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WORKBOOK with Digital Workbook and Online Practice

BACHILLERATO
BATXILLERAT
BATXILERGOA
BACHARELATO

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READING



- 1 Scan the blog post. Who are Rob O'Byrne and Chris Martin? How did they meet?



Reading strategy

- 2 Look at the highlighted words in the blog post. Try to work out what they mean from the context. Then write them next to the definitions.

- 1 _____ changed
- 2 _____ story
- 3 _____ real, not fake
- 4 _____ concerts
- 5 _____ light with one beam
- 6 _____ try to take hold of



- 3 **EXAM** Answer the questions. Use your own words where possible.

- 1 What does the writer say about the Croke Park concert?

- 2 How did Rob end up on the stage with Coldplay?

- 3 What happened on stage?

- 4 What effect did seeing Rob on stage have on the writer?

- 5 Why was Rob amazed?

- 6 What does the writer say still needs work?



- 4 **EXAM** Read the article again and decide if the following statements are T (true), F (false) or NG (not given). Give evidence from the blog for your answers.

- 1 The author felt very fortunate when he arrived at Croke Park.

- 2 The two fans who fell onto Rob O'Byrne were embarrassed and apologized immediately.

- 3 By the time the speaker left the concert, he had a higher opinion of not only the band, but also of humanity in general.

- 4 Rob had not been to many concerts before.

A moment that changed me

In July 2017, the amazing band Coldplay were in concert in Dublin's Croke Park. Like most of their gigs, it was well attended by fans from near and far. In fact, around 80,000 fans had turned up to see the band live. I was one of them. Coldplay had been one of my favourite bands for years, so when I got to Croke Park, I felt like one of the luckiest people alive! By the time I left, I was even more impressed by the band, but also by people in general.

The crowd was fantastic! Everyone was excited when Coldplay threw large inflatable balls towards them. One of the balls passed over Rob O'Byrne, a music fan who had been in a wheelchair following an accident in 2005. Unfortunately, two fans, who hadn't seen Rob, fell onto him as they tried to grab the ball. Rather than feel embarrassed, the two fans lifted Rob up so that he could see the stage better. Suddenly, a spotlight was shone on Rob and members of the audience started passing him down towards the stage. Chris Martin, the lead singer of Coldplay, then helped lift Rob onto the stage. Before he (and the rest of the audience) knew what was happening, Rob was handed a harmonica



- A** Imagine that one day you are taking part in an athletics competition, hoping to win a place on your country's Olympic team, and the next day you are in a hospital bed after a stroke – a life-threatening medical condition which means blood cannot reach some parts of your brain. That's what happened to British athlete Kadeena Cox at the age of 23.
- B** It took a lot of hard work and training for Kadeena to get back to her previous level of fitness. But it paid off and she had just started training again when suddenly, four months later, the symptoms returned: numbness in her arms, legs and right side. This time, the doctors did more tests and finally decided that she hadn't had another stroke. Their diagnosis this time was much worse: Kadeena had multiple sclerosis, a lifelong condition that affects the brain and the nervous system, causing a lot of pain and problems with sight, movement, sensation and balance.
- C** Typically, Kadeena's first question to the doctors was 'Can I still run?' She was absolutely determined not to give up her career in athletics because she had so many dreams and goals that she wanted to achieve, but she knew that it wasn't going to be easy. For the first four weeks after her diagnosis, she didn't have the strength to walk further than the short distance from her bedroom to the living

room and back. Although the Rio Olympics were still over eighteen months away, Kadeena realized that there was no hope of running against able-bodied athletes. Nevertheless, she was determined to go to Rio as a member of the British Paralympic team. Despite the pain, she started working out in the gym every day and gradually built up her strength. She also took up cycling.

- D** Kadeena competed in the 2015 IPC Athletics World Championships in Doha and won a gold medal in the 100-metres event. It was her first international competition, and the result was good enough to get her a place in the British Paralympic athletics team. Later, her success on the cycling track also won her a place in the Paralympic cycling team.
- E** At the Rio Paralympics, Kadeena won four medals: a gold, silver and bronze in athletics and a gold in cycling. She was the first British Paralympian for over 30 years to win gold medals in two different sports at the same Games, and she was chosen to carry the British team's flag at the closing ceremony.
- F** Kadeena's story shows that you should never give up on your dreams. She is an inspiration to many people and spends a lot of time visiting schools, talking about her experiences and encouraging children to do sport.

Reading

- 1** Read the article and decide if the following statements are true (T), false (F) or not given (NG). Provide evidence from the text to justify your answers.
- After her stroke, Kadeena was never able to regain the fitness she had had before. _____
 - Kadeena was upset by her diagnosis. _____
 - Kadeena started working out in the gym as soon as she knew she had multiple sclerosis. _____
 - Despite her illness, Kadeena still wanted to compete in the Rio Games. _____
- 2** Find words or expressions in the article that mean the following.
- lack of physical feeling (paragraph B): _____
 - started doing a new activity (paragraph C): _____
 - a formal public celebration at the beginning or ending of a sporting event (paragraph E): _____

Use of English

- 3** Answer the questions.
- In which word is the underlined vowel sound pronounced like the *ai* in *train*? *place*, *team*, *medal*, *flag*
 - In which words does the underlined vowels have the same sound as the *u* in *up*? *month*, *worse*, *blood*, *bedroom*
 - Which word has a different stress pattern? *athletics*, *diagnosis*, *determined*, *condition*
 - In which word are the underlined consonants pronounced like the *th* in *thin*? *another*, *strength*, *further*, *although*
- 4** Rewrite the second sentence so that it has a similar meaning to the first.
- It is possible that Kadeena would have been on the British Olympic team if she hadn't become ill. Kadeena _____
 - I'm sure Kadeena was disappointed that she couldn't compete in the Olympics. Kadeena _____
 - Never give up on your dreams! You _____

A What lies beyond our planet has fascinated humans for hundreds, even thousands of years. But it wasn't until the beginning of the 19th century that scientists started to think about how we might communicate with extraterrestrials. Early suggestions included reflecting sunlight back into space using mirrors and cutting large symbols – such as triangles – in forests. These ideas all involved visual signals which people believed could be seen from space.

