words in column 3.

activity advice emergency experience
health honey illness operation room
soap tissue wood

Countable	Uncountable	Both countable and uncountable

6 Correct the mistake in each sentence.

- How many stress do you have in your life?
- I've still got a few money left, so I'll buy you lunch!
- Oh no! I've put too many salt in the pasta.
- How much operations does a surgeon usually perform in a day?
- I have very little reasons to continue living here.
- I don't really have much free times to relax.
- There are very few childs playing in the park today.
- I'm pleased I have much free time at the moment.

I can:

- ☐ use the present perfect simple and present perfect continuous with *for*, *since*, *lately*, *already*, *yet* and *still*
- ☐ use countable and uncountable nouns with quantifiers.

Vocabulary

1 Write the technology words.

- 1 A _____ is the flat part of a computer that you look at.
- 2 A _____ is a small, remote-controlled device that flies.
- 3 A _____ allows you to type words and numbers.
- 4 A _____ helps you to add up numbers.
- 5 A _____ is like a computer but smaller, and without a keyboard.
- 6 A _____ enables you to fill up your device with power.

2 Complete the text with the correct form of these words.

back up connect log in plug in set up
switch on shut down upload WiFi

When you receive your new tablet, it is important to
 1 _____ your account with us correctly. First,
 2 _____ the tablet using the charging cable.
 Next, 3 _____ the tablet and 4 _____ it
 to your home 5 _____ network. You will need
 to access our website to register your device and
 6 _____ to your new account. To keep your
 data safe, we advise that you 7 _____ any
 photographs or documents on your tablet by regularly
 8 _____ these to your new account. Finally,
 remember that 9 _____ your device when you
 are not using it will save power.

3 Complete the sentences with the correct form of the word in brackets.

- 1 There are a lot of great tourist _____ (attract) in our town.
- 2 I don't like team sports because I've never been very _____ (compete).
- 3 How annoying! I can't seem to get a good WiFi _____ (connect).
- 4 Did you hear that huge _____ (explode)?
- 5 That was one of the most _____ (inspire) speeches I've ever heard.
- 6 What an original idea! You are so _____ (invent).

I can:

- ☐ name technological equipment
- ☐ use verbs to talk about technology
- ☐ use different parts of speech.

Grammar

4 Choose the correct option to complete the sentences.

- 1 Jana *is going to* / *will* go travelling as soon as she finishes her degree.
- 2 Please be more careful or I *am going to* / *will* take the drone away from you!
- 3 *Shall* / *Will* we give you a lift to the station?
- 4 I *'m going to* / *'ll* be eighteen next week.
- 5 Nita is ill, so she *isn't going to* / *won't* visit us today.
- 6 I expect I *'m going to* / *'ll* feel better by tomorrow. I really hope the medicine works.

5 Match the sentence beginnings (1–7) with the endings (a–g).

- | | | |
|---|----------------------------------|----------------------------------|
| 1 I got a good job after | a it turns green. | e I was fifteen years old. |
| 2 I was already 1.95 m tall by the time | b I finished my degree. | f you arrived outside the house. |
| 3 I'll live in this house until | c I have to move to another one. | g I hear anything, I promise. |
| 4 I'll call you the moment | d you can access everything. | |
| 5 You should press this when | | |
| 6 You'll need a password before | | |
| 7 We saw you as soon as | | |

6 Complete the text with the future continuous or future perfect form of the verbs.

In exactly a month's time I ¹ _____ (be) at university in Paris for a week. How exciting! By then, I ² _____ (leave) my family and friends back at home and I ³ _____ (live) in student accommodation. Hopefully, I ⁴ _____ (make) some new friends and we ⁵ _____ (spend) time getting to know each other. While I'm in Paris I ⁶ _____ (learn) French, of course, and after the first year I think I ⁷ _____ (improve) a lot – if I've worked hard, that is!

I can:

- ☐ use *will* and *be going to*
- ☐ use time expressions
- ☐ use the future continuous and future perfect.

Vocabulary

- 1** Choose the correct option to complete the sentences.
- I'm *hard-working* / *ordinary* and take pride in my efforts.
 - You are so *creative* / *determined* – I would have given up by now.
 - I'm going to *focus on* / *motivate* improving my photography skills.
 - My parents are proud of my *goals* / *achievements* so far this year.
 - Finding a job can be a real *competition* / *challenge* these days.
 - This book might *inspire* / *excite* you to make changes in your life.

2 Complete the sentences with the correct word.

- It took me years to _____ the business from nothing.
- Try to make a good first _____ when you meet the boss.
- I'd like to _____ part in the meeting.
- Give him a _____ to prove himself.
- My dream is to _____ a real difference to the world.

3 Complete the text with these expressions.

going places make or break set my sights
set the world on fire track record
weather the storm

I was an ambitious teenager and I believed I was
¹ _____. I had
² _____ on being a DJ for a well-known radio station but, of course, I needed to get a ³ _____ with smaller radio stations first. Although I felt sure I was going to ⁴ _____, other people didn't have the same confidence in me! Station after station refused to give me a chance. I decided I would ⁵ _____ and keep trying. It was ⁶ _____ when I asked the last local radio station if they would give me a job. Thankfully they said yes, and my DJ career began.

I can:

- ☐ describe people's qualities in relation to ambition and success
- ☐ use common verb-noun collocations
- ☐ use expressions to talk about ambition and success.

Grammar

4 Complete the sentences with these modals and semi-modals.

can't could don't have might
should weren't able

- I _____ go swimming tomorrow if the weather is OK.
- _____ you take me to the station, please?
- They _____ to get to the beach because their car broke down.
- You _____ to have a degree to get a well-paid job.
- I think everyone _____ have a dream or something to work towards.
- I'm sorry, but I _____ give you a lift to the station because I'm late for work.

5 Correct the mistake in each sentence.

- Should I have pay for the parking space?
- I would helped you, but you didn't ask me.
- The police mustn't have received any key information because they let the man go.
- I'm so sorry. I can't have said that. It was very rude.
- She may arrived on time, but I'm not sure.
- I needn't have worry about the exam. All the questions were easy!

6 Choose the correct options to complete the conversation.

- A: Excuse me. ¹ May / Might I borrow this book?
 B: Of course. You ² can't / needn't ask anyone. They are free to borrow. It says so on that sign over there.
 A: Oh yes! I ³ may / must have missed that when I came in.
 B: Everyone does! They ⁴ should / might put it in a clearer place. I ⁵ must / can remember to tell the assistant about that.
 A: ⁶ Could / Should I tell anyone which book I've taken?
 B: No, you ⁷ don't have to / weren't able to.
 A: Great. I ⁸ have to / must come here tomorrow, so I ⁹ can't / might bring it back then.

I can:

- ☐ use modals and semi-modals in a range of contexts
- ☐ use perfect modals to talk about the past.

Vocabulary

1 Complete the sentences with these words.

archaeologists civilisations exhibits
origins ruins sites tombs tunnels

- The _____ in the museum were rather dull.
- I walked through the underground _____.
- A team of _____ are studying the artefacts.
- There are several _____ of historical interest in the area.
- The _____ of the object are a mystery.
- Ancient _____ have left behind some well-preserved buildings, such as the pyramids.
- The castle hasn't been well preserved and it is really just _____ now.
- The long, thin _____ were used for the bodies of kings and queens.

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

- We've had to delay our holiday because of an _____ (fortune) accident.
- _____ (history) have studied the evidence about who won the battle.
- We have _____ (conclusion) that these tools were left by the Romans.
- Please could you _____ (analysis) the results of the survey?
- The artefacts are _____ (value) and will sell for a high price.
- It was one of the most _____ (destruction) storms ever recorded.

3 Complete the sentences with the correct form of these phrasal verbs.

ask around date back die out pass down

- This straight road _____ to Roman times.
- In the past, people used to _____ information through songs and stories.
- Animals will _____ if we don't protect them.
- I don't know, but I can _____ for you.

I can:

- ☐ talk about history
- ☐ check and correct spellings when forming different words
- ☐ use a range of common phrasal verbs.

Grammar

4 Complete the text with the past perfect simple or past perfect continuous form of these verbs.

buy celebrate decide get give
look forward miss wait

Last weekend was a disaster. I ¹ _____ to my friend Tia's party all week. I ² _____ a funny birthday card and ³ _____ to give Tia a concert ticket as a present. But when I arrived at the party it was full, and everyone ⁴ _____ for hours! I ⁵ _____ the time wrong and I ⁶ _____ most of the party. Tia was worried and she ⁷ _____ for me to arrive. Then I found out that someone ⁸ _____ her a ticket to the same concert!

5 Complete the sentences with a question tag.

- We reserved a table for lunch, _____?
- I shouldn't open that, _____?
- You went to New York last year, _____?
- She can come with us, _____?
- They weren't late for the meal, _____?
- Oh, no. I've forgotten your birthday, _____?

6 Complete the sentences with a suitable pronoun.

- This car belongs to us. It's _____.
- I won't be there to care for you and Beth, so look after _____ while you're away.
- I went to the party, but there was _____ there. I was the only person!
- I told you – I'm staying here. I'm not going _____ with you.
- Please could I have _____ to drink?
- My little brother taught _____ how to tie his shoelaces.

I can:

- ☐ use the past perfect simple and past perfect continuous
- ☐ use question tags to check information
- ☐ use possessive, reflexive and indefinite pronouns.

Vocabulary

1 Write the correct word for the definitions.

- 1 e_____ : when the ground suddenly shakes and moves
- 2 w_____ : a fire that starts in the countryside and burns very quickly
- 3 a_____ : when a large amount of snow and ice falls quickly down a mountain
- 4 t_____ : an enormous wave that can flood the land which happens when an earthquake moves a large quantity of water in the sea
- 5 l_____ : when lots of earth, rocks and trees fall down the side of a mountain or hill
- 6 e_____ : when a volcano does this, it explodes inside and flames, rocks and lava come out of the top

2 Complete the sentences with these words.

aid workers collapsed responded
trapped survivors volunteers

- 1 Many _____ brought essential supplies to the disaster area and _____ to calls for help.
- 2 A building had _____ and several people were _____ inside it.
- 3 Local _____ gave their own time to help the rescue services search for _____.

3 Complete the sentences with these words.

earth storm rain thunder water
wind

- 1 I'm afraid I need your help. I've got myself into really hot _____.
- 2 Ram is very down to _____, so he's good to have around in an emergency.
- 3 Well, it's not good. Let's just say there are _____ clouds gathering!
- 4 I'm sorry. I didn't mean to steal your _____ by telling everyone that story.
- 5 I got _____ of the party just before they came to surprise me!
- 6 Can we take a _____ check on going out tonight? I'm feeling really tired.

I can:

- ☐ name a range of natural disasters
- ☐ talk about people involved in natural disasters
- ☐ use collocations and expressions linked to nature and weather.

Grammar

4 Complete the sentences with the correct form of the verb.

- 1 I took an umbrella _____ (keep) me dry.
- 2 _____ (study) English can be challenging.
- 3 Owen is very keen on _____ (ride) bikes.
- 4 You had better _____ (take) your medicine.
- 5 I've decided _____ (travel) for a year when I finish university.
- 6 Do you feel like _____ (go) to the cinema?
- 7 I'm so happy _____ (see) you!
- 8 Would you rather _____ (eat) in the garden?

5 Choose the correct option to complete the sentences.

- 1 I'm so sorry – I forgot to *buy* / *buying* you a present.
- 2 I remember to *see* / *seeing* him outside, but then he disappeared.
- 3 On your way home, would you stop to *get* / *getting* some milk?
- 4 Have you tried to *take* / *taking* a painkiller?
- 5 I began *look* / *looking* for the dog as soon as I knew it was missing.

6 Correct the mistake in each sentence.

- 1 I think Nina works as hard than Anita.
- 2 The more often volcanoes erupt, the dangerouser they are.
- 3 Dogs aren't usually as independent compared cats.
- 4 I go to the gym now more regularly that I used to.
- 5 The more intelligent person in my family is my mum.

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

- 1 Have we arrived early _____ to have a drink before the show?
- 2 We've never had _____ a hot summer before.
- 3 Ahmed was _____ smartly dressed that I thought he was getting married!
- 4 It was _____ terrible news that I cried.
- 5 Joaquim was running _____ quickly to notice me driving past in my car.

I can:

- ☐ use *-ing* forms and infinitives
- ☐ compare adjectives and adverbs
- ☐ use *too*, *enough*, *so* and *such*.

Vocabulary

- 1** Complete the sentences with these words. There is one extra word.

blogger camera operator follower host
influencer journalist

- A(n) _____ talks to guests on a TV show.
- A(n) _____ films something following instructions from the director.
- A(n) _____ chooses to receive social media updates from a particular social media account.
- A(n) _____ writes on their own website.
- A(n) _____ uses social media to recommend things so that other people will use or buy them.

- 2** Complete the voicemail message with these words.

app homepage offline online profile
podcast reviews selfie search engine

Hi, Marty. I'm in a cybercafé in Indonesia. The café's got really good ¹ _____, but the internet connection still isn't great. I've been trying to email you a ² _____ of me on a live volcano, but I can't get it to send. Hey, what was that ³ _____ you listen to called again? Is it Essential NLP by Phil Parker? The ⁴ _____ results show hundreds of people called Phil Parker. I thought I'd found the right ⁵ _____, but when I clicked through that profile to his website ⁶ _____, the internet went ⁷ _____ again. It's so annoying! I'll try the podcast phone ⁸ _____ instead. Anyway, bye for now.

- 3** Match the phrasal verbs (1–6) with the definitions (a–f).

- | | |
|--------------|--|
| 1 bring over | a visit someone |
| 2 catch on | b take something to a place |
| 3 call on | c become popular |
| 4 bring up | d start discussing something |
| 5 hang on | e talk to someone you haven't seen for a while |
| 6 catch up | f wait or be patient |

I can:

- ☐ talk about people in the media
- ☐ talk about using the internet
- ☐ use a range of phrasal verbs.

Grammar

- 4** Complete the sentences with the correct passive form of the verb.