B Even after the invention of radio, scientists still thought visual signals offered the best chance of success. The first radio transmitters were simply not powerful enough to send signals to a distant planet, so it wasn't until 1959, when we had radar transmitters capable of sending signals far out into space, that the search for extraterrestrial intelligence (SETI) began. One year later, scientists started the first radio sky survey to look for intelligent signals coming from other parts of the universe, but it was another fourteen years before the first SETI radio message was transmitted from Earth. Astronomers sent it from the Arecibo radio telescope in Puerto Rico, and it carried basic information about humanity and our planet. Unfortunately, they sent the message to a constellation which is thousands of light years away, so if extraterrestrials ever receive it, understand it and send a reply, it will be received on Earth far, far into the future – too far for us to know about!

C In the early 1970s, the American space agency NASA launched two space probes, Pioneer 10 and Pioneer 11. On board each spacecraft was a 'Pioneer Plaque', a rectangular metal tablet engraved with diagrams of our solar system, the sun's position in space and pictures of a man and a woman. Later, the spacecraft Voyager 1 and Voyager 2 carried circular metal disks with sounds and photographs intended to give a summary of life on Earth.

D One of the most bizarre attempts to contact extraterrestrial life is the advertisement produced by Doritos, the tortilla chip company. It was broadcast for six hours in 2008 towards a potentially habitable solar system in the constellation of Ursa Major, 42 light years away. The scientists who helped with the broadcast explained that normal TV advertisements also travel out into space, but the signals break up quickly once they leave the Earth's atmosphere. The Doritos broadcast, however, used an ultra-high-frequency radar signal, and it is expected to reach its destination. So, if aliens with a taste for fast food do exist, we may hear from them – but not for a very, very long time ...

Reading

1 Rewrite the following sentences from the text in your own words. You may keep the grammatical words and phrases in brackets.

1 Even after the invention of radio, scientists still thought visual signals offered the best chance of success. (even with / continued) _____

2 The Doritos broadcast, however, used an ultra-high-frequency radar signal, and it is expected to reach its destination. (other hand / employed / anticipated) _____

2 Find words or expressions in the article that mean the following.

- 1 people in general (paragraph B): _____
- 2 a group of stars in the sky (paragraph B): _____
- 3 to cut words or pictures into a surface (paragraph C): _____
- 4 providing conditions that are good enough to live in or on (paragraph D) _____

3 Read the article and answer the questions.

1 Until 1959, why did scientists think that visual signals were the best way to contact extraterrestrials?

2 Why are people living today unlikely to get a reply to the first SETI message?

3 In what three ways were the messages sent with the Pioneer and the Voyager spacecraft different?

Use of English

4 Rewrite the sentences in reported speech.

1 'I don't believe in aliens,' Bob insisted.

2 'We are going to send a message into space next year,' the scientist said.

3 'What do you think aliens look like?' Sue asked us.

- A** New inventions have been developed over time to supposedly improve our lives and make them easier. But they're not always welcome at first – 'new' hasn't always meant 'exciting'. These days, driverless cars are the latest development – and it seems inevitable that they will arrive on all our roads soon – but not everyone feels comfortable with the idea of them.
- B** Only a few generations ago, mobile phones and laptops seemed like something from science fiction but are now part of everyday life. In the same way, our grandchildren may not remember a time when you had to operate the controls of a car yourself. Nevertheless, many people are concerned about the safety of cars without drivers, and it could be some time before everyone accepts them as normal.
- C** When it comes to future technology, people continue to be suspicious of it, even though we laugh at the fears of earlier generations. When the first escalator was installed at Harrods department store in London in 1898, the staff were so worried about how customers would feel after riding on it that shop assistants stood at the top and handed out refreshments to revive anyone who felt faint. We find this amusing now, but would we have been brave enough to be one of the first to step onto the escalator?
- D** Just a few years before this, steam-powered farm machinery was introduced and there was anxiety around the safety of moving vehicles. A law introduced in the UK said that mechanically-powered vehicles had to have at least three drivers, travel at less than four miles per hour (6.4 km/h) on the open road and two miles per hour (3.2 km/h) in towns, and have a man with a red flag walking in front to warn the public. This law was still in place for a few years after the motor car was invented.
- E** Critics of the first steam trains were anxious that speeds of 50 miles per hour (80.5 km/h) would cause physical damage to the human body, particularly to women. Some even believed that, at high speed, the human body would melt like ice cream in the sun.
- F** Fear of new technology is really just fear of things we don't know or understand, and we should be grateful to people who took risks to find out what would really happen. Courageous explorers went off in ships to find new countries, not knowing whether they would finish all their food and water before they reached land. The pioneers of aviation made it possible for us to fly all over the world. One day, maybe we will view the first users of driverless cars in the same way.

Reading

1 Read the article and choose the correct answers.

- Drinks were given out at Harrods to ...
 - A encourage people to use the new escalator.
 - B people feeling unwell after using the escalator.
 - C celebrate the installation of the new escalator.
 - D the first customers to use the new escalator.
- When steam trains were invented, ...
 - A people were happy they could travel quickly.
 - B women were not allowed to travel on them.
 - C people could buy ice cream on the trains.
 - D some people thought travelling very fast was dangerous.
- The writer of this article believes that ...
 - A people are often afraid of things they don't understand.
 - B new technology comes without risks.
 - C pioneers are foolish to take risks.
 - D driverless cars are dangerous.

2 Find words in the article that mean the following.

- worried (paragraph B): _____
- bring back to health (paragraph C): _____
- worry (paragraph D): _____
- brave (paragraph F): _____

Use of English

3 Choose the correct answers.

- Kyle My shopping ¹ ____ delivered by a robot yesterday!
- Xenia Oh, I've seen them. They are ² ____ used to try and reduce emissions. I read that it's been ³ ____ that over 12,000 km of car journeys were saved in the first month.
- Kyle That's amazing! My gran hurt her foot and she ⁴ ____ confined to the house for the last two weeks, it's been brilliant for her.
- Xenia The robots will ⁵ ____ in other towns now too.
- Kyle Excellent!
- | | |
|-------------------|-------------------|
| 1 A was | C has |
| B were | D have |
| 2 A to be | C be |
| B been | D being |
| 3 A to estimate | C estimate |
| B estimated | D estimating |
| 4 A was | C been |
| B is | D has been |
| 5 A be introduced | C been introduced |
| B introduced | D introducing |

A Rainy days in the UK vary, for example, in 2023 there were 171.5 days of rain, but in the year 2000 there were 178.5 days of rain. The amount of rain also varies between the countries within the UK, with Scotland recording the highest rainfall each year since 2011. Therefore, many visitors to the UK expect that they might experience plenty of rain during their stay. But they may be surprised to learn that the island has experienced its fair share of unique weather events too.

B A myth that has long been dispelled is that tourists won't be able to see to get around London because of the smog. But in 1952, this truly was the case. Due to a unique set of weather circumstances, a toxic mix of smoke and fog came down in early December. High pressure in the atmosphere meant that warmer air couldn't escape. The problem was made worse due to there being no wind to blow the smoke away. The fog lasted five days and during this time, 4,000 people died.

C Just over ten years later, the UK was again experiencing a severe weather event. But this time it wasn't smog; it was freezing conditions. People had to put up with a winter that lasted for three months, with the lowest temperature recorded at -21°C. It was called the Big Freeze and it was so cold

that off the coast of Herne Bay in the south-east, the sea froze, trapping boats in the ice. After 62 days of bitterly cold weather, it finally started to get warmer.

D From the cold to a heatwave – 1976 saw the warmest three months the UK had ever seen, leading to the worst drought in 150 years. The highest temperature recorded during the dry period was 35.9°C. That temperature has since been beaten, but this was the longest time the UK had spent without any rainfall. Because of the severity of the problem, a new minister was appointed to deal with the problems caused by the drought. However, the day after he started his new job, it started to rain and didn't stop for the next two months!

E Most weather events are predicted by scientists using state-of-the-art equipment. But back in 1987, this wasn't the case. During a weather report in mid-October, the now famous weather reporter, Michael Fish, informed the people of the UK that although there had been reports of a hurricane coming, it wasn't true. That night, the UK was hit by the most powerful storm for three centuries. Eighteen people died and over 15 million trees were blown over. It wasn't in fact a hurricane, because it did not originate in the tropics, but with wind speeds up to 218 km/h, it certainly felt like it!

Reading

1 Read the article and answer the questions.

- 1 Which country in the UK gets the most rain?
- 2 How long were the people of London affected by the smog?
- 3 What name did the people of the UK give to the cold weather in 1963?
- 4 Has the weather been hotter in the UK since 1976?
- 5 When was the last time the UK had experienced such stormy weather before 1987?

2 Find words or expressions in the article that mean the following.

- 1 to accept somebody / something that is annoying, unpleasant, etc. without complaining (paragraph C): _____
- 2 the fact or condition of something being extremely bad or serious (paragraph D): _____
- 3 to choose somebody officially for a job or responsibility (paragraph D): _____

3 Find sentences in the text that mean what has been paraphrased below.

- 1 An old story that has been proven to be false is that visitors to London won't be able to travel around London due to the smoke and chemicals in the air.
- 2 Because of unusual weather conditions, a dangerous combination of smoke and fog appeared in early December.

Use of English

4 Choose the correct answers.

- 1 The storm in 1987 couldn't have been called a hurricane ____ if had started in the tropics.
A unless C as long as
B in case D even
- 2 In 1976, people still had to go to work and school ____ it was boiling hot.
A in case C only if
B unless D even if
- 3 Londoners were warned to stay in their homes ____ they inhaled the toxic smog.
A as long as C unless
B even if D in case

- A** The saying 'You can't teach an old dog new tricks' suggests that it is difficult, if not impossible, for older people to learn new things. But is this actually true?
- B** Many people believe that children learn languages more easily than older people, and evidence suggests that this is true to some extent. Young brains are more flexible and adaptable. Children aren't usually as self-conscious as adults about making mistakes and are more willing to try things out. They also don't have fixed ideas about how combinations of letters should be pronounced, which makes it easier for them to achieve a good standard of pronunciation.
- C** However, the conditions in which children and adults learn are not the same. So perhaps this comparison is unfair. Children spend most of their time learning, including many hours a week at school in language classes. Some live in another country and are sent to schools where everyone else speaks a different language. These children hear the new language and use it themselves most of the day in order to fit in with their classmates, so it is not surprising that they learn so quickly. Adults, on the other hand, have more responsibilities than children and much less time available to spend on language learning as they have to go to work and run their homes. Yet adults appear to have

the advantage over children when it comes to motivation: they generally pay for their language lessons, so they are likely to work harder. Although figuring out language rules doesn't always come as easily, adults are good at learning new vocabulary by using their existing language as a base.

- D** People used to think that the adult brain was incapable of changing in response to new experiences. However, research published in the last 50 years suggests that this is not true. In fact, new research suggests that people are never too old to learn something new. It may, however, take them a little longer than it would have done when they were younger. Scientists now believe that older people who continue to challenge their brains with new activities, such as learning another language or taking up a musical instrument, have healthier brains than those who don't. They are also less likely to develop age-related diseases that affect the brain, such as dementia and Alzheimer's. In addition, there is a belief that challenging mental activities, such as learning new skills, can contribute to greater happiness and better general health in old age.
- E** So learning new things is not only possible in old age, it actually makes our lives better and improves our health. It may be more difficult than for younger people, but it's worth the effort!

Reading

1 Read the article and choose the correct answers.

- According to the article, children's brains differ from adults' brains in ...
 - their size.
 - their ability to change.
 - their self-consciousness.
- The writer thinks comparing adults' and children's learning ability may be unfair because ...
 - their brains are completely different.
 - children don't pay for their language lessons.
 - they are learning in different circumstances.
- Research now suggests that an adult's brain ...
 - is incapable of responding to new experiences.
 - can respond to new experiences.
 - is generally much healthier than a child's brain.

2 Find words or phrases in the article that mean the following.

- 1 get on with socially (paragraph C):

- 2 set a difficult task to test the ability of something (paragraph D): _____

- 3 starting to learn something new (paragraph D):

3 Rewrite the following sentence from the text in your own words.

- 1 Although figuring out language rules doesn't always come as easily, adults are good at learning new vocabulary by using their existing language as a base.
-
-

Use of English

4 Choose the correct answers.

- Learning a new language is an activity ____ challenges the brain.