- Celebrations _____ (hold) all over the country today.
- Don't worry, the table _____ (clean) by the time you sit down.
- Thankfully, when I found my wallet the money inside it _____ (not take).
- Twitter _____ (use) by over 300 million people so far this month.
- When you start your new job, you _____ (introduce) to the team.
- My little brother had to sit still while his hair _____ (cut).

- 5** Choose the correct option to complete the sentences.

- I remembered *being taken* / *be taken* to the hospital.
- Table reservations can *made* / *be made* online.
- This room really needs *to be tidied* / *be tidied*.
- Any accidents must *to be reported* / *be reported*.
- Some students may *be invited* / *invited* to participate.

- 6** Complete the sentences with the correct active or passive form of the verbs.

- Our car _____ (repair) at the garage at the moment. I _____ (tell) yesterday that it probably _____ (not be) ready until next Monday.
- A valuable Roman artefact _____ (find) this week by a man who _____ (dig) in his garden in York. The necklace _____ (believe) to be worth several thousand pounds and _____ (study) carefully over the coming weeks.
- Online articles should _____ (read) with a questioning mind. More and more online posts _____ (show) to include fake news these days. Be sure _____ (use) trusted websites.

I can:

- ☐ use a range of passive tenses
- ☐ use the passive -ing form, passive infinitives and passive modal verbs.

Vocabulary

1 Complete the sentences with these words.

experience management position profit
sack salary shifts staff

- I really don't enjoy working _____. I find it difficult to work at night and sleep during the day.
- Working in the shop means that I've now got retail _____.
- Of course, unlike employees, volunteers don't get paid a _____.
- My friend arrived late for work too many times, so her employer gave her the _____.
- Is your new job a temporary or permanent _____?
- The restaurant is always full, but apparently, it's not making a _____.
- They are taking on a lot more _____ at the hotel where I work.
- My uncle used to work in _____, but he found it too stressful dealing with people, so he retired early.

2 Match the verbs (1–6) with the groups of phrases (a–f) to make collocations.

- | | |
|-----------|---|
| 1 earn | a a job offer / training / a reward |
| 2 receive | b an appointment / an offer / someone redundant |
| 3 work | c money / someone's respect / a salary |
| 4 lose | d full time / part time / shifts |
| 5 make | e your job / your temper / respect |
| 6 invest | f money / in a business / in your career |

3 Choose the correct option to complete the sentences.

- I work as / of a hairdresser.
- Who do you work by / for now?
- I've always wanted to work on / in the music industry.
- The design team is working on / for an exciting new product.
- I have never been with / in debt.
- Congratulations on / for the birth of your new baby!
- Have you been out of / by work for a long time?
- The hotel will provide you of / with towels.

I can:

- ☐ talk about the world of work
- ☐ use a range of collocations and expressions
- ☐ use a range of prepositions.

Grammar

4 Read the direct speech and write the reported statements.

- 'They are going to deliver the TV tomorrow,' Tara said.
Tara said _____.
- 'I must put these things in the fridge,' said Rafael.
Rafael said _____.
- 'I will give you the money next week,' my friend Marc said.
My friend Marc told me _____.
- 'We've been working hard all day,' said Peta.
Peta told me _____.
- 'I took Samson to the beach yesterday,' Nita said.
Nita explained _____.
- 'The university might accept my application,' Elsa said.
Elsa said _____.

5 Change the direct speech into reported speech using these reporting verbs.

admit advise apologise deny
offer promise

- 'Hey, I'll cook dinner tonight,' said Antonio.
- 'I'm sorry I'm late for the meeting,' said Tatiana.
- 'No, I didn't eat the last of the cheese!' said Alexander.
- 'You should apply for the full-time position,' my manager told me.
- 'I won't leave work early again. Take my word for it,' said Rico.
- 'I accidentally broke the plate, I'm afraid,' said Anna.

6 Write the reported questions.

- 'Do they live in the city centre?' I asked.
- 'How many people were at the party, Theo?' asked Dad.
- 'Was the boat moving fast?' asked Rachel.
- 'Could you see the band well?' I asked them.
- 'Why haven't you bought the car?' she asked Tim.
- 'What time are we leaving?' Manolo asked.

I can:

- ☐ report statements and questions, including changes in time and place
- ☐ use reporting verbs.

Vocabulary

1 Complete the sentences with the correct word.

- The holiday r_____ had lots of hotels and two long beaches.
- R_____ s_____ is really useful if you want to stay in your hotel room to eat.
- A y_____ h_____ is where students often stay in shared rooms when they travel.
- Would you like to go on an e_____ to see the ruins this afternoon?
- A c_____ is an area of land where people stay in tents.
- My parents went on a c_____ across the Atlantic last month.
- A trip that causes no damage to the environment is called an e_____ -t_____.

2 Complete the sentences with these verbs.

cancel exchange explore reserve
tip unpack

- How much should I _____ waiters in this country?
- Excuse me, can I _____ euros for US dollars here?
- I can't wait to _____ the area when we arrive.
- My husband is ill, so we have had to _____ our day trip.
- The first thing I do when I get to my hotel room is _____ my suitcase.
- Please could I _____ a table for three for dinner?

3 Choose the correct option to complete the sentences.

- Could you drop me *in / off* at the station, please?
- I'm really looking forward to getting *away / in* to the coast for a few days.
- What time are we setting *away / off* in the morning?
- I'll put *on / up* the tent while you check us *in / off*.
- We are planning to get *around / off* by bus.
- Thank you for coming to see us *away / off*.

I can:

- ☐ talk about holidays and travel
☐ use phrasal verbs linked to holidays and travel.

Grammar

4 Complete the sentences with the correct form of the verbs.

- I wish we _____ (stay) in a hotel rather than camped last night.
- If you _____ (change) your currency at the airport, it costs more.
- If I _____ (have) more money, I'd go on holiday this summer.
- If Robert _____ (pass) his exams, he'll study music at university.
- I _____ (invite) you if I'd known you wanted to come.
- If you _____ (like) sightseeing, I can recommend the bus tour.

5 Choose the correct option to complete the sentences.

- If we hadn't missed the bus, we *wouldn't have been / wouldn't be* so late now.
- If I didn't have so much work, I *would have called / would call* you last night.
- Joaquim *wouldn't be* at the hospital now if he was *wearing / had been wearing* a helmet.
- I would have got that job if I *had / had had* a degree in engineering.
- If you *remembered / had remembered* to bring a map, we *wouldn't be* lost!

6 Choose the correct option (a-c) to complete the sentences.

- _____ the traffic is bad, we should arrive on time.
a When b Unless c If
- If you hadn't lost the key, we _____ inside now.
a have been b will be c would be
- If I _____ a cat, I would sleep all day.
a had been b were c was being
- I won't prepare any food _____ you are hungry.
a unless b if c when
- _____ babies are hungry, they cry.
a Unless b When c Always
- If I _____ it was your birthday, I'd have made you a cake.
a realise b realised c had realised

I can:

- ☐ use zero, first, second and third conditionals
☐ use mixed conditionals.

Vocabulary

1 Match the verbs (1–8) with the phrases (a–h) to make collocations.

- | | |
|------------|-----------------------|
| 1 arrest | a a crime |
| 2 receive | b public property |
| 3 rob | c litter |
| 4 break in | d a fine |
| 5 commit | e a bank or house |
| 6 damage | f a prison sentence |
| 7 drop | g a thief or criminal |
| 8 pay | h to a building |

2 Complete the sentences with these words.

behaviour	detective	permission
shoplifting	vandalism	victim
weapon	witness	

- A _____ saw the crime as it happened and then reported it.
- _____ results in supermarkets losing a lot of money.
- There seems to be a lot of _____ in our area, especially graffiti.
- The prisoner left his cell without _____, so he was punished.
- It's illegal to carry a _____ such as a large knife in the street.
- The _____ who worked on this burglary is being promoted.
- This poor _____ has to stop now.
- The _____ chose to sit in the court while his attacker was sentenced.

3 Choose the correct option to complete the sentences.

- I have never *crossed* / *broken* the law.
- The man's death is currently *under* / *in* investigation.
- Is it *against* / *opposite* the law not to wear a seatbelt while driving?
- I don't think they will ever *prove* / *solve* this murder case.
- That robber was *laid* / *let off* with just a fine!
- If you have a *criminal* / *guilty* record, it can be hard to get a job.

I can:

- ☐ talk about criminal incidents
- ☐ use a range of collocations and expressions.

Grammar

4 Complete the sentences with *who*, *which*, *whose*, *where* or *when*. Tick the sentences where *that* can be used instead.

- The pickpocket, _____ had stolen several wallets, was arrested.
- Is that the place _____ you went on holiday?
- I left home in 2019, _____ I went to university.
- Tom, _____ mother teaches me maths, is in my computer club.
- Just put it there, _____ I can see it.
- That's the book _____ I gave you, isn't it?
- We gave the ticket to the man _____ was standing at the door.
- The house, _____ was my childhood home, is being pulled down.

5 Complete the conversation with *who*, *which*, *whose*, *where*, *when* or *that*. Use *that* where possible.

- A: So, tell me about your handbag, ¹ _____ was stolen yesterday.
- B: Well, it's a large black bag ² _____ has lots of pockets. I accidentally left it at the café ³ _____ I'd just had lunch.
- A: What time was it ⁴ _____ you left it there?
- B: About 2 p.m. I went straight back, but it had gone. So, I asked the woman ⁵ _____ had served me. She went to ask the manager, ⁶ _____ job it is to look after any lost items. Sadly, no luck.
- A: And did they notice anyone ⁷ _____ might have taken it?
- B: Yes. They said a young girl sat down at the table ⁸ _____ I'd been, then she left quickly.
- A: OK. So, it seems possible it was her.

6 Rewrite these sentences using a reduced relative clause.

- The students who are sitting the exam should all pass.
- Cars that are parked here will be removed.
- Are you sure that's the table which has been reserved for us?
- The children who were seen damaging the plants will be punished.
- The girl who is standing next to Nick is my cousin.

I can:

- ☐ use defining and non-defining relative clauses
- ☐ use reduced relative clauses.

Vocabulary

1 Complete the sentences with these words.

- checked floral spotted stripy
- We describe something that has lots of small circles on it as _____.
 - Blue and white _____ tops always make me think of France, or sailors!
 - If a fabric is _____, it has a pattern made up of lots of squares.
 - I love roses and gardens, so I often choose _____ fabrics.

2 Choose the correct option to complete the sentences.

- I love going *collection* / *window* shopping with my friends at the weekend.
- I don't want this item now. Please could I have a *receipt* / *refund*?
- The store is currently offering a 20% *discount* / *sale* on all products.
- This designer watch was an absolute *exclusive* / *bargain*. I got it for half price!
- Would I be able to *refund* / *exchange* this for a smaller size?
- I think that top really suits me, but they don't have my size in *stock* / *product*.

3 Complete the sentences with the correct preposition.

- I'm quite short, so I always get a tailor to take _____ my trousers I buy!
- It's freezing outside. Make sure you wrap _____ before you go out.
- This top doesn't really go _____ the skirt.
- Can you do _____ the zip on this dress for me?
- My sister is smaller than me, so when I gave her my dress she took it _____ a bit.
- I'll just throw _____ a clean T-shirt and I'll come with you.
- I love dressing _____ in smart clothes.
- It can be fun to mix _____ different colours and styles of clothing.

I can:

- ☐ talk about fashion and describe clothes
☐ talk about shopping
☐ use a range of phrasal verbs.

Grammar

4 Complete the questions with the causative form using the verb. Then answer the questions.

- Do you like _____ your photo _____ (take)?
- Have you ever _____ your nails _____ (paint)?
- How would you like _____ your bedroom _____ (decorate)?
- When are you next _____ your hair _____ (cut)?
- Would you ever _____ your head completely _____ (shave)?
- Have you ever _____ anything _____ (steal) from you?

5 Complete the second sentence so it has the same meaning as the first. Use the word in bold.

- Sheena was fined and sentenced to a year in prison. **only**
 Not _____, but she was also sentenced to a year in prison.
- Students should never borrow equipment from the classroom. **no**
 Under _____ borrow equipment from the classroom.
- We have never made so many ethical products. **made**
 Never _____ so many ethical products.
- Kieran uses denim and synthetic fabrics too. **but**
 Not only _____ he also uses synthetic fabrics.

6 Correct the mistake in each sentence.

- Under no circumstances I will come with you.
- Rafa is having his car servicing on Friday.
- Never before I have paid so much for a coat.
- Not just will I give you a discount, but I'll also give you a free drink.
- Martin had his leg broke in a skiing accident yesterday.
- My parents have their windows clean once a month.

I can:

- ☐ use the causative
☐ use inversions with *never*, *under no circumstances* and *not only ... but also*.

Unit 1

1.1 Present simple and present continuous

Present simple

Affirmative

I / We / You / They play.
He / She / It plays.

Negative

I / We / You / They **don't** play.
He / She / It **doesn't** play.

Questions

Do I / we / you / they play?
Does he / she / it play?

Short answers

Yes, I / we / you / they do. No, I / we / you / they don't.
Yes, he / she / it does. No, he / she / it doesn't.

We use the present simple for:

- facts and general truths.
*Mr Hassan **works** in a school.*
- routines and habits (often with adverbs of frequency).
*They often **visit** their grandparents at the weekend.*
- permanent states.
*They **live** in Turkey.*
- timetabled events in the future.
*The flight **leaves** at six o'clock in the morning.*
- story narratives, jokes and sports commentaries.
*Marcus **kicks** the ball to Amol and Amol **scores**!*

Note: Some common time expressions that are often used with the present simple are *every day / week / month / summer, every other day, once a week, twice a month, at the weekend, in January, in the morning / afternoon / evening, at night, on Tuesdays, on Friday mornings, etc.* They visit their friends **once a week**.

Remember: We often use adverbs of frequency with the present simple. They tell us how often something happens. They come before the main verb, but after the verb *be*.

Luis **often** works late.
Amina is **usually** very easy-going.

Some common adverbs of frequency are: *always, usually, often, sometimes, rarely / hardly ever / seldom, never.*

Present continuous

Affirmative

I am ('m) working.
He / She / It is ('s) working.
We / You / They are ('re) working.

Negative

I am ('m) not working.
He / She / It is not (isn't) working.
We / You / They are not (aren't) working.

Questions

Am I working?
Is he / she / it working?
Are we / you / they working?

Short answers

Yes, I am.	No, I'm not.
Yes, he / she / it is.	No, he / she / it isn't.
Yes, we / you / they are.	No, we / you / they aren't.

Spelling: write → *writing* travel → *travelling*,
study → *studying*

We use the present continuous for:

- actions that are in progress at or around the time of speaking.
*He's **painting** his front door.*
- temporary situations.
*Lara **is staying** with us for a few days.*
- situations that are changing or developing in the present.
*Temperatures **are getting** warmer.*
- an annoying habit (often with *always, continually, constantly and forever*).
*Mario **is constantly complaining** about his brother.*
- what is happening in a picture.
*The boys **are swimming** in the sea.*
- fixed plans and arrangements for the future.
*We're **moving** to Italy in September.*

Note: Some common time expressions that are often used with the present continuous are *at the moment, now, for the time being, this morning / afternoon / evening / week / month / year, today, etc.*

Salwa is living with her sister for the time being.

Stative verbs

Some verbs are not usually used in continuous tenses. They are called stative because they describe states and not actions. To talk about the present, we use these verbs in the present simple tense. These are the most common.

- verbs of emotion: *hate, like, love, need, prefer, want.*
*Ali **hates** seafood.*
- verbs of senses: *feel, hear, see, smell, sound, taste.*
*These flowers **smell** lovely.*
- verbs expressing a state of mind: *believe, doubt, forget, imagine, know, remember, seem, suppose, think, understand.*
*I **think** John's really imaginative.*
- verbs of possession: *belong to, have, own, possess.*
*The museum **owns** three paintings by Picasso.*
- other verbs: *be, consist, contain, cost, include, mean.*
*This dish **contains** nuts.*

Some verbs can be both stative verbs and action verbs, but with a different meaning. These are the most common.

- **be**
Hans **is** very honest. (= usual behaviour)
Layla **is being** very rude. (= at the moment; not her normal behaviour)
- **expect**
I **expect** you enjoyed seeing your cousins.
(= think or believe)
I'm **expecting** an email about the trip. (= wait for)

Grammar reference

- **have**
Wanda **has (got)** long hair. (= own / possess)
Note: We can use both **have** and **have got** for possession. The meaning is the same, but **have got** is more informal. We can't use **have got** as an action verb.
Annie's **having** a great time in Argentina! (= experience)
Dad is **having** lunch with me today. (= eating)
- **look**
She **looks like** her sister. (= resemble)
I'm **looking** for platform 23. (= search)
- **taste**
The fish **tastes** delicious! (= have a particular flavour)
Why **are you tasting** the peppers? (= test the flavour)
- **think**
I **think** he's very shy. (= have an opinion)
Tania's **thinking** of painting her bedroom blue.
(= consider)
- **see**
'Jen is my dad's sister.' 'Oh, I **see**.' (= understand)
'We're **seeing** Kaya's teacher tomorrow.' (= meet)
- **smell**
This milk **smells** off! (= have a particular smell)
Why is Joy **smelling** the herbs? (= action of smelling)
- **weigh**
Ella **weighs** 52 kg. (= have a particular weight)
I'm **weighing** the ingredients for the cake. (= measure the weight)

1.2 Articles

The indefinite article: a / an

We use **a** before a consonant sound.
a painter **a** uniform

We use **an** before a vowel sound.
an egg **an** hour **an** X-ray

We use **a / an**:

- with singular countable nouns.
Can I **have a** glass of water, please?
- to mean *per / each* in expressions of frequency.
We **play** tennis **once a** week.
- to mention something for the first time. (When we continue talking about it we use *the*.)
Sandi **found a** necklace. She **took the** necklace to the police station.
- to show job, status, etc.
He **is an** explorer.

The definite article: the

We use **the** with singular and plural countable nouns and uncountable nouns to talk about something specific when the noun is mentioned for a second time.

My grandfather **rides a** bike everywhere. He **bought the** bike 45 years ago!
Do you like ice cream? **The** ice cream in this shop is fantastic.

We also use **the** before:

- unique nouns.
The moon is 400,000 kilometres away.
- names of cinemas, theatres, ships, hotels, etc.
Who designed **the** Petronas Towers?
We're going to **the** Odeon cinema this evening.
- names of rivers, deserts, mountain ranges, and names or nouns with *of*.
Where is **the** Gobi Desert?
The Volga is the longest river in Europe.
He's **the** president of **the** company.
- countries or groups of countries whose names are plural.
Does he live in **the** United Emirates?
They moved here from **the** Philippines.
- musical instruments.
Felipe plays **the** guitar.
- nationalities.
The Chinese invented paper.
- adjectives used as nouns.
Only **the** rich will be able to afford space tourism.
- superlatives.
He is **the** funniest student in my year.
- beach, countryside, station, jungle, etc.
Let's meet at **the** station.
- morning, afternoon, evening.
Our flight lands in **the** evening.

We do not use **the** before:

- proper nouns.
Ana didn't go to **Natalia's** house.
- subjects of study.
We study **geography** at school.
- names of countries, cities, streets (BUT: *the High Street*), squares, bridges (BUT: *the Golden Gate Bridge*), parks, stations, individual mountains, islands, lakes, continents.
Sofia is the capital of **Bulgaria**.
Lake Nasser lies between **Egypt** and **Sudan**.
- bed, church, school, hospital, prison, university, college, court when we talk about something related to the main purpose of the place. (Work never takes *the*.)
Franc is at **university**. (He's a student there.)
Franc's sister is going to **the university** to visit him. (She isn't a student there; she's gone to visit Franc.)
- means of transport in expressions like *by car*, etc. (BUT: *in the car*).
We travelled across the country **by train**.
- names of sports, games, colours, days, months, drinks, holidays, meals and languages (not followed by the word *language*).
The team wears **black** when they play badminton.
Do you want **coffee** or **tea**?
Sara speaks **Spanish** and **French**.

Note: When we refer specifically to a meal, a drink, etc. then we use **the**.

The lunch was organised by my grandparents.
I love **the** coffee they serve here.

Unit 2

2.1 Past simple and past continuous

Past simple

Affirmative

I / He / She / It / We / You / They walked.

Negative

I / He / She / It / We / You / They **didn't** walk.

Questions

Did I / he / she / it / we / you / they walk?

Short answers

Yes, I / he / she / it **did**.
Yes, we / you / they **did**.No, I / he / she / it **didn't**.
No, we / you / they **didn't**.Spelling: dance → danced travel → travelled
tidy → tidied play → played**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on page 187.

We use the past simple for:

- something that started and finished in the past.
*A local man **discovered** the cave in 1991.*
- past routines and habits (often with adverbs of frequency).
*Sue often **walked** in the park in her lunch break.*
- actions that happened one after the other in the past, for example when telling a story.
*We **took** a bus to the beach and **met** our friends there.*

Note: Some common time expressions that are often used with the past simple are *yesterday, last night / week / month / summer, a week / month / year ago, twice a week, once a month, at the weekend, in March, in the morning / afternoon / evening, at night, on Thursdays, on Monday mornings, etc.*

*They moved to China **last January**.*

Past continuous

Affirmative

I / He / She / It was walking.
We / You / They **were** walking.

Negative

I / He / She / It **was not (wasn't)** walking.
We / You / They **were not (weren't)** walking.

Questions

Was I / he / she / it walking?
Were we / you / they walking?

Short answers

Yes, I / he / she / it **was**.
Yes, we / you / they **were**.No, I / he / she / it **wasn't**.
No, we / you / they **weren't**.Spelling: write → writing travel → travelling
study → studying

We use the past continuous for:

- actions in progress at a specific time in the past.
*Georgia **was reading** a book at midnight last night.*

- two or more past actions in progress at the same time.
*Alex **was cooking** while I **was watching** TV.*
- giving background information in a story.
*It **was raining** and we **were trying** to find the station.*
- an action in progress in the past that was interrupted by another.
*He **was running** when he **dropped** his phone.*

Note: Some common time expressions that are often used with the past continuous are *while, as, all day / week / month / year, at ten o'clock last night, last Sunday / week / year, this morning, etc.*

*The children **were playing** in the park **all morning**.*

2.2 used to, would, be used to, get used to used to and would

We use *used to* + infinitive for:

- actions we did regularly in the past, but not now.
*He **used to eat** meat, but he **doesn't** now.*
- states that existed in the past, but that don't exist now.
*I **used to love** cycling, but now I **prefer** swimming.*

We use *would* + infinitive for actions we did regularly in the past, but not now. We don't use it for past states.

*I **would listen** to Grandad's stories for hours.*

be used to and get used to

We use *be used to* + -ing form / noun to talk about something that is usual or familiar.

*Janie **is used to flying** long haul.**Simon **is used to cold** temperatures.*

We use *get used to* + -ing form / noun to talk about the process of something becoming familiar.

*Robert **is getting used to** using the new software.*

Note: *be* and *get* change depending on the tense that is needed in the context.

*She's **used to** working at night.**David **has been getting used to** his new job.*

Unit 3

3.1 Present perfect simple and present perfect continuous

Present perfect simple

Affirmative

I / We / You / They have ('ve) tried.
He / She / It has ('s) tried.

Negative

I / We / You / They have not (haven't) tried.
He / She / It has not (hasn't) tried.

Questions

Have I / we / you / they tried ...?
Has he / she / it tried ...?

Short answers

Yes, I / we / you / they **have**.
Yes, he / she / it **has**.No, I / we / you / they **haven't**.
No, he / she / it **hasn't**.

Grammar reference

Spelling: walk → walked dance → danced
travel → travelled study → studied
play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on page 187.

We use the present perfect simple for:

- something that started in the past and has continued until now.
*He **has studied** the area for many years.*
- something that happened in the past, but we don't know or we don't say exactly when.
*They **have developed** a new way to study the sites.*
- something that happened in the past and has a result that affects the present.
*Pollution **has endangered** the survival of many animals.*
- actions that have just finished.
*The scientist **has just presented** her research.*
- experiences and achievements.
*Catrina **has climbed** three of the world's highest mountains.*

Note: Some common time expressions that are often used with the present perfect simple are *already, ever, for, for a long time / ages, just, never, once, recently, since 2007 / June, so far, twice, three times, until now, yet, etc.*
*Piotr has lived in Warsaw **since** 2018.*

Present perfect continuous

Affirmative

I / We / You / They **have ('ve) been trying.**
He / She / It **has ('s) been trying.**

Negative

I / We / You / They **have not (haven't) been trying.**
He / She / It **has not (hasn't) been trying.**

Questions

Have I / we / you / they **been trying?**
Has he / she / it **been trying?**

Short answers

Yes, I / we / you / they have.	No, I / we / you / they haven't.
Yes, he / she / it has.	No, he / she / it hasn't.

Spelling: make → making swim → swimming
study → studying

We use the present perfect continuous:

- for actions that started in the past and are still in progress now or have happened repeatedly until now.
*I **have been making** my own bread for years.*
- for actions that happened repeatedly in the past and have finished recently, but that have results that affect the present.
*She's tired because she **has been running**.*

- to emphasise how long actions have been in progress for.
*She **has been training** for the marathon for months.*

Note: Some common time expressions that are often used with the present perfect continuous are *all day / night / week, for years / a long time / ages, lately, recently, since*. We can use *How long ...?* with the present perfect continuous in questions and *for (very) long* in questions and negative sentences.

*I've been growing vegetables **for ages**.*

***How long** have you had a garden for?*

*I haven't been learning Spanish **for long**. It's only been a month or two.*

Present perfect simple and present perfect continuous

We use the present perfect simple to talk about something we have done or achieved, or an action that is complete. It is also used to say how many times something happened.

*We **have visited** this museum twice.*

We use the present perfect continuous to talk about how long something has been happening. It is not important whether or not it has finished.

*Olga **has been watching** TV for ages.*

3.2 for, since, lately, already, yet and still

We use *for* with an expression that shows a period of time at the end of a sentence with the present perfect simple.

*I **haven't eaten** meat **for** six years.*

We use *since* with a point of time in the past at the end of a sentence with the present perfect simple.

*I **have been** vegetarian **since** 2018.*

We use *lately* with the present perfect to mean at a time in the recent past or not long ago. It normally goes at the end of the question or statement.

***Have** you **been ill** **lately**?*

*I **haven't been** very well **lately**.*

We use *already* with the present perfect simple to mean at some point before now. *Already* can go between the auxiliary verb and the past participle or at the end of the sentence.

*I **have already** made that dish. / I **have made** that dish **already**.*

***Have** you **already** joined the gym? / **Have** you joined the gym **already**?*

We use *yet* with the present perfect simple in negative statements and questions to talk about things that have not happened before now. It usually goes at the end of the sentence.

*They **haven't discovered** a cure for the common cold **yet**.*

***Have** they **planned** their visit **yet**?*

We use *still* with the present perfect in a negative sentence to show that something hasn't happened, but that we expect it to.

*She **still** **hasn't replied** to my email.*

3.3 Countable and uncountable nouns

Countable nouns

Most nouns are countable and have singular and plural forms. Some are regular and add -s or -es, and others are irregular.

doctor → doctors	leaf → leaves
family → families	child → children
boy → boys	woman → women
tomato → tomatoes	foot → feet

We usually use a or an with singular countable nouns.

a mountain
an elephant

We can use some, any or a number (e.g. three) with plural countable nouns.

Can you get **some** onions at the market?
Are there **any** spices in this dish?
Dinner will be ready in **ten** minutes.

We use singular or plural verb forms with countable nouns depending on whether we are talking about one or more things.

This orange **is** delicious.
Mangoes **grow** in India.

Remember: Some plural countable nouns don't end in -s. Remember to use a plural verb form with them.

The children **are** outside.
Mice **are** very small.