A who	C where
B that	D when
- We know a lot of elderly people ____ are learning to use computers.

A which	C who's
B whom	D who
- Our children go to a school ____ everyone speaks German.

A where	C that
B when	D who

Listening 1

- 1** Check you know the meaning of the words in the box.

care home elderly (adj) improve process (v)

- 2** **17** Read questions 1–8. Then listen to the radio interview and choose the correct answers.

- 1 Luca has been learning the piano ...
 - A since he was 92.
 - B since his 80th birthday.
 - C for seven years.
 - D since he was 22.
- 2 Luca says that ...
 - A he played other instruments as a child.
 - B learning the piano was a sudden decision.
 - C he had always wanted to learn the piano.
 - D he can play some other musical instruments.
- 3 Luca is still taking lessons because ...
 - A he wants to be the best pianist in the world.
 - B he's not yet good enough to play in public.
 - C he thinks that you never finish learning the piano.
 - D he likes seeing his teacher, Janice.
- 4 At the care homes Luca visits, ...
 - A most of the people are a lot older than him.
 - B most of the people are about as old as Luca.
 - C they think he is the best pianist in the world.
 - D he tries to introduce people to new music.
- 5 Luca's problem at the beginning was that ...
 - A he had no time to practise.
 - B the music was too complicated.
 - C the music was too easy.
 - D the music was too childish.
- 6 Luca believes that ...
 - A adults can play more difficult pieces than children.
 - B it's satisfying for adults to play children's music.
 - C children find pieces by Mozart very easy to play.
 - D beginners start at the same level, whether they are adults or children.
- 7 Janice advised Luca to practise ...
 - A for short periods of time.
 - B every day.
 - C all day.
 - D more.
- 8 Janice advised Luca to do something else after practising ...
 - A so that he didn't get bored.
 - B because his brain needed a rest from music.
 - C because his brain would go on working on the music.
 - D because he needed to walk the dog.

Listening 2

- 1** Check you know the meaning of the words in the box.

index finger literacy ratio ring finger traders

- 2** **18** Read questions 1–6. Then listen to the conversation and choose the correct answers.

- 1 The Cambridge scientists were researching ...
 - A exactly how much money financial traders make.
 - B why financial traders have longer ring fingers.
 - C how long fingers link to success at work.
 - D why financial traders are successful.
- 2 Research into the significance of finger length has ...
 - A only ever been done in Cambridge.
 - B produced different results in different places.
 - C only focused the study on athletes.
 - D produced similar results in different countries.
- 3 Jasper uses the example of football to argue that ...
 - A only goalkeepers need to have long ring fingers.
 - B finger length is not relevant in many sports.
 - C it's only muscle that makes you good at sport.
 - D leg length is more important.
- 4 The length of Jasper and Scarlett's ring and index fingers ...
 - A matches the findings of the research.
 - B contradicts the findings of the research.
 - C is difficult to determine.
 - D are the same.
- 5 According to Scarlett, the article doesn't say that ...
 - A all men are sporty and all women are good at literacy.
 - B it's more common for men to have longer ring fingers.
 - C it's more common for women to have longer index fingers.
 - D men are better at maths.
- 6 Testosterone ...
 - A does not affect the length of the fingers in women.
 - B only affects muscle growth in men.
 - C is only found in people with long ring fingers.
 - D is a hormone found in both men and women.

Listening 3

- 1** Check you know the meaning of the words in the box.

blustery drop fit in flashy
outbreak scattered

- 2** 19 Read questions 1–8. Then listen to different situations and choose the correct answers.

- 1 You hear a woman talking on the radio about how she keeps fit.
Why did she decide to take up boxing?
 A She was introduced to the sport by her friends.
 B She wants to win an Olympic medal.
 C She enjoys the mental and physical challenge.
 D Her friends encouraged her to do it.
- 2 You hear two friends talking outside a cinema.
What does the woman say about the film they have just seen?
 A It brought back memories of her father.
 B She didn't understand parts of the plot.
 C It wasn't as good as she had expected.
 D She was disappointed.
- 3 You hear a man talking about a car he has just bought.
What does he like best about this car?
 A its reliability
 B its price
 C its size
 D its popularity
- 4 You hear two people talking in a supermarket.
The man thinks the woman should ...
 A spend more money on better-quality items.
 B buy cheaper items.
 C buy better sausages.
 D have a more varied diet.

- 5 You hear a message on an answering machine.
Why is the speaker calling?
 A to apologize for not coming
 B to accept an invitation to the cinema
 C to talk about a football match
 D to say that he's late for dinner
- 6 You hear a public announcement.
What is the fastest way to the island for foot passengers?
 A the four o'clock ferry
 B the five-thirty ferry
 C Queen Mary Bridge
 D via the A27
- 7 You hear two friends talking about endangered species.
How does the boy feel about it?
 A unconvinced that there is a problem
 B pessimistic about the future for plants and animals
 C hopeful that things are improving for endangered species
 D worried that their habitats are being destroyed
- 8 You hear the weather forecast on the radio.
What will the weather be like in the west?
 A cool and windy
 B dry and sunny
 C blustery showers
 D cloudy and dry

B2 EXAM PRACTICE READING

- 1 Read the text and complete with the correct sentence A–G. There is one extra sentence you do not need to use.

The sound of vision

The orchestra were all in their places and the audience were waiting with eager anticipation. There was a slight clicking noise as a young boy walked confidently up the steps onto the stage, paused briefly, made another clicking noise with his tongue, and then moved over to the piano and sat on the stool. The conductor raised his baton and the concert began. The few people who didn't already know it would have realized that the young pianist, Ethan Loch, was completely blind.¹ The answer lies in the clicking noises that he made.

Ethan is one of many blind people who have discovered that they can use echolocation to map the environment around them and to help them to get around without bumping into things. They are using a technique similar to the one bats use when they fly around at night, looking for insects to eat.² In fact, bats can see as well as humans, but they are nocturnal and they need to be able to fly and hunt for their prey in the dark. As it flies, a bat makes lots of very high-pitched sounds. When the sound waves hit an object, an echo is sent back. The bat, helped by its very large and sensitive ears, can use this to identify its own position, the position of insects in the air around it, and even the direction in which those insects are flying.