Uncountable nouns

Some nouns are uncountable. They do not have plural forms.

advice	health	music
biology	history	progress
cheese	homework	research
chocolate	information	rubbish
equipment	knowledge	salt
food	luggage	time
fruit	medicine	traffic
fun	milk	water
furniture	money	weather

We don't use a or an with uncountable nouns. We can use some and any.

Can I give you **some** advice?
Have you got **any** luggage?

We always use singular verb forms with uncountable nouns.

Your music **is** too loud.
Chocolate **comes** from cocoa beans.

Remember: Some uncountable nouns end in -s. Remember to use a singular verb form with them.

The news **isn't** good.
Maths **is** my favourite subject.

We can use phrases describing quantity with uncountable nouns to say how much we have. These are the most common phrases.

a bag of	a cup of	a loaf of
a bottle of	a glass of	a number of
a bowl of	a jar of	a packet of
a can / tin of	a kilo of	a piece of
a carton of		

Note: We often say *Would you like a coffee?* (meaning a cup of coffee), but we only do this with coffee, not any other drinks. It is always a cup of tea, a glass of water / juice / milk, etc.

3.4 Quantifiers

We use some with both uncountable and plural countable nouns in affirmative sentences and in requests or offers.

Here are **some books** for your research.
Can you give me **some help** with my homework?
Shall we do **some exercise**?

We use any with both uncountable and plural countable nouns in negative sentences and in questions.

Hani **doesn't** want **any milk** in his tea.
Has André got **any children**?

We use a lot / lots of with both uncountable and plural countable nouns.

There's **a lot / lots of** food in the fridge.
There are **a lot / lots of** people at the market.

We use a little with uncountable nouns and a few with plural countable nouns in affirmative sentences.

I take **a little milk** in my tea.
There were **a few people** in the gym earlier.

We use much with uncountable nouns and many with plural countable nouns in negative sentences and in questions.

I **didn't** do **much exercise** last week.
Are there **many gyms** in Athens?

Unit 4

4.1 will and be going to

will

Affirmative

I / He / She / It / We / You / They **will** build.

Negative

I / He / She / It / We / You / They **will not (won't)** build.

Questions

Will I / he / she / it / we / you / they build?

Short answers

Yes, I / he / she / it / we / you / they **will**. **No,** I / he / she / it / we / you / they **won't**.

We use will:

- for decisions made at the time of speaking.
Thanks for the advice. I'll **try** doing it like that.
- for predictions.
Lots of people **will have** robots at home in the future.
- for promises and offers of help.
She promised that she'll **show** me how it works.
I'll **help** you with your project at the weekend.
- for threats.
Stop playing with Dad's tablet, or I'll **tell** him.
- to talk about future facts.
The exhibition **will open** next week.

Grammar reference

- after verbs like *think, believe, be sure, expect*, etc. and words like *probably, maybe*, etc.
I expect he'll win an award for that design.
- to ask someone to do something
Will you print the document for me, please?

Note: We use *shall* with *I* and *we* in questions or when we want to make a suggestion or an offer.

What shall we do our project on?

Shall we have a look at some ideas online?

Shall I tell Dad that we're going straight to the library after school?

be going to

Affirmative

I am ('m) going to build.

He / She / It is ('s) going to build.

We / You / They are ('re) going to build.

Negative

I am ('m) not going to build.

He / She / It is not (isn't) going to build.

We / You / They are not (aren't) going to build.

Questions

Am I going to build?

Is he / she / it going to build?

Are we / you / they going to build?

Short answers

Yes, I am.

Yes, we / you / they are.

Yes, he / she / it is.

No, I'm not.

No, we / you / they aren't.

No, he / she / it isn't.

We use *be going to* for:

- future plans.
They're going to spend the weekend in London.
- predictions for the near future based on present situations or evidence.
The reviews for this programme are good. I'm going to watch it.

Note: Some common time expressions that are often used with *will* and *be going to* are *this week / month / summer, tonight, this evening, tomorrow, tomorrow morning / afternoon / night, next week / month / year, at the weekend, in January, in a few minutes / hours / days, on Thursday, on Wednesday morning*, etc.

I'll show you how to use the program tonight.

They're going to light the barbecue in a few minutes.

4.2 Time expressions

When we use time expressions such as *when, before, after, until, once, by the time, the moment*, etc. to talk about the future, we use them with a present tense. We do not use them with a future tense.

I'll text you as soon as I get home.

The talk will be over by the time we arrive.

We use the present perfect simple to emphasise that the first action is finished before the other one starts.

You can watch TV after you've finished your homework.

(You'll finish your homework first and then you'll watch TV.)

Once everyone has arrived, we'll begin. (Everyone will arrive first and then we will begin.)

4.3 Future continuous

Affirmative

I / He / She / It / We / You / They will be building.

Negative

I / He / She / It / We / You / They will not (won't) be building.

Questions

Will I / he / she / it / we / you / they be building?

Short answers

Yes, I / he / she / it / we / you / they will.

No, I / he / she / it / we / you / they won't.

We use the future continuous for:

- actions that will be in progress at a specific time in the future.
I'll be meeting the design team at three this afternoon.
- plans and arrangements for the future.
I'll be giving the presentation next Thursday.

Note: Some common time expressions that are often used with the future continuous are *this time next week / month / summer, this time tomorrow morning / afternoon / night*, etc.

This time next week, you'll be getting your results.

4.4 Future perfect simple

Affirmative

I / He / She / It / We / You / They will have built.

Negative

I / He / She / It / We / You / They will not (won't) have built.

Questions

Will I / he / she / it / we / you / they have built?

Short answers

Yes, I / he / she / it / we / you / they will.

No, I / he / she / it / we / you / they won't.

Note: For a list of irregular past participles, see page 187.

We use the future perfect simple to talk about:

- something that will be finished by or before a specific time in the future.
Tim will have finished his project by Monday.
- the length of time that an action will have lasted for at a point of time in the future.
We'll have worked here for three years next month.

Note: Some common time expressions that are often used with the future perfect simple are *by the end of this week / month / year, by this time tomorrow, by tomorrow morning / ten o'clock / 2025*, etc.

By the end of the year, I'll have completed my IT studies.

Note: Other tenses that describe the future are the present simple for timetabled events, and the present continuous for plans and arrangements. See Grammar Reference 1.1 on page 161.

The flight to San José leaves at 11 a.m.

Dr Al-Abadi is giving a talk on robotics next week.

Unit 5

5.1 Modals and semi-modals

can and could

We use **can** + infinitive (without to):

- to talk about general ability in the present and the future.
*She **can** paint beautifully.*
- for requests.
***Can** we meet next week?*
- for permission.
*You **can** use the computer room after lunch.*

We use **can't** + infinitive (without to) to show that we are sure that something isn't true.

*That **can't** be Samuel. He **doesn't** go to this school.*

We use **could** + infinitive (without to):

- to talk about general ability in the past. (past form of **can**)
*I **could** speak three languages by the time I was ten.*
- to talk about possibility.
*We **could** go camping for our holiday next year.*
- for polite requests.
***Could** you give me your address, please?*
- to make suggestions.
*You **could** enter your design into a competition.*

may and might

We use **may** + infinitive (without to):

- to talk about possibility in the future.
*I **may** decide to go travelling next year.*
- for polite requests (with **I** and **we**).
***May** I see what the options are, please?*
- for polite permission.
*Yes, you **may** use the new computer.*

We use **might** + infinitive (without to):

- to talk about possibility in the future.
*She **might** win the competition!*
- as the past tense of **may**.
*He said he **might** go to Portugal.*

must

We use **must** + infinitive (without to):

- to say that something is necessary.
*You **must** remember to lock the door.*
- to talk about obligations.
*You **must** wear a seatbelt when driving.*
- to show that we are sure that something is true.
*They **must** be very excited about their award.*
- to recommend something.
*You **must** go to that exhibition. It's fascinating!*

We use **mustn't** + infinitive (without to) to talk about something that is not allowed.

*You **mustn't** go beyond this point.*

should

We use **should** + infinitive (without to):

- to give advice.
*You **should** eat at least five different fruit and vegetables a day.*
- to ask for advice.
*What **should** I do about this poor connection?*

Note: **Ought to** can also be used to give advice, but it is not usually used in the question form.

would

We use **would** + infinitive (without to):

- for past actions that we did regularly, but we don't do now.
*I **would** always talk to my grandfather after dinner.*
- for polite requests.
***Would** you be able to meet on Monday?*

needn't

We use **needn't** + infinitive (without to) to say that something is not necessary. We don't use it in affirmative sentences.

*You **needn't** reply unless you can't come.*

Note: We can also use **need** as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the present simple and the past simple. It is followed by the infinitive + **to**.

*Karen **needs** to find her keys.*

*They **didn't need** to leave so early.*

*Do you **need** to send your application today?*

be able to

We use **be able to** to talk about:

- ability.
*I **will be able to** leave the office early tonight.*
- a specific ability in the past. (*Could* cannot be used here.)
*She **wasn't able to** go to the gym because she had forgotten her membership card.*

have to

We use **have to**:

- to say that something is necessary.
*You **have to** pay to park here.*
- to talk about obligation.
*Juan **has to** study this evening because he has an exam tomorrow.*

mustn't and don't have to

There is an important difference between **mustn't** and **don't have to**. We use **mustn't** to say that something is not allowed, whereas we use **don't have to** to show that there is no obligation or necessity.

*You **mustn't** copy someone else's work.*

*You **don't have to** follow this essay plan, but you can if you want.*

5.2 Perfect modals

may / might have

We use *may / might have* + past participle to show that we are not sure about something in the past.

Thierry might have played football for Everton FC.

should have

We use *should have* + past participle to:

- show that something we were expecting did not happen.
They should have arrived by now.
- criticise our own or someone else's behaviour.
I should have offered to help my sister.

could have

We use *could have* + past participle to:

- show that we are not sure about something in the past.
Your brother could have taken your bag by accident.
- say that something was possible in the past, but that it didn't happen.
Francis could have been a professional tennis player, but she injured her back.

can't / couldn't have

We use *can't / couldn't have* + past participle to show that we are sure that something is not true about the past.

He can't have won the competition because he didn't enter it!

must have

We use *must have* + past participle to show that we are sure that something is true about the past.

Working as a pilot must have been exciting.

would have

We use *would have* + past participle to say that we were willing to do something, but that we didn't do it.

I would have come over last night, but I thought you were out.

needn't have

We use *needn't have* + past participle to say it wasn't necessary to do something, but you did it anyway.

I needn't have prepared for the meeting as it was cancelled.

Unit 6

6.1 Past perfect simple and past perfect continuous

Past perfect simple

Affirmative

I / He / She / It / We / You / They had ('d) climbed.

Negative

I / He / She / It / We / You / They had not (hadn't) climbed.

Questions

Had I / he / she / it / we / you / they climbed?

Short answers

Yes, I / he / she / it had. No, I / he / she / it hadn't.
Yes, we / you / they had. No, we / you / they hadn't.

Spelling: walk → walked dance → danced
travel → travelled tidy → tidied
play → played

Note: Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on page 187.

We use the past perfect simple for an action or situation that finished before another action, situation or time in the past.

Hundreds of tourists had climbed the mountain to see the sunrise from the top.

By the time they arrived, the film had almost finished.

Note: Some common time expressions that are often used with the past perfect simple are *already, for, for a long time / ages, just, never, once, since 2007 / June, so far, yet, etc.*

We hadn't visited the Greek islands since 2010.

Past perfect continuous

Affirmative

I / he / she / it / we / you / they had ('d) been climbing.

Negative

I / he / she / it / we / you / they had not (hadn't) been climbing.

Questions

Had I / he / she / it / we / you / they been climbing?

Short answers

Yes, I / he / she / it had. No, I / he / she / it hadn't.
Yes, we / you / they had. No, we / you / they hadn't.

Spelling: make → making swim → swimming
study → studying

We use the past perfect continuous:

- for actions that started in the past and were still in progress when another action started or when something happened.
He had been driving for several hours before he saw the sign to the village.
- for actions that continued over a period of time in the past and had an effect on a later action.
She'd been training for six months, so was confident that she'd do well.

Note: Some common time expressions that are often used with the past perfect continuous are *all day / night / week, for years / a long time / ages, since*. We can use *How long ... ?* with the past perfect continuous in questions and for (very) long in questions and negative sentences.

Joel had been designing computer programs for years.

How long had they been waiting to board the plane?

6.2 Question tags

Question tags are short questions at the end of an affirmative or negative sentence. They are formed with a modal or an auxiliary verb + a personal pronoun.

We usually use an affirmative question tag after a negative sentence, and a negative question tag after an affirmative sentence.

You **don't** like spicy food, **do** you?
She **can** travel tomorrow, **can't** she?

When the main sentence has an auxiliary verb, we use the same auxiliary in the question tag.

You **haven't** seen that documentary yet, **have** you?
They **are** learning Spanish, **aren't** they?
He **was** working in a café last summer, **wasn't** he?

When the main sentence has a modal verb, we use the same modal verb in the question tag.

They **can't** all travel in one car, **can** they?
She **should** transfer some more money, **shouldn't** she?
We **won't** have time to go to the museum, **will** we?

When the main sentence contains a verb in the present simple or the past simple, we use *do* / *does*, *don't* / *doesn't* or *did* / *didn't* in the question tag.

You often **study** in the library, **don't** you?
He **moved** to California last year, **didn't** he?

We use question tags when we want:

- someone to agree with what we are saying.
It's an amazing display, **isn't** it?
- to make sure that what we are saying is right.
You finish work at five o'clock, **don't** you?

Note: Some question tags are irregular. Notice the way these tags are formed.

I'm early for the talk, **aren't** I?
Everyone is excited, **aren't** they?
Let's go to the beach tomorrow, **shall** we?
Don't touch the ancient book without gloves, **will** you?
Remember to text me when you arrive, **won't** you?
Be careful, **won't** you?
This / That is so dangerous, **isn't** it?
These / Those are brave women, **aren't** they?

6.3 Pronouns

Reflexive pronouns

Subject pronoun	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns:

- when the subject and the object of the sentence are the same.
He taught **himself** to play chess.
- with some verbs.
Did the children **behave themselves** at the museum?
It was a great party. We really **enjoyed ourselves**.
- when we want to emphasise that somebody does something alone or without another person's help.
We often use the word *by*.
He moved those heavy boxes **by himself**.
Janet made a model of the Acropolis **by herself**.

Indefinite pronouns

An indefinite pronoun refers to one or more unspecified people, things or places.

We use *someone*, *somebody*, *something* and *somewhere* to talk about an unspecified person, thing or place in affirmative sentences.

Someone suggested we go to the Maritime Museum.
I think it's **somewhere** in the north of the city.

We use *anyone*, *anybody*, *anything* and *anywhere* to talk about an unspecified person, thing or place in negative sentences and questions.

I **didn't** tell **anyone** that I'd failed my driving test.
Did **anything** unusual happen last night?

We use *everyone*, *everybody*, *everything* and *everywhere* to talk about all unspecified people, things or places. They take a singular verb.

Everyone was very surprised by the news.
I've looked **everywhere**, but I can't find the document.

We use *no one*, *nobody*, *nothing* and *nowhere* with a negative meaning in affirmative sentences.

I saw **nobody**. (I didn't see anybody.)
They did **nothing** to help. (They didn't do anything to help.)

Possessive pronouns

Subject pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	hers	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

We use possessive pronouns to show that something belongs to someone. Possessive pronouns replace a possessive adjective and a noun, or the possessive form and a noun.

This is **my** book. It's **mine**.
This is Lina's painting. It's **hers**.
These are the children's toys. They're **theirs**.

Grammar reference

Unit 7

7.1 -ing form

The -ing form is a verb with an -ing ending. We can use -ing forms:

- as nouns.
Diving can be a dangerous activity.
- after prepositions.
*Isla is really good at **drawing**.*
- after the verb go when we talk about activities.
*Stefan goes **swimming** every day.*

We also use the -ing form after certain verbs and phrases.

admit	forgive	love
avoid	hate	(don't) mind
be used to	have difficulty	miss
can't help	imagine	practise
can't stand	involve	prefer
deny	it's no good	prevent
dislike	it's no use	regret
enjoy	it's (not) worth	risk
fancy	keep	spend time
feel like	like	suggest
finish		

*Would you **risk climbing** that mountain?*
*It's **not worth breaking** the speed limit.*

7.2 Infinitives

to + infinitive

We use to + infinitive:

- to explain purpose.
*He asked me **to find out** what had happened.*
- after adjectives such as afraid, scared, happy, glad, sad, etc.
*He was **afraid to open** the letter.*
- after too + adjective or adjective + enough.
*It was **too dangerous to leave** the house.*
*It wasn't **safe enough to leave** the house.*

We also use to + infinitive after certain verbs and phrases.

afford	fail	plan
agree	forget	prepare
allow	hope	pretend
appear	invite	promise
arrange	learn	refuse
ask	manage	seem
choose	need	want
decide	offer	would like
expect	persuade	

*We **planned to travel** through South Africa.*
*They **arranged to stay** in hostels on their journey.*

Infinitives (without to)

We use infinitives (without to) after:

- modal verbs.
*You **should spend** more time reading.*
- had better to give advice.
*You **had better stay** away from the edge.*

- would rather to talk about preference. We often use the word than.
*I **would rather go** on a city break **than** on a beach holiday.*

7.3 -ing form or infinitive?

Some verbs can be followed by an -ing form or to + infinitive with no change in meaning. Some common verbs are begin, bother, continue, hate, like, love and start.

*The volunteers began **planting** / **to plant** trees.*
*The doctors continued **treating** / **to treat** the survivors.*
*The emergency services started **giving** / **to give** food to the victims.*

There are other verbs that can be followed by an -ing form or to + infinitive, but the meaning changes. Some common ones are go on, forget, regret, remember, stop and try.

*The newsreader **went on talking** about the hurricane.*
(He continued to talk about the same thing.)

*The newsreader **went on to talk** about the weather forecast.* (He had been talking about a different subject, and then started talking about a new subject – the weather forecast.)

*I **forgot paying** for the ticket online.* (I didn't remember that I had paid for the ticket online.)

*I **forgot to pay** for the ticket.* (I didn't remember to pay for the ticket.)

*I **regret not buying** holiday insurance.* (I didn't buy insurance, but now I wish I had.)

*I **regret to inform** you that your car has been stolen.* (I'm sorry that I have to give you this news.)

*Ravi **remembers seeing** the story on TV.* (He saw the story on TV and now he remembers seeing it.)

*Ravi **remembered to take** his passport with him.* (He remembered first and then he took his passport.)

*Dina **stopped researching** whales.* (She isn't researching whales any more.)

*Dina **stopped to make** a phone call.* (Dina stopped doing something so she could make a phone call.)

***Try asking** Grandad if he remembers.* (You can ask Grandad, but he might not remember.)

***Try to ask** the question if you get a chance.* (You might not have a chance to ask the question.)

7.4 Comparison of adjectives and adverbs

We use the comparative to compare two people or things. We usually form the comparative by adding -er to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word more. We often use the word than after the comparative.

*The temperatures **were higher** this year **than** last year.*

*The houses near the coast flooded **more quickly than** the ones in the city centre.*

We use the superlative to compare one person or thing with other people or things of the same type. We usually form the superlative by adding -est to the adjective or adverb. If the adjective or adverb has two or more syllables, we use the word most. We use the word the before the superlative.

*What is **the worst** natural disaster that has hit Europe?*
*Dr Shah spoke **the most clearly** of all the speakers at the conference.*

Spelling: *big* → *bigger* / *biggest*
nice → *nicer* / *nicest*
tidy → *tidier* / *tidiest*

Some adjectives and adverbs are irregular and form their comparative and superlative in different ways.

Adjective / Adverb	Comparative	Superlative
good / well	better	the best
bad / badly	worse	the worst
many / more	more	the most
much	more	the most
little	less	the least
far	farther / further	the farthest / furthest

Note:

- 1 Some words like *hard*, *late*, *straight* and *fast* are both adjectives and adverbs.
- 2 Other words like *friendly*, *lovely*, *silly* and *ugly*, even though they end in *-ly*, are not adverbs but adjectives.
- 3 The words *hardly* (= *barely*) and *lately* (= *recently*) are not the adverbs of *hard* and *late*.

Other comparative structures

We use *as* + adjective / adverb + *as* to show that two people or things are similar in some way.

*The new display is **as impressive as** the old one.*

We use *not as* / *so ... as* to show that one person or thing has less of a quality than another.

*A thunderstorm **isn't as threatening as** a flash flood.*

We use two clauses with *the* + comparative to show how one change causes another.

***The hotter** the temperatures, **the higher** the risk of wildfires.*

7.5 too, enough, so and such

We use *too* + adjective / adverb to show that something is more than we want or need.

*The coffee is **too hot** to drink.*

*It's raining **too hard** to go out for a walk.*

We use adjective / adverb + *enough* or *enough* + noun to show that something is or isn't as much as we want or need.

*We didn't arrive **early enough**.*

*There wasn't **enough time** to visit the temple.*

We use *so* and *such* for emphasis. They are stronger than *very*.

- We use *so* + adjective / adverb.

*The earthquake was **so big**!*

- We use *such* + a + (adjective) + noun.

*He is **such a talented** artist.*

We can also use *so* and *such* to emphasise characteristics that lead to a certain result or action.

*It was **such an interesting** article that I read it twice.*

*The film was **so boring** that I left the cinema halfway through.*

Unit 8

8.1 The passive

We use the passive when:

- the action is more important than the person or thing that did the action (the agent).
*The app **is used** by millions of people.*
- we don't know the agent, or it is not important.
*The photos **were displayed** for six months.*

Note: When it is important to mention the agent in a passive sentence, we use the word *by*. When we want to mention a tool or material in the passive sentence, we use the word *with*.

*The problem was solved **by** Jack Cable.*

*The studio was equipped **with** modern technology.*

The passive is formed with the verb *be* and a past participle. Notice how the active verb forms change to passive verb forms.

Tense	Active	Passive
present simple	make / makes	am / are / is made
present continuous	am / are / is making	am / are / is being made
past simple	made	was / were made
past continuous	was / were making	was / were being made
present perfect simple	have / has made	have / has been made
past perfect simple	had made	had been made
future simple	will make	will be made
future perfect simple	will have made	will have been made

Note: There is no passive form for the future continuous, present perfect continuous or past perfect continuous.

We change an active sentence into a passive sentence in the following way:

- The object of the verb in the active sentence becomes the subject of the verb in the passive sentence.
- We use the verb *be* in the same tense as the main verb of the active sentence, together with the past participle of the main verb in the active sentence.
*They **were interviewing** him. → He **was being** interviewed.*

In this example, we do not know who was interviewing him and it is not very important, so we do not include this information in the passive sentence.

Grammar reference

Note: When we want to change an active sentence with two objects into the passive voice, one becomes the subject of the passive sentence and the other one remains an object. Which object we choose depends on what we want to emphasise. If the personal object remains an object in the passive sentence, then we have to use a suitable preposition (to, for, etc.).

He showed me the article.

I was shown the article.

The article was shown to me.

8.2 The passive: -ing form, infinitives and modal verbs

Form	Active	Passive
-ing form	making	being made
infinitive	make	be made
to + infinitive	to make	to be made
modal	can make	can be made

The reporter denied being paid to pass on the information.

The details must be reported accurately.

A documentary about the development of mass media needs to be made.

The documentary should be shown.

Unit 9

9.1 Reported speech: statements

When we report direct speech, we usually change the verb used by the speaker by putting it back one tense.

Direct speech	Reported speech
present simple	past simple
'He likes his drone,' she said.	She said (that) he liked his drone.
present continuous	past continuous
'He is flying his new drone,' she said.	She said (that) he was flying his new drone.
present perfect simple	past perfect simple
'They have bought a new remote control,' she said.	She said (that) they had bought a new remote control.
present perfect continuous	past perfect continuous
'They have been recording all day,' she said.	She said (that) they had been recording all day.
past simple	past perfect simple
'He broke his drone,' she said.	She said (that) he had broken his drone.
past continuous	past perfect continuous
'He was flying it too high,' she said.	She said (that) he had been flying it too high.

Other changes in verb forms are as follows:

can	could
'Rosa can help you,' Kia said.	Kia said (that) Rosa could help me.
may	might
'He may not have the right qualifications,' she said.	She said (that) he might not have the right qualifications.
must	had to
'You must arrive earlier than normal,' she said.	She said (that) I had to arrive earlier than normal.
will	would
'The wind will be strong,' she said.	She said (that) the wind would be strong.

Note:

- 1 We often use the verbs *say* and *tell* in reported speech. We follow *tell* with an object.
My manager said we could leave early.
My manager told us we could leave early.
- 2 We can leave out *that*.
I said that I had finished my report. → *I said I had finished my report.*
- 3 Remember to change pronouns and possessive adjectives where necessary.
'We are having a meeting,' he said. → *He said (that) they were having a meeting.*
'That is my desk,' she said. → *She said (that) that was her desk.*
- 4 The following tenses and words don't change in reported speech: past perfect simple, past perfect continuous, *would*, *could*, *might*, *should*, *ought to*, *used to*, *had better*, *mustn't* and *must* when they refer to deduction.

9.2 Reported speech: changes in time and place

When we report direct speech, there are often changes in words that show time and place too.

now	then
'I'm working now,' she said.	She said she was working then.
today	that day
'We're going to the factory today,' he said.	He said they were going to the factory that day.
tonight	that night
'We're playing football tonight,' he said.	He said they were playing football that night.
yesterday	the previous day / the day before
'I didn't go to school yesterday,' she said.	She said she didn't go to school the previous day / the day before.

tomorrow	the next day / the following day
'I'll bring your book tomorrow ,' she said.	She said she would bring my book the next / following day .
last week / month	the previous week / month / the week / month before
'Jorge retired last month ,' said Ana.	Ana said that Jorge had retired the previous month .
next week / month	the following week / month
'I'll be away next week ,' said Tomas.	Tomas said he would be away the following week .
this / these	that / those
' This password doesn't work,' said Gus.	Gus said that password didn't work.
ago	before
'We went camping two weeks ago ,' said Saira.	Saira said they had gone camping two weeks before .
at the moment	at that moment
'Don is on the phone at the moment ,' he said.	He said that Don was on the phone at that moment .
here	there
'Your laptop is here on the table,' Tess said.	Tess said that my laptop was there on the table.

Note: We also change pronouns and possessive adjectives in reported speech.

9.3 Reported speech: questions

When we report questions, changes in tenses, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in ordinary statements and we do not use question marks.

When a direct question has a question word, we use this word in the reported question.

'**When** did you start working here?' he asked. →
He asked **when** I had started working there.

When a direct question does not have a question word, we use *if* or *whether* in the reported question.

'Do you like the job?' he asked. → He asked **if / whether** I liked the job.

9.4 Reported speech: commands and requests

When we report commands, we usually use *tell* + object + to + infinitive.

'Tidy your desk!' he said. → He **told me to tidy** my desk.
'Don't forget the exam next week.' → She **told us not to forget** the exam the following week.

When we report a request, we usually use *ask* + object + to + infinitive.

'Can you work on Saturday, please?' she asked. → She **asked me to work** on Saturday.
'Please don't be late,' he said. → He **asked us not to be** late.

We can also report a request using *ask* + object + *for* + noun.

Can I have a biscuit? → She **asked me for** a biscuit.

Note: All other changes that happen when reporting statements also apply to commands and requests.