Blind people who have mastered echolocation make a clicking noise with their tongues against the tops of their mouths.³ Different distances, shapes and textures make different echoes, and the information can help the blind person identify things in a room, furniture, doors, windows – even buildings, trees, people and cars outside in the street. Some describe what they do as constructing images in their heads of their surroundings from the information – even if they have never seen the objects they are mapping.

It takes a lot of hard work, practice and training to become skilled at echolocation, which is where Daniel Kish comes in. Daniel has been blind since he was a baby. As a small child, he taught himself to use echoes to find out information about the environment around him.⁴ And now he is teaching other blind people how to use the same technique.

⁵ However, his skills were limited, and when he decided that he wanted to attend music school, his parents asked Daniel to help him improve. They knew he would need more intensive training to keep him safe on the journey to and from the school, and to make life easier during his studies. So Daniel flew over to Scotland from California and started giving Ethan lessons in echolocation.⁶ The difficulty came when they went outdoors. There were so many other sounds to distract him that Ethan found it hard to concentrate on the echoes produced by his clicks. But the two of them kept working at it, and eventually Ethan developed the skills he needed. After all this hard work, Ethan was awarded the Giuseppe Sciacca award for his musical ability in November 2016, and looks certain to follow a career in music.

- A By the age of six, he could ride his bicycle down the street without hitting any cars or people.
- B They had first met Daniel when they were living in the USA and were aware of his amazing talent.
- C So how did he get up onto the stage and over to the piano without help?
- D The sound bounces off the surfaces of the objects around them, creating an echo.
- E Ethan also started using echolocation spontaneously when he was a child.
- F With Daniel's help, Ethan found mapping his living room relatively easy.
- G Many people think that these small mammals are blind.

B2 EXAM PRACTICE READING

2 Read the article and choose the correct answers.

Cracking the code

Secret codes have been used for thousands of years to send messages which the sender wants only the intended recipient to understand.

One of the easiest ways to create a secret code is to replace the first letter of the alphabet with the last, and vice versa: A becomes Z, B becomes Y, C becomes X, etc. Roman emperor Julius Caesar used a similar system to send messages to his generals. In his code, each letter was moved two places further through the alphabet. So A became C, B became D, C became E, etc.

The ancient Greeks wrapped a long thin strip of papyrus (paper made from leaves) round and round a stick. They then wrote a message down the length of the stick. When the strip of papyrus was unwrapped, all that could be seen was a list of apparently random letters. To read the message, the receiver had to wrap the strip around a stick of exactly the same diameter as the one used by the sender.

During wartime, code creation and cracking was a key part of military strategy. As time went on and people became more skilled at cracking them, secret codes had to become more and more sophisticated. The ability to encode messages securely became even more important when the invention of radio meant that almost all messages could and would be intercepted by the enemy. The aim then became not so much to prevent the messages falling into enemy hands, but rather to make them impossible to decode when they inevitably did. This led to highly complex encoding machines – and equally complex decoding machines for cracking the enemy's codes.

However, the use of secret codes hasn't only been for military use. Coded messages that only the staff will understand are quite common in shops, businesses and other organizations.

Their purpose is to alert the staff to some kind of emergency, without alarming the customers and causing panic.

An announcement in a theatre about a 'Mr Sands', as in 'Would Mr Sands please come to the box office?' is telling the staff that a fire has started backstage. This custom is thought to have come about because buckets of sand used to be used to put out fires. In the London Underground, any announcement that includes the words 'Inspector Sands' conveys a similar message: there is a fire at the station and the staff need to put their emergency plan into operation.

- 1 In Julius Caesar's code, the word *CODE* would be written as ...
 - A AMBC.
 - B EQFG.
 - C RDMC.
- 2 An ancient Greek who wanted to decode a secret message needed ...
 - A a long thin strip of papyrus.
 - B a long thin stick.
 - C a stick of a particular size.
- 3 When radio was invented, ...
 - A people expected their enemies to receive their coded messages.
 - B people expected their enemies to understand their coded messages.
 - C people worked harder to prevent their enemies from intercepting their coded messages.
- 4 Coded emergency messages in theatres and train stations ...
 - A save the lives of the staff by telling them to get out of the building.
 - B alert the staff that they need to put out a fire with buckets of sand.
 - C warn the staff about a problem without frightening the public.

B2 EXAM PRACTICE USE OF ENGLISH

1 Choose the correct answers to complete the text.

The trip of a lifetime

While we were in Canada, we travelled ¹ Jasper to Vancouver on the Rocky Mountaineer train and had the most amazing time. The scenery was fantastic, the food was delicious and the staff, ² were all charming, were always happy ³ us with interesting information about the places we were passing. Our carriage had a glass ceiling, ⁴ we could see the mountains rising high above us, and there was an open platform at the end where we could stand and ⁵ photographs without having any glass in the way. ⁶ the trip was very expensive, we think that it was well worth it.

- | | | | |
|--------------|--------------|-----------|-----------|
| 1 A by | B in | C from | D at |
| 2 A who | B that | C which | D what |
| 3 A saying | B to provide | C to give | D telling |
| 4 A though | B for | C because | D so |
| 5 A do | B make | C take | D see |
| 6 A In spite | B Although | C Because | D Despite |

2 Complete the text with one appropriate word in each gap.

Don't believe everything on social media!

It seems that we¹ _____ become obsessed with posting photographs of everything we do on social media – our holidays, our nights out with friends, our relationships. But do these images really reflect the reality of² _____ lives, or is it just what we want people to believe?

Not everyone's life is as perfect³ _____ they want their friends to think. And this can cause problems. A recent survey found that teenagers⁴ _____ particular compare their own lives with what they see on social media and feel depressed when their lives don't live up to the 'perfect' lives of others. They forget that people only post photos of good times,⁵ _____ bad, and that much of what they say is exaggerated or even untrue. Many of the teenagers surveyed said that they felt pressure to present their lives as being perfect on social media and were worried about what they looked like in photos.

3 Use the words in bold to complete the second sentence so that it has the same meaning as the first sentence. Do not change the bold word. Use between three and five words.