9.5 Reported speech: reporting verbs

Apart from the verbs *say*, *tell* and *ask*, we can also use other verbs to report what someone says more accurately. Notice the different structures.

verb + to + infinitive	
decide	'I think I'll have a day off,' he said. He decided to have a day off.
refuse	'I won't give you a day off,' his boss said. His boss refused to give him a day off.
offer	'Shall I work on Saturday?' I asked. I offered to work on Saturday.
promise	'I won't be late,' I said. I promised not to be late.
verb + object + to + infinitive	
advise	'If I were you, I'd ask for a promotion,' he said. He advised me to ask for a promotion.
remind	'Remember to update your CV,' she said. She reminded me to update my CV.
verb + -ing form	
deny	'I didn't use your WiFi,' he said. He denied using our WiFi.
suggest	'Let's change the password anyway,' he said. He suggested changing the password anyway.
verb + preposition + -ing form	
apologise for	'I'm sorry I broke your headphones,' she said. She apologised for breaking my headphones.
insist on	'I'll buy you some new ones,' she said. She insisted on buying me some new ones.
verb + object + preposition + -ing form	
accuse sb of	'I think you took my phone,' she said. She accused me of taking her phone.
congratulate sb on / for	'You got a promotion! Well done!' Dad said. Dad congratulated me on getting a promotion.

Grammar reference

Unit 10

10.1 Conditionals: zero, first and second

Zero conditional

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about the results of an action or situation that are always true. We can use *when* instead of *if*.

If you travel overseas, you need a passport.

When you travel overseas, you need a passport.

You need a passport if / when you travel overseas.

Note: If your conditional clause comes before your main clause, you need a comma.

First conditional

If clause	Main clause
present simple	will + infinitive (without to)

We use the first conditional to talk about the results of an action or situation that will probably happen now or in the future.

If you book a trip to Costa Rica, you won't be disappointed!

We'll go to Ecuador if it isn't too expensive to get there.

We can use *can*, *could*, *may* or *might* in the main clause instead of *will*. We can also use an imperative.

If you don't mind heights, we could stay in a treehouse hotel.

We might visit the coast if the weather improves.

If you want to get away from the city, go to the nature reserve.

We can use *unless* in conditional sentences. It means the same as *if not*.

She won't come unless you invite her.

Second conditional

If clause	Main clause
past simple	would + infinitive (without to)

We use the second conditional to talk about the results of an action or situation:

- that probably won't happen now or in the future.
You would get a better deal if you booked the trip online.
- that we know will not happen now or in the future.
If I had lots of money, I'd travel around the world!

We can also use the second conditional to give advice.
If I were you, I'd save some more money first.

We can use *could* or *might* in the main clause instead of *would*.

We could go sightseeing if it wasn't so hot.

I might learn to cook if I lived alone.

Note: We usually use *were* for all persons in second conditional sentences.

If I were you, I'd apply for a refund.

If Dan weren't in Bulgaria, he'd celebrate with us.

10.2 Third conditional

If clause	Main clause
past perfect	would + have + past participle

We use the third conditional to talk about events or situations in the past that could have happened, but didn't. These are always hypothetical things because we can't change the past.

If we had booked earlier, we would have had an air-conditioned seat. (We didn't book earlier, so we didn't have an air-conditioned seat.)

We can use *could* or *might* in the main clause instead of *would*.

We could have stayed in a safer area if we had had more money.

If the restaurant had been cheaper, we might have ordered a dessert.

10.3 Mixed conditionals

If clause	Main clause
past perfect	would + infinitive (without to)

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We use a mixed conditional to express the present result of a hypothetical past event or situation.

If we hadn't set off late, we would be there now.

Unit 11

11.1 Relative clauses: defining and non-defining

Relative clauses give more information about the subject or the object of a sentence. They are introduced by the following words (relative pronouns):

- who* for people.
The book is about a boy who is homeless.
- which* for things.
The prison which is located near here is very modern.
- whose* to show possession.
The man whose car was stolen was very angry.
- when* for time.
That was the day when the prisoners were released.
- where* for places.
This is the gallery where the painting was.

Defining relative clauses

This type of relative clause gives us information that we need to understand who or what the speaker is talking about. We do not use commas to separate it from the rest of the sentence. We can use *that* instead of *who* and *which* in defining relative clauses.

*She's the judge **who / that** does yoga.*

*We're going to the island **which / that** used to be a prison.*

When *who*, *which* or *that* is the object of the relative clause, we can omit the relative pronoun.

*The book **(that)** I read wasn't very long.*

*The crime **(which)** he committed was vandalism.*

Non-defining relative clauses

This type of relative clause gives us extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate it from the rest of the sentence.

*My car, **which** was stolen yesterday, was found by the police.*

*The criminal, **who** stole the car, has been arrested.*

11.2 Reduced relative clauses

A reduced relative clause is a defining relative clause that has been shortened. This is possible when the subject of the main sentence and the relative clause is the same. We shorten the relative clause by replacing the relative pronoun and verb in the relative clause with a participle form of the verb. There are two kinds of participles: the present participle (verb + *-ing*) and the past participle (verb + *-ed* or irregular form). We use a present participle if the verb is active and a past participle if the verb is passive.

*The man **who had been walking** his dog at the time of the burglary told the police what he saw. → The man **walking** his dog at the time of the burglary told the police what he saw.*

*The boy **who was caught** dropping litter was reported to the police. → The boy **caught** dropping litter was reported to the police.*

Unit 12

12.1 Causative

We use the causative:

- to say that someone has arranged for somebody to do something for them.
*Sheena **is having** her wedding dress **made** by her sister.*
- to say that something unpleasant happened to someone.
*Ola **has had** her wedding ring **stolen**.*

We form the causative with have + object + past participle. It can be used in a variety of tenses.

*I **was having** my hair cut when you rang me.*

*Julia **has been having** her bike **fixed** by Mrs Sanchez.*

*The factory **has** its machines **serviced** every week.*

Note: We can also use get + object + past participle. This structure is less formal.

*Hannah **gets** her hair cut every fortnight.*

12.2 Inversion: *never, under no circumstances and not only ... but also*

We can use *never, under no circumstances and not only ... but also* at the beginning of a sentence to add emphasis. When we do this, the word order changes in the same way as for a question.

***Kim has never been** to a fashion show.*

***Never has Kim been** to a fashion show.*

*Members of the public are allowed backstage **under no circumstances**.*

***Under no circumstances** are members of the public allowed backstage.*

***Maya not only** designs clothes, **but she also** makes them.*

***Not only does Maya** design clothes, **but she also** makes them.*

Communication activities

Student A

Unit 3 Speaking, Exam Task, Exercise 5, page 35



Then ask Student B this follow-up question:
What are some ways that help you to stay healthy?

Unit 4 Speaking, Exam Task, Exercise 6, page 47



Then ask Student B this follow-up question:
Have you got a pet or would you like to have one?

Unit 7 Speaking, Exam Task, Exercise 7, page 83



Then ask Student B this follow-up question:
When was the last time you learned a new skill? What was it?

Unit 9 Speaking, Exam Task, Exercise 6, page 107



Then ask Student B this follow-up question:
Would you rather have a job in an office or outdoors? Why?

Unit 12 Speaking, Exam Task, Exercise 6, page 143



Then ask Student B this follow-up question:
Do you think wearing a school uniform is a good idea?
Why? / Why not?

Student B

Unit 3 Speaking, Exam Task, Exercise 5, page 35



Then ask Student A this follow-up question:
How often do you eat healthy food?

Unit 4 Speaking, Exam Task, Exercise 6, page 47



Then ask Student A this follow-up question:
Do you like taking photos?

Unit 7 Speaking, Exam Task, Exercise 7, page 83



Then ask Student A this follow-up question:
When did you last help someone? What did you do?

Communication activities

Unit 9 Speaking, Exam Task, Exercise 6, page 107



Then ask Student A this follow-up question:
Would you like to have lessons outside? Why? / Why not?

Unit 12 Speaking, Exam Task, Exercise 6, page 143



Then ask Student A this follow-up question:
Which job would you prefer? Why?

Unit 1

Feelings and personality	
care	This plant doesn't need a lot of care.
caring	Nurses are often very caring people.
confidence	She has got a lot of confidence in her abilities.
confident	He's confident and believes in himself.
close	I'm very close to my older sister.
depressed	She felt very depressed about the future.
easy-going	Are you easy-going or are you very serious?
embarrassed	He was too embarrassed to ask for help.
embarrassment	I couldn't hide my embarrassment.
enthusiasm	He has a lot of energy and enthusiasm for life.
enthusiastic	She's very enthusiastic about her new job.
generous	She's very generous and gives away a lot of money.
imagination	Story tellers have an active imagination.
imaginative	This essay is full of imaginative ideas.
loneliness	Loneliness is often an issue for the elderly.
lonely	Jason was lonely at first when he moved to Madrid.
miserable	I feel really sad and miserable today.
pride	You should take more pride in your work.
proud	We're very proud of our achievements.
sense	He has no sense of right or wrong.
sensible	He's very sensible and practical.
shy	She is very shy and doesn't like parties.
stress	I'm feeling under a lot of stress right now.
stressed	We felt really stressed before our exams.

People	
friendship	Our friendship is very important to me.
married	My parents have been married for 25 years.
mother-in-law	I get on well with my mother-in-law.
related	They're related – I think they're cousins.
sibling	I haven't got any siblings.
step-brother	I've got a sister and a step-brother.

Idioms and expressions

be a natural	People think I'm a natural at snowboarding, but I've practised a lot.
be dying to	I'm dying to meet your family.
be mad about	She's mad about wild swimming.
fall out with	I've fallen out with my brother ... again!
get on sb's nerves	Is that loud music getting on your nerves too?
hang out	We often hang out at a café after school.
have a lot in common	Do you and your best friend have a lot in common?
keep in touch with	I keep in touch with my cousins on social media.
be as good as gold	Our new puppy was as good as gold on the car journey.
black and white	He tends to view everything as a black and white issue.
see red	I saw red when I found out he'd lied to me.
the green light	Dad's given us the green light to use the car today.
true colours	He didn't show his true colours until he became angry.

Prepositions

sense of humour	She's got a great sense of humour.
for fun	What things do you like to do for fun?
in my spare time	I play the guitar in my spare time.
nervous about	I'm nervous about my job interview.
laugh at	I rarely laugh at his jokes.
spend money on	I don't spend much money on clothes.

Unit 2

Mysteries

appearance	The twins are almost identical in appearance.
clue	I can't find the answer – can you give me a clue?
explanation	Various explanations have been suggested.
mystery	Scientists found evidence and the mystery was solved.
secret	She didn't find out the secret for several years.
theory	Scientists always test their theories.
unlikely	That explanation seems very unlikely to me.
unusual	Contact the police if you notice anything unusual.

Vocabulary reference

Phrasal verbs	
be into	We're really into mystery novels.
come across	She came across an unusual plant on her walk.
find out	He never found out who broke the window.
rely on	My sister is someone you can rely on.
look into	We're looking into possible reasons for the problem.
work out	Have you worked out the answer yet?

Word building	
conclusion	What conclusion did you draw from the evidence?
discovery	The discovery tells us about how people lived in the past.
explanation	What explanation did he offer for the broken window?
remarkable	The archaeologists made a remarkable discovery.
ridiculous	I have never heard anything so ridiculous.
similarly	Similarly, scientists don't believe the idea.
sticky	The dough for the bread should be soft but not sticky.
unusual	She told us an unusual story about a boy and a horse.

Unit 3

Health and fitness	
emergency	Have you ever called the emergency services?
evidence	There is no evidence to support this theory.
health	Please consider both your mental and physical health.
illness	Sudden weight loss can be a sign of a serious illness.
injury	He got a nasty injury when he fell off his bike.
instructor	My fitness instructor gave me lots of exercises to do.
lose weight	She lost a lot of weight when she took up running.
medicine	Take this medicine three times a day for a week.
operation	I needed an operation on my leg after I fell when I was skiing.
patient	The doctor explained the issue to the patient.
player	The football player injured his leg during the match.

Health and fitness (continued)	
recover	It took him weeks to recover from the virus.
symptom	What are the symptoms of the illness?
temperature	The average temperature for a human is 37.0°C.
train	He's been training for the event for months.
treat	What's the best way to treat a cut on your leg?

Prepositions	
at risk of	You could be at risk of a serious illness if you don't change your diet.
contribute to	Smoking heavily contributed to his early death.
depend on	I'm depending on you to keep your promise.
focus on	He wants to focus on strength rather than endurance.
member of	She's never been a member of a gym.
over 100	No one in my family has lived to be over 100.
protect against	This medicine will protect you against malaria.
work on	What projects are you working on this term?

Idioms	
fit as a fiddle	My grandad is as fit as a fiddle.
lease of life	The heart operation gave her a new lease of life.
on my last legs	I was on my last legs after running a half marathon.
on the mend	She was ill for weeks, but seems to be on the mend now.
recharge your batteries	A week in the sun will recharge your batteries.
under the weather	Having the flu really made me feel under the weather.

Unit 4

Technology	
calculator	We're allowed to use a calculator in the maths exam.
charger cable	Have you seen the charger cable for my phone?
connect	I need the password to connect to the internet.
device	How many devices do you own?
headphones	I love my new wireless headphones.

Technology (continued)	
external hard drive	You should regularly back up your files to the cloud or an external hard drive.
keyboard	QWERTY is the keyboard design for Latin-script alphabets.
monitor	In our ICT class, we have to share a monitor.
mouse	I can't get used to my new laptop mouse.
online	I can't get online because the modem isn't working.
podcast	I listen to podcasts on my way to school.
post	I rarely post comments on social media.
record	I record voice messages instead of typing text ones.
remote-controlled	My brother loves playing with his remote-controlled cars.
screen	My television has a 36-inch screen.
smart	Would you like to have a smart fridge?
speakers	I bought some Bluetooth speakers for my laptop.
switch off	I try to switch off my phone at least an hour before bed.
tablet	Which is more useful: a laptop or a tablet?
touchscreen	We ordered our meal using a touchscreen menu.
update	I try to update my blog at least twice a month.
upload	I'll upload the photos of the picnic later.
WiFi	Most cafés offer free WiFi these days.
wireless	My wireless devices are always running out of charge!

Wordbuilding	
attractive	That's an attractive phone screen protector.
competition	Our project didn't win the science competition.
connected	Is your device connected to a power supply?
create	A tidy desk creates a good impression.
explode	The bicycle tyre exploded in the heat.
inspiration	I get a lot of inspiration for my designs from nature.
invention	The world changed after the invention of the printing press.
organised	We've organised all our work files into one folder.

Phrasal verbs	
back up	Try to back up your files frequently so you don't lose any work.
log in	I need a password to log in to the network.
plug in	Where can I plug in my charger?
set up	She needed some help setting up her new laptop.
shut down	Do you shut down your computer at the end of every day?
switch on	We don't know how to switch on the washing machine.

Unit 5

Ambition and success	
achievement	My greatest achievement is passing my driving test.
ambitious	My younger brother is incredibly ambitious.
award	They won an award for their invention.
believe	Do you believe in the power of positive thinking?
celebration	We should have an end-of-exams celebration.
challenge	Who's up for the challenge of running 100 km in a month?
confidence	He has the confidence to talk to anyone.
creative	You need to be creative to be a designer.
delay	There's a delay with your order – are you happy to wait?
determined	He's determined to get a job in conservation.
dream	I've decided to follow my dreams and become an actor.
educate	We need to educate people about climate change.
excite	The idea of going to university excites me.
experience	I haven't got much experience of working in retail.
failure	Failures are an opportunity to learn.
focus on	We should focus on studying for our exams this weekend.
goals	What are your goals for the immediate future?
grant	They received a grant to develop their project.
hard-working	He's a very hard-working student.
hopes	What are your hopes for the future?
inspire	My teacher inspired me to study music at university.

Vocabulary reference

Ambition and success (continued)	
motivate	What motivates you to work hard at school?
ordinary	I've never wanted to live an ordinary life.
self-belief	She's got a lot of self-belief and I'm sure she'll succeed.
skill	She possesses great artistic skill.

Collocations	
build a business	It takes determination to build a business.
build confidence	Positive thought is a good way to build confidence.
gain experience	I got a Saturday job to gain work experience.
gain understanding	I gained a better understanding after doing a lot of research.
give advice	He gave me advice about what to include in my CV.
give someone a chance	The candidate didn't have much relevant experience, but we decided to give him a chance.
make a difference	Cycling rather than driving will make a difference to air pollution levels.
make an impression	Wearing smart clothes will make a good impression at the interview.
take advantage of	You should take advantage of the free online courses.
take part in	Have you ever taken part in a singing competition?

Expressions	
going places	After their number 1 hit, this band are really going places.
make or break	It's make or break time for the team.
set his sights	Jerry has set his sights on winning the match.
set the world on fire	Her books are good, but I don't think they'll set the world on fire.
track record	This company has a good track record in ethical investments.
weather the storm	Many businesses wondered if they could weather the storm during the Covid-19 pandemic.

Unit 6

History	
archaeologist	The archaeologists looked for clues about how the ancient people lived.
artefact	There are thousands of valuable artefacts in the museum.

History (continued)	
battle	A famous battle took place in this area.
castle	William the Conqueror built many castles in England.
civilisation	The Incas were an ancient civilisation.
destroy	The fire destroyed many of the museum's exhibits.
discover	Many ancient tools were discovered at this site.
emperor	Qin Shi Huang was the first emperor of a united China.
era	This was the start of a new era of peace.
evidence	New evidence suggests that the Maya settled here.
exhibit	There is a new exhibit about Pompeii in the museum.
expert	We need to speak to an expert in Mayan civilisations.
historian	Many historians believe that history repeats itself.
invade	William the Conqueror invaded England in 1066.
origins	This style of art has its origins in Africa.
preserve	We are working hard to preserve the mediaeval building.
pyramid	The ancient Egyptians built pyramids for their pharaohs.
rebuild	After the fire, we had to rebuild part of the castle.
ruins	We visited some Roman ruins last week.
site	This is the site of the accident.
tomb	The pyramids in ancient Egypt were tombs for pharaohs.
trade	The trade route extended for thousands of miles.
tunnel	The road went through a tunnel in the mountain.

Word formation	
collection	She published two collections of poems.
famous	The Eiffel Tower is a famous landmark.
fortunately	Fortunately, we were able to book a guide for the tour.
historical	He enjoys reading historical novels.
originally	The palace was originally built in the 11th century.
valuable	The paintings in this gallery are incredibly valuable.
visitor	Visitors to the Louvre come to see the Mona Lisa.

Phrasal verbs	
ask around	We asked around to see if anyone had found my bag.
burn down	Vandals burned down the school.
date back to	This college dates back to mediaeval times.
die out	Many languages are dying out.
dig up	Archaeologists have been digging up the area.
pass down	It's a family recipe passed down from my great grandmother.

Word building	
analyse	The scientists analysed the data.
conclusion	We haven't reached any conclusions yet.
proof	This document was proof that her story was true.
repeat	Scientist often repeat experiments to check their results.
research	He researched the topic carefully.
thoughtful	He looked thoughtful for a moment.

Natural disasters (continued)	
volunteers	We need volunteers to help with the crisis.
wildfire	A wildfire has destroyed the forest.

Collocations and expressions	
calm before the storm	This is the calm before the storm. The children will arrive for the party soon.
down to earth	She's very down to earth, so she won't mind if we make a bit of a mess.
get wind	Oh no! Sharon has got wind of the surprise party.
head in the clouds	He's always walking round with his head in the clouds, not paying attention.
hot water	We got into hot water when we lost the car keys.
steal someone's thunder	Clara stole my thunder when she told everyone my news.
storm clouds gathering	Storm clouds are gathering over the negotiations.
take a rain check	I'm too busy to go out for dinner, so I'll need to take a rain check.

Unit 7

Natural disasters	
aid workers	Aid workers rushed to the site of the earthquake.
avalanche	The loud noise set off an avalanche in the mountains.
collapsed	Many buildings collapsed in the earthquake.
drought	The lack of rain has caused a drought.
earthquake	The earthquake was felt 50 kilometres away.
eruption	The last serious eruption was about thirty years ago.
flood	It rained solidly for a week which caused a flood.
hurricane	The hurricane damaged several houses in the area.
respond	The firefighters responded quickly to the fire at the hotel.
survivors	The survivors were taken to hospital to be checked.
trapped	Some people were trapped in the building.
tsunami	The tsunami was caused by an underwater earthquake.
typhoon	The typhoon season has brought three powerful storms so far.

Unit 8

The media	
attachment	I sent my CV as an attachment with the email.
blogger	The blogger wrote about his latest trip to Norway.
camera operator	The camera operator took instructions from the director.
chat room	A chat room is a great place to share information with other users.
followers	How many followers have you got on Instagram?
google	I googled the train times for the weekend.
headline	Some headlines are incredibly misleading.
helpline	Message the helpline if you need assistance.
homepage	I updated the homepage for the website with new photos.
host	He's the host of the breakfast show on Radio 8.
influencer	Influencers can help promote tourist destinations.
journalist	The journalist was reporting from the disaster zone.
like	My photos don't always get many 'likes'.
offline	I like to go offline every few hours so I can concentrate.

Vocabulary reference

The media (continued)	
online	Is there a problem with the WiFi? I can't get online.
online profile	My online profile only has very basic information.
review	I always read the product reviews before I buy anything.
selfie	You take so many selfies you should get a selfie stick.
web chat	I use web chat for communicating in 'real-time'.
user group	I joined a wild swimming user group to share advice.
search engine	A search engine can help you find information.
voicemail	If you can't get through, just leave a voicemail.

Phrasal verbs	
bring over	Will you bring over my books when you come?
bring up	I can't believe he brought up the exam results again!
call back	I need to call my brother back.
call in	I'll call in on Gran on my way back from college.
catch on	I don't think these new phones will catch on.
catch up	We're looking forward to catching up with Simon next week.
hang on	Hang on a minute and I'll find out.
hang up	My mum hates hanging up the phone first.
look at	They need to look at what train they need to catch.
look up	I try not to look up too many words at a time.

Word formation	
action	The photographer tried to get close to the action.
dangerous	Travelling in a war zone is very dangerous.
engineer	The sound engineer recorded the interview.
journalist	Journalists don't work an average 9 to 5 job.
natural	Are there any natural disasters in your country?
operator	The camera operator didn't agree with the director.
political	The political broadcast on TV was really persuasive.
solution	The easiest solution isn't always the best?

Unit 9

Work	
badly-paid	Low-skilled jobs tend to be badly-paid.
bank balance	How often do you check your bank balance?
boring	I couldn't do a boring job even if the pay was good.
challenging	My last project was incredibly challenging.
invest	We'd like people to invest in our business.
manual	I'd like a manual job working outdoors.
part-time	Students often work part-time during term-time.
permanent	Jens has just been offered his first permanent job.
position	Her position in the company isn't secure.
profit	We've made a profit for the first time this year!
qualified	You need to be qualified to operate that machine.
redundant	Many workers were made redundant last year.
relaxed	There's a relaxed atmosphere in that office.
retired	My uncle sold his business and retired at 45.
rewarding	A rewarding job is the most important thing for me.
salary	The job offers a competitive salary.
self-employed	Being self-employed has both pros and cons.
shifts	My brother finds working night shifts difficult.
skilled	Henry is a skilled and talented artist.
temporary	She's applied for a temporary job for the summer.
voluntary	Doing voluntary work is good for your CV.
well-paid	Lawyers and doctors have well-paid jobs.

Expressions	
get the sack	Toni got the sack for always being late.
in management	Have you considered a career in management?
part-time job	He got a part-time job while he was at university.
reject a job offer	I rejected their job offer and took a job at another company.
retail experience	Working in the shop gave me valuable retail experience.
take on staff	The company aren't taking on any new staff at the moment.

Unit 10

Holiday and travel	
book a cruise	My grandparents booked a cruise for their golden anniversary.
book a day trip	Let's book a day trip to visit the ruins.
book a package tour	We want to book a package tour for next year.
cancel	We had to cancel our flights when Tom fell ill.
exchange	Do you exchange money or just use the ATM?
explore	I love to explore the historic parts of a town.
go on a break	Let's go on a break after we finish this project.
go on a road trip	My parents went on a road trip for their honeymoon.
go on an excursion	The students are going on an excursion to the art gallery.
make a booking	We need to make a booking soon before it's sold out.
make a reservation	Should we make a reservation for 8 p.m. at the restaurant?
make a trip	She made a trip to visit her mother's birthplace.
reserve	We reserved a table by the window so that we could watch the sunset.
stay in a family room	They have young children, so they stayed in a family room in the resort.
stay in a resort	I have never stayed in a five-star resort.
stay in a youth hostel	We stayed in a youth hostel to save some money.
tip	How much should you tip the waiter in this country?
unpack	Do you unpack as soon as you arrive somewhere?

Word formation	
accommodation	The accommodation was basic but cheap.
architecture	The architecture is more interesting in the old part of the town.
boarding pass	I have my boarding pass on my phone.
choice	I'd study abroad given the choice.
departure	The departure gate was changed at the last minute.
ease	The app helped us travel around the city with ease.
helpful	The tour guide was really helpful.

Word formation (continued)

landing	The landing was quite bumpy in the storm.
mountainous	The north of the island is very mountainous.
permission	This visa gives us permission to enter the country.
sense	Some people don't seem to have any common sense.
surprisingly	Surprisingly, the train arrived on time.
tourist	Too many tourists can destroy an area of natural beauty.
translation	I use a translation app when I'm abroad.

Phrasal verbs

check in	You can check in online to save time.
drop off	Let's drop off our bags and go straight to the beach.
get around	A bicycle is a great way to get around this town.
get away	We'd like to get away before the end of the summer.
get on	Quick! Get on the train as it's about to leave.
put up	I've been practising putting up my tent in the dark.
see off	My parents came to see me off at the airport.
set off	They set off early to beat the traffic.

Unit 11

Crime

arrest	The police arrested the man for stealing the car.
behaviour	His behaviour was very odd yesterday evening.
break in	Someone broke in to the school and stole three computers.
burglar	The burglar waited until it was dark before he broke in.
burglary	There was a burglary next door last night.
commit	He committed a serious crime when he was younger.
court	I had to go to court last week to give evidence.
crime	Murder is the most serious crime.
guilty	Is the accused guilty or not guilty?
innocent	The suspect was found innocent by the jury.

Vocabulary reference

Crime (continued)	
permission	I don't have permission to enter this part of the building.
prison sentence	They each received a four-year prison sentence.
punish	Is prison the most effective way to punish someone?
release	The prison was released early for good behaviour.
robbery	The diamond robbery was the first story on the news.
sentence	The prisoner was sentenced to three years in prison.
shoplifting	The boy was caught shoplifting by the store detectives.
solve	The detective solved the crime.
spend	How long did the criminal spend in prison?
steal	I think those girls just stole some make-up.
thief	A thief stole my bag in the café while I wasn't looking.
trouble	The boys were in trouble with the teacher for cheating.
vandalism	Graffiti and other vandalism is a problem in this area.
victim	Should criminals apologise to the victim of their crime?
violent	Fortunately, there isn't much violent crime in this town.
weapon	Some gang members carry a weapon for protection.
witness	My aunt was a witness to a serious crime last week.

Collocations and expressions	
against the law	It's against the law to drive without a licence.
break the law	If you break the law, there are usually consequences.
criminal record	Having a criminal record can prevent you from getting certain jobs.
let off	The boy was let off with a warning.
pay a fine	She had to pay a fine after she vandalised the bus stop.
solve a case	The detectives worked very hard to solve the case.
under arrest	The burglars were caught and they are under arrest.
under investigation	Tom has been placed under investigation.

Unit 12

Fashion and shopping	
checked	This checked shirt is my favourite item of clothing.
discount	I got a discount because there was a button missing.
floral	My aunt wears a lot of floral dresses.
in stock	The trainers I want will be back in stock next week.
receipt	Keep the receipt in case you need to return the coat.
refund	I was given a refund because the camera didn't work.
spotted	I love your spotted tie.
stripy	She was wearing a stripy T-shirt and blue jeans.
suit	The colour yellow doesn't suit me.
window shopping	I love window shopping even if I don't have any money.