- When she was a university student, she worked in a restaurant during the holidays. (**used**)
When she was a university student, she _____ restaurant during the holidays.
 - I won't go to the party if my father can't drive me there. (**unless**)
I won't go to the party _____ me there.
 - Many animal species have died out because people hunted them. (**not**)
If people hadn't hunted them, many animal species _____ died out.
 - Has a ticket inspector looked at your ticket yet? (**inspected**)
Have you _____ yet?
 - 'Why don't we go to Paris by train?' he said. (**that**)
He _____ to Paris by train.



by Martin, who sang a song about Rob and encouraged him to play the instrument. Rob played as he saw the 80,000 Coldplay fans cheer him on like stars shining in the night. It was at that moment that something inside me changed forever. I was deeply moved seeing how Rob reacted to what was happening. That was when I realized what inclusivity could mean. It also hit me how easily Chris Martin had shifted his focus onto Rob and opened up space for him.

I read a few days later in a news article that Rob was amazed at how he was made to feel part of the show by the fans and the band. As a music lover who had been going to concerts since he was very young, Rob himself had never experienced anything like it. Rob's night of fame is an inspiring tale of inclusion. Accessibility to places of entertainment is often shocking for people living with mobility issues. A lot of work still has to be done, not only in making venues more accessible, but also in making sure that everyone feels seen and included. It's up to us all to make a difference.

Personally, as a fan at a Coldplay concert, I felt that I wasn't just amusing myself and having a nice night out. I felt as if I was part of something much bigger. When the band included Rob, it was **genuine** and organic. Could that be the secret to bringing real change on important issues, and most importantly, including everyone?



- 5** Complete the sentences with 1–3 words in each gap.

- 1 Coldplay played Croke Park in _____.
- 2 Big _____ were thrown into the audience.
- 3 Two fans _____ Rob, so they fell on him.
- 4 Rob had loved music since _____.
- 5 Access to venues for people with mobility issues can be _____.
- 6 It is important to _____ if society is going to change.

- 6** **EXAM** Find sentences in the text that mean what has been paraphrased below.

- 1 I also realized how effortlessly Chris Martin had turned his attention to Rob and made room for him.
- 2 Access to entertainment venues is often surprisingly difficult for people with mobility challenges.

- 7** **EXAM** Answer the questions.

- 1 In which **two** words are the underlined sounds pronounced like the *sh* in *show*? *accessible*, *ashamed*, *issues*, *impressed*.
- 2 In which word is the underlined vowel pronounced like the *ea* in *ear*? *meant*, *lead*, *easily*, *cheer*.
- 3 In which word do the underlined letters have the same sound as the *o* in *now*? *concert*, *crowd*, *shocking*, *moment*.
- 4 In which word is the letter *g* pronounced the same as in *giraffe*? *general*, *grab*, *gig*, *organic*.
- 5 Which word contains the same vowel sound as the underlined vowel in *made*? *fans*, *inflatable*, *sang*, *harmonica*.

- 8** Think about a venue where you live and answer the questions.

- 1 Is it accessible? How?
- 2 What do you think could be improved to make it more accessible for everyone?



B2 EXAM PRACTICE WRITING

- 1 You have received an email from your friend Bridget. First read the email. Then reply to your friend. Write 80–130 words.

- □ ×

From: Bridget

Subject: Your visit

Hiya!

I'm so happy that you're coming over!

Our local language club has a free one-week summer school. Do you want to learn a language and would you like to go? I can give you some notebooks, pens and highlighters as I have so many!

Also, there's an arts festival in the park in August. One of my favourite illustrators will be there. Shall I get tickets for us?

Mum is really looking forward to meeting you. She's asked me to find out what kind of food you like so she can cook something special for you when you arrive. Could you let me know?

See you soon!

Bridget

Send ▾

↻ ⌂ ⌃ ⌄ ⌅ ⌆

- 2 Write an essay of 140–190 words using the notes. Give reasons for your point of view.

Some young people prefer to get a job than go to university.
Is this a good or bad thing?

Notes

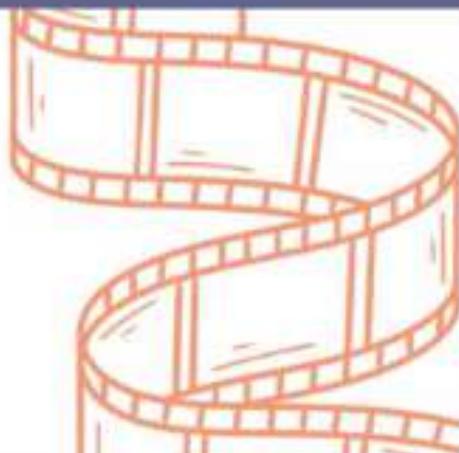
Write about ...

- 1 the education of older people.
- 2 job opportunities for young people.
- 3 _____ (your own idea)

- 3 You have seen this announcement on an international website. Write your review. Write 140–190 words.

Have you ever seen a film
that was better than the
book it was based on?

- Write a review of the film, saying why it was better than the book it was based on. Say whether you would recommend the film or the book (or both) to other people.
- We will publish the best review on our website.



B2 EXAM PRACTICE LISTENING

1 20 You will hear a teacher at a language school in the UK talking about a trip to Lydford Gorge in Devon. Listen and complete the notes. Choose the correct option (A–D) for each question (1–7).

- 1 The trip is ...
 - A next Friday.
 - B this Saturday.
 - C on Sunday.
 - D next month.
- 2 Students need to meet in the reception area at ...
 - A twenty-five past eight.
 - B a quarter to nine.
 - C a quarter past nine.
 - D a quarter past eight.
- 3 Lydford Gorge ...
 - A isn't as beautiful as the Whitelady Waterfall.
 - B is south-west of Whitelady Waterfall.
 - C isn't steep near the waterfall.
 - D is between two steep slopes.
- 4 Students are advised to wear ...
 - A trainers.
 - B strong shoes.
 - C sandals.
 - D high heels.
- 5 What do students *not* need to bring?
 - A a drink
 - B a T-shirt
 - C a packed lunch
 - D a waterproof coat
- 6 How much are the tickets?
 - A £15.00
 - B £8.90
 - C £8.35
 - D £3.15
- 7 Faster walkers should ...
 - A wait in the café if it's raining.
 - B leave on the 3.30 coach.
 - C wait at Hay Tor for the others to catch up.
 - D try to stay with the slower walkers.