Phrasal verbs	
do up	I can't do up the zip of my dress.
dress up	Let's all get dressed up and go out this evening.
go with	Does this top go with my skirt?
mix up	My brother likes to mix up modern and vintage styles.
take in	I asked a tailor to take in the coat because it was too big.
take up	I had these trousers taken up as they were too long.
throw on	He threw on a clean shirt and went to the picnic.
wrap up	Wrap up warm as it may snow later.

Word formation	
beautiful	That's a beautiful scarf you're wearing.
collection	The designer's collection this year is very popular.
exclusive	We were dressed up because we were attending an exclusive party.
jewellery	My mother lent me some jewellery for my wedding.
length	The sari is six metres in length.
simplest	Sometimes the simplest styles are the most stylish.
stylish	My brother is a stylish dresser.
traditionally	Traditionally, men wear suits at formal occasions.

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent

Infinitive	Past simple	Past participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
mean	meant	meant
make	made	made
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Writing an informal email (Units 1 and 6)

When writing an informal email or letter:

- make it clear why you are writing
- use informal, friendly language (but not texting language)
- use short forms of verbs and include phrasal verbs and idioms
- use qualifiers to make your writing more interesting
- ask lots of questions to keep the reader interested and make sure you answer any questions that you've been asked.

Plan

Greeting

Dear ... / Hi ... !

Paragraph 1

Thank the reader for his / her email / letter if appropriate or ask about him / her and say why you are writing.

Thank you for your email. / It was great to get your email.

How are you? / I hope you're well.

That's why I'm writing. / As you know, ... / I'm writing to ...

Paragraph 2

Give details about why you are writing and say what news you've got.

I'm planning ... / I'm thinking of ... / We've decided to ... / Did I tell you about ... ?

Paragraph 3

Give more information.

In addition, ... / Also, ... / As for ... / By the way, ...

Paragraph 4

Finish off your email and add any final points you want to make.

Finally, ... / Let me know if ... / Remember to ... / I can't wait to ...

Signing off

Ask the reader to write back and sign off.

That's all for now. / Write back soon! / Looking forward to hearing from you. /

Keep in touch! / Love ... / Take care ... / Bye for now ...

Informal email / letter checklist

- Did you follow the plan?
- Did you use appropriate language?
- Did you use idioms and phrasal verbs?
- Did you use qualifiers?
- Did you check for mistakes in grammar, spelling and punctuation?
- Is your email or letter well organised and interesting for the reader?

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Writing a story (Units 2 and 7)

When writing a story:

- spend a few minutes thinking about how you want your story to develop, then make some notes
- make sure you include a clear beginning, middle and end
- set the scene in the first paragraph and create a strong atmosphere
- use narrative tenses such as the past simple and the past continuous
- remember to include adjectives and adverbs to add drama and suspense
- use phrases to sequence events clearly.

Plan

Paragraph 1

Set the scene and introduce the main characters. Make the introduction sound interesting or dramatic. Use the sentence you are given in the task if necessary.

As soon as he heard the noise, he knew something was wrong.

Paragraph 2

Give background information about the characters and what is going on.

He was nervous, but Naveen knew he had to cross the old wooden bridge and find Milo.

Paragraph 3

Describe the main events in order.

At first, ... / Then, ... / The moment that ... / Meanwhile, ... / Finally, ...

Paragraph 4

Introduce a twist in the story (if appropriate).

That was when ... / Soon after that ... / Suddenly, ... / Just then, ... / As soon as ...

Paragraph 5

Bring the story to an end and say what the outcome was.

Eventually, ... / He never went there again. / Her dream had finally come true.

Story checklist

- Did you follow the plan? ☐
- Did you use appropriate language? ☐
- Did you check for mistakes in grammar, spelling and punctuation? ☐
- Did you make your story more dramatic by using descriptive adjectives and adverbs? ☐
- Did you sequence the events clearly? ☐

Writing an article (Units 3 and 10)

When writing an article:

- think about who you're writing for and use a suitable style
- write down your ideas and select the best ones
- think of a title that will get your reader's attention
- make sure each paragraph begins with a topic sentence
- if your article gives advice, make sure you use language that will make the reader trust you
- if your article is describing a place or an experience, use adjectives to paint a clearer picture of what you're describing
- use direct and indirect questions as well as a variety of short and longer sentences to capture the reader's interest
- put the main points of your article into the middle paragraphs.

Plan

Title

Give your article an eye-catching title.

Common sense fights the common cold / The city that never sleeps

Paragraph 1

Get the attention of the reader and introduce the topic of your article.

Have you ever wondered / asked yourself / thought about ... ?

Can you imagine ... ?

Do you suffer from ... ?

Paragraphs 2 and 3

Give some basic information to start with, and then build on that information.

To begin with, ... / Firstly, ...

Add extra important information.

It's very important to ...

Paragraph 4

Give your personal feelings here. Say what you like or dislike.

The best thing is ... / In my opinion, ... / As far as I'm concerned, ... / They're delicious and well worth the money.

Paragraph 5

Summarise and give your opinion. Talk about a future event (if appropriate).

So, ... / Always try your best and never give up! / Follow these simple rules and you'll be well all winter!

Article checklist

- Did you follow the plan? ☐
- Did you use appropriate language? ☐
- Did you check for mistakes in grammar, spelling and punctuation? ☐
- Did you give advice in a way that would make your readers trust you? ☐
- Did you use descriptive adjectives? ☐
- Is your article well organised and interesting for the reader? ☐

Writing a formal letter / email (Unit 4)

When writing a formal letter / email:

- clearly state the reason for writing and what you want to happen as a result of your correspondence
- always be polite and use formal language
- justify your reason. You can do this by using clauses of reason and contrast
- answer all the questions and / or refer to all the points in the original letter or email if you are replying to someone.

Plan

Opening

Use a formal greeting.

Dear Sir / Madam, Dear Mr ... / Mrs ... / Ms ...

Paragraph 1

Introduce yourself and your reason for writing.

I am writing to inform you ... / The reason I am writing is ... / I am writing with reference to ... / I am writing in response to your email / letter ...

Paragraph 2

Give more information about your reason for writing. Make any suggestions or recommendations.

Firstly, regarding ... / In addition, ... / I would like to know if / whether ... / I would be grateful if you could tell me ... / The reason for ... / If there were ... , we could ... / In spite of ... / Despite ...

Paragraph 3

Make another point, discuss and make any further suggestions or recommendations.

It would be better to ... / One solution would be to ... / An alternative idea might be to ... / I think we should ... / I would recommend ... / I would also like to ask about ...

Paragraph 4

Sum up your arguments and give a personal opinion (if appropriate). Say what you want to happen next.

Given the above, it is my opinion that ... / I think we / you should ... / Thank you in advance for ... / I would appreciate it if you could reply soon.

Closing

Use a formal phrase for closing the letter.

I look forward to hearing from you.

Sign off in an appropriate way.

Yours faithfully, ... (if you don't know the reader's name) / *Yours sincerely, ...* (if you know the reader's name).

Formal letter / email checklist

- Did you follow the plan?
- Did you use appropriate language?
- Did you check for mistakes in grammar, spelling and punctuation?
- Did you use clauses of contrast and reason?
- Is your letter / email well organised?

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Writing an essay (Units 5 and 11)

When writing an essay, or a *for and against* essay:

- think about the topic and your opinion on it
- present the arguments for and against the topic in a neutral way
- use examples (these can be personal) to support the arguments you make
- summarise your arguments and express and justify your opinion in the last paragraph
- use formal or semi-formal language.

Plan

Paragraph 1

Introduce the topic.

It is common for people to ... / Many people feel that ... / People sometimes argue that ... / Most people say that ...

Paragraph 2

Present one side of the argument and give examples.

Firstly, ... / On the one hand, ... / For example, ... / As a result, ... / Moreover, ...

Paragraph 3

Present the other side of the argument and give examples.

On the other hand, ... / Another concern is that ... / However, ... / Consequently, ... / For instance, ...

Paragraph 4

Summarise your arguments and give your opinion.

On the whole, ... / In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe that ...

Essay checklist

- Did you follow the plan?
- Did you use appropriate language?
- Did you check for mistakes in grammar, spelling and punctuation?
- Did you express and justify your opinion in a neutral way?
- Did you structure your essay and present it in a clear way for the reader?

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Writing a review (Units 8 and 12)

When writing a review:

- think of a suitable title for your review
- try to catch the reader's attention in the first paragraph
- remember to support your arguments with examples
- be honest about what you're reviewing: it's fine to include both positives and negatives in a review
- remember to give your opinion in the last paragraph and tell the reader if you would / wouldn't recommend it.

Plan

Title

Give your review an eye-catching title.

Paragraph 1

Introduce what you are reviewing.

Try ... / Why not try ... ? / If you like ... / ... is worth a try.

Paragraph 2

Describe what you are reviewing. Give the reader an idea of what you are writing about.

... set in ... / ... combines ... with ... / ... is ideal for ... / For example, ... / For instance, ...

Paragraph 3

Give further details about what you are reviewing.

The storyline / script / function seems ... / That doesn't mean that, ... / On the other hand, ... / One example of this, ... / In this case, ...

Paragraph 4

End the review by giving your opinion.

I highly recommend ... / I wouldn't recommend ... / ... should not be missed.

Review checklist

- Did you follow the plan?
- Did you use appropriate language?
- Did you check for mistakes in grammar, spelling and punctuation?
- Is your review well organised and interesting for the reader?

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Writing a report (Unit 9)

When writing a report:

- allow yourself time to plan what you will be including in your report
- consider the advantages and disadvantages of each option
- think of a suitable title for your report
- remember to use headings to organise your report and make your ideas clearer
- use formal language and long forms.

Plan

Title

Café staff problems

Paragraph 1

Say why you are writing the report.

The aim / purpose of this report is to present / recommend / review / examine ...

This is a report on ...

This report will outline ...

It will also make suggestions / recommendations for ...

Paragraph 2

Discuss the first point or option and evaluate it and / or make suggestions.

The first option is / would be ...

This may be a good choice ... because ...

On the other hand, there may be some disadvantages.

Paragraph 3

Discuss the second point or option and evaluate it and / or make suggestions.

An alternative possibility would be to ...

It may be cheaper to ...

Paragraph 4

Bring the report to an end by summing up the suggestions made. Recommend one of the options or refer to future action.

In conclusion, ...

Management should consider ...

To sum up, the main suggestions / recommendations are ...

For these reasons, I feel that the best option is ...

Report checklist

- Did you follow the plan?
- Did you use appropriate language?
- Did you check for mistakes in grammar, spelling and punctuation?
- Is your report well organised and presented clearly for the reader?

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Unit 1

Expressing likes and dislikes

I really enjoy ... because it's ...
 I love ... because I find it quite ...
 One of my favourite ...
 It often / sometimes makes me feel ...
 I'm quite / pretty good at ...
 In my free time, I love ...
 I'm mad about ...
 I'm a fan of ...

Unit 2

Making suggestions

It / That could be useful for ...
 Why don't we (think about ...)?
 What about / How about ... ?
 I suppose we could ...

Reacting to suggestions

I like that!
 That's a great idea!
 I'm not sure about that.
 Do you really think that ... ?
 It would take too long / be too difficult.

Talking about advantages and disadvantages

Well, that might be good, but ...
 If we do that, we will (not) ...
 If we did that, we would (not) ...
 People would (not) like it / that.

Unit 3

Making comparisons

In this photo ... , whereas / while / but in ...
 In the other photo ...
 Both photos show ...
 Neither photo shows ...
 The main difference / similarity is ...
 In contrast ...
 On the other hand, ...
 He / She is more ... than ...

Unit 4

Paraphrasing

It's a kind of ...
 It's a sort of ...
 It's a thing you use to ...
 It's like ...
 You can use it to ...
 You usually see them ...
 It looks (+ adjective) ...
 It looks like a (+ noun) ...
 I'm not sure, but I think you use it to ...

Unit 5

Talking about all the options

Shall we start with ...
 Which one shall we discuss first?
 Let's move onto ...
 What do you think about ...

Expressing certainty

There's no doubt ...
 I'm sure that ...
 It's true that ...

Expressing uncertainty

It's hard to say, but ...
 I'm not (entirely) sure.
 I suppose that ...
 I probably won't ...
 On the other hand, ...
 It might be better ...

Unit 6

Agreeing

I (totally) agree.
 You're absolutely right.
 That's exactly what I think.

Disagreeing

I partly agree ...
 I agree to a point.
 Yes, but ...
 Really?
 Why do you say that?
 I don't agree at all.
 I'm afraid I don't agree.
 I'm not sure about that.

Unit 7

Comparing photos

In the first / second photo, ...
 Both photos show ...
 They are similar because ...
 One photo shows ... and the other one ...
 In my opinion, ...
 To my mind ...
 If I was in that situation, I would ...

Unit 8

Making a decision

So, let's decide ...
 Right, we have to make a decision ...
 OK, we must decide now ...
 Right, let's decide on the best option ...
 I think the best option is ...
 So, do we agree ... ?
 Shall we say ... ?

Speaking reference

Unit 9

Giving yourself time to think

Well, I suppose ...

It looks to me as if ...

Let me think.

That's a good / an interesting question.

I haven't really thought about it before, but ...

I think I would say that ...

Unit 10

Showing interest

Yes, good idea.

That's a really good point.

That's an interesting point.

That's a great idea / suggestion.

Interesting. Why do you say that?

Showing that you're listening

Yes, I agree with that.

I'm not sure I agree with that ...

Oh, I see ...

You're absolutely right.

OK, let's ...

I see what you mean.

Yes, that's what I was thinking.

I understand exactly what you're saying.

I hadn't thought of that.

That's a good point, but ...

Unit 11

Suggesting an alternative opinion

... would be a better option than ... (because) ...

This isn't such a good idea because ...

Don't you think that ... ?

It seems (to me) that ...

An alternative could be ...

... might make a difference.

I'm fairly / pretty sure that ...

Unit 12

Introducing your suggestions

It's hard to tell, but ...

I think they ...

I / They might / could be ...

It would probably ...

We could say that ...

Maybe they're ...

Perhaps he's ...

I guess they're ...

I suppose that ...

I'd say ...

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