2 21 You will hear a radio report about an experiment in creating a gender-neutral primary school classroom with no differences in the way boys and girls are treated. Listen and complete questions 1–8 with one to three words in each gap.

- 1 Dr Abdelmoneim believes that inequality between men and women starts in the way we treat boys and girls in _____.
- 2 The coat cupboard in the children's classroom was repainted _____.
- 3 The class teacher was told to use _____ rather than 'love' or 'mate'.
- 4 At the beginning of the experiment, the girls tended to underestimate _____.
- 5 Until their early teens, boys and girls generally have the same amount of _____.
- 6 Dr Abdelmoneim's _____ test involved hitting a button in order to ring a bell.
- 7 Some boys who were unable to ring the bell became _____.
- 8 The experiment succeeded in changing the children's _____.

B2 EXAM PRACTICE SPEAKING

Speaking 1

1 Look at the photos and answer the questions.

1 Compare the photos. Why are these people using mobile phones?

2 How often do you use your mobile phone? What do you use it for and why?

2 Many people think that young people spend too much time using their mobile phones. Do you agree with this? Why? / Why not? Use phrases for expressing opinions and discuss this with a partner, giving reasons.

3 In pairs, debate whether parents should allow children under the age of ten to have mobile phones. Use opinion expressions to help present your argument.

A



B



Speaking 2

1 Look at the photos and answer the questions.

1 Compare the photos. Why do you think these people have a dog?

2 In what ways do you think the two dogs' lives are similar or different?

2 Prepare and practise a discussion about whether the current relationship between people and animals is good or bad. Choose from the following to include in your discussion and express your ideas using language for agreeing and disagreeing and giving opinions.

- working animals
- keeping pets
- wild animals
- animals that we eat
- endangered species
- using animals in experiments

A



B



3 In pairs, prepare a presentation about the different ways in which animals can help people.

B2 EXAM PRACTICE SPEAKING

1 Work in pairs to ask and answer the questions.

- 1 What's the best holiday you've ever had? Tell me about it.
- 2 Do you like sport? (Why? / Why not?)
- 3 What job would you like to do in the future? (Why?)
- 4 How would you describe your friends? (What sort of people do you choose as friends?)
- 5 Do you prefer spending time with your family or with your friends? (Why?)
- 6 Do you like films? Tell me about a good film you've seen.
- 7 What kind of music do you like? (Why do you like it?)
- 8 Do you think it's important for people to continue learning after they leave school or university? (Why? / Why not?)
- 9 What do you do to help the environment? (Do you think this is important?)

2 These four photos show people doing leisure activities. First talk about your pictures on your own and answer question 1. Then ask your partner question 2.

Student A (Photos A and B)

- 1 What sort of people do you think enjoy these activities?
- 2 Which activity would you prefer to take up? Why?

Student B (Photos C and D)

- 1 What personal qualities do you think these people need to do these activities?
- 2 What personal qualities do you need for the leisure activities that you do?



B2 EXAM PRACTICE SPEAKING

- 3 Work in pairs. Your school has €500 to spend on helping the environment and you have been asked to decide what to buy. Look at the information, then ask and answer questions before making your decision.

Student A

Recycling

- reduce the amount of waste going to landfill sites
- expensive: €250 per bin
- will encourage students to recycle and keep classrooms tidy
- will have an immediate effect on the environment



Student B

Trees

- improve the appearance of the school grounds
- good value: €30 per tree
- will encourage wildlife
- will take years to grow big enough to affect the environment



- 4 Look at the situations. Choose one and start the conversation.

Student A

Student B is your friend.

Could you suggest a good book to read on holiday?

Student B is an English teacher.

Could you give me some advice on the best way to learn vocabulary?

Student B works at a clothes shop.

Excuse me, I would like to return this skirt.

Student B

Student A is your friend.

What are you going to do when you leave school?

Student A works in a mobile-phone shop.

Excuse me, could you recommend a good smartphone?

Student A is a nurse.

Excuse me, can you tell me the best way to eat healthily?

READING REFERENCE

How to do a reading task

General tips

Before the task

- Look at the title of the text and any pictures.
- What do you already know about the topic? Can you think of any useful topic-related vocabulary?
- Underline key words and ideas in the questions.
- What kind of information do you need to find to answer them? For example, *an opinion*, *a number*, etc.

The first time you read

- Think about what kind of text you're reading. For example, is it *an article*, *a report*, *a review*?
- Think about *why* somebody has written the text. Who is it for? What kind of information or message does the writer want to get across?
- Skim the text to try to work out the gist (the main ideas).
- Don't look up every new word in a dictionary! You don't need to understand every word to work out the main topics.
- Use the organization of the text to help you. Writers usually use a new paragraph for each important new idea. The first sentence of each new paragraph often gives you clues about the main topic.
- Some people find it helpful to write a short summary or list of notes after they've read a text for the first time.

The next time you read

- Read *all* the instructions and questions carefully before you read the text again.
- Underline key words in the text. These are usually verbs and nouns. Watch out for any negative forms (*don't*, *never*, etc.) and qualifying expressions (*nearly everyone*, *more than half*, etc.). These can be very important.
- Read again for the specific information you need to answer the questions. You can read the text as many times as you like (or have time for!).
- Sometimes the information you need to answer a question might be in more than one sentence in the text, so read carefully.
- Don't just look for key words. The writer may not use exactly the same language as the questions. Look for synonyms and paraphrases.
- Remember that you must *always* find evidence in the text. Don't just guess! You might find it useful to underline evidence that supports your answers as you read.
- If you have time, read your answers carefully afterwards. Do they make sense? Are they clear and easy to read?

Dealing with new vocabulary

- You can often guess the meanings of new words and expressions without using a dictionary.

Working out the part of speech

- Think about common suffixes. For example: -ly for adverbs, -ing, -ed, -ful, -less, -ive, etc. for adjectives.
- Be careful: some word forms are irregular. For example, *lovely* is an adjective, not an adverb.
- Always pay attention to the way a writer uses a word in a sentence.

Working out the meaning

- Some words are *cognates* (they have similar meanings to words in your language).
- Be careful: some words are *false friends* (they look like cognates but they have different meanings). For example, *parent* means 'a mother or a father', not 'a relation'.
- Remember that negative prefixes like *un-*, *im-* and *il-* change a word into its opposite.
- Read the whole sentence carefully for clues about what the word or expression might mean.
- Can you think of another word or expression with a similar meaning and which would also fit in the sentence?

Answering questions in your own words

- Check the instructions. Can you give short answers or do you need to answer in full sentences?
- You will usually find the answers in the text in the same order as the questions.
- Think about different ways to express the same ideas.
- Use your own words. Try not to copy too much language from the text.
- Check your grammar and spelling carefully afterwards.

Choosing true or false

- Check the instructions. Do you need to correct the false sentences, or just write *true* or *false*?
- You will usually find the answers in the text in the same order as the sentences in the task.
- Look for information which supports or contradicts the ideas in the sentences. You may need to look for synonyms and paraphrases.
- Does a sentence *exactly* match the meaning in the text? Consider every part of the sentence.
- If you have to correct false sentences, check your grammar and spelling carefully afterwards.

Matching

- Check the instructions. What do you need to match? For example, people, places, etc.
- The correct answers may appear in any of the texts.
- Read all of the mini-texts carefully before you choose your final answers.
- Be careful: some texts may include similar information, so you may need to read very carefully to find the exact match.

Choosing multiple-choice options (A, B, C, etc.)

- Read all the questions and the options carefully.
- You will usually find the answers in the text in the same order as the questions or sentences in the task.
- The final question may sometimes ask you to think about a writer's general attitude to a topic.
- You may find information that relates to each option in the text, but only one answer will be correct.
- Remember, the whole sentence must match the meaning in the text exactly.

Completing sentences

- Read the beginnings of the sentences carefully.
- What kind of information do you need to complete each sentence? For example, a reason, a result, etc.
- Think about grammar and word order when you complete each sentence.
- Use your own words. Try not to copy too many words or phrases from the text.
- Remember that the finished sentences must exactly match the meaning in the text.
- Check the completed sentences afterwards. Do they make sense? Are they accurate?

Summarizing

- Read the instructions carefully. How many words do you need to write?
- Make a note of any key ideas in the text as you read.
- Look at your notes and decide which ideas are the most important.
- Write your summary. Try to use simple sentences, giving only the most essential information.
- You do not need to include your own opinion.
- Read your summary afterwards. Is it clear and easy to read? Have you used the right number of words?

ACTIVATE

You can also practise and improve your reading skills outside the classroom.

Try these ideas:

- Find extra reading practice in this Workbook or ask your teacher for further practice material.
- Remember, when you practise at home, you can read a text as often as you like!
- Make a note of interesting new words and expressions you find. But just choose a few examples from each page – don't try to look up and revise everything.
- Try reading English-language books and short stories. It may be easier than you think! Ask your teacher for recommendations.
- Go online. As well as English-language news websites, you can also visit chat rooms, blogs and even shopping websites to practise your English.
- Choose texts that interest you. For example, if you're passionate about computer games, why not buy an English-language gaming magazine, or join an English-language gaming forum?
- Practise writing summaries of short texts or parts of texts. This will help you to focus your reading.

Reading authentic English-language texts is a very rewarding way to improve your English, and one of the best ways to extend your vocabulary too!



LISTENING REFERENCE

How to do a listening task

General tips

Before the task

- Read *all* the instructions and questions carefully before you listen.
- Try to identify what kind of recording you're going to hear. For example, *a long radio interview, short recordings with different speakers, etc.*
- Can you predict any key topics? What do you already know about these topics? Can you think of any useful topic-related vocabulary?
- Underline key words and ideas in the questions.
- What kind of information do you need to listen for in order to answer them? For example, *an opinion, a number, etc.*
- Remember, you're going to listen to each recording twice, so don't try to answer all of the questions straight away.

The first time you listen

- Tell the teacher straight away if you can't hear the recording very clearly.
- Try to work out the *gist* (the main ideas).
- Don't try to translate everything you hear. This takes a lot of time and is almost impossible!
- If you miss something, keep listening! Remember that speakers often emphasize or repeat important topics.
- Stay focused! Some recordings can be quite long. You might find it helpful to write short notes.
- However, don't try to read or write too much while you listen for the first time, because you could miss important information.
- Don't panic if you find a recording difficult. Keep listening. You might understand more than you expect!

The second time you listen

- Listen again for the specific information you need to answer the questions.
- Remember, you will also hear lots of unnecessary information you *don't* need to answer the questions. Don't waste time and energy trying to understand everything!
- Sometimes you will need to listen for *opinions* and *attitudes* as well as facts. Pay attention to the kind of language a speaker uses. Is it positive or negative?
- Don't just listen for key words from the questions. Remember, the speakers in the recording may use synonyms and paraphrases.
- If you have time, read your answers carefully afterwards. Do they make sense? Are they clear and easy to read?

Answering questions

- Check the instructions before you listen. Can you give short answers or do you need to answer in full sentences?
- You will usually hear the answers in the same order as the questions.
- Don't just listen for key words from the questions. You may need to listen for synonyms and paraphrases.
- Check your grammar and spelling carefully afterwards.

Choosing true or false

- Check the instructions before you listen. Do you need to correct the false sentences, or just write *true or false*?
- Listen for information which supports or contradicts the ideas in the sentences. You may need to listen for synonyms and paraphrases.
- Remember to think about the *whole meaning* of the sentence. Watch out for any negative forms (*don't, never, etc.*) and qualifying expressions (*most people, fewer than fifteen, etc.*).
- If you have to correct false sentences, check your grammar and spelling carefully afterwards.

Matching

- Check the instructions before you listen. What do you need to match? For example, *people, places, etc.*
- You may hear the answers in a different order from the questions.
- Listen carefully to all of the speakers before you make your final choice.
- Watch out! Speakers may use similar language, but with different meanings.

Choosing multiple-choice options (A, B, C, etc.) for one long recording

- Read the questions *and* all the options before you listen.
- You will usually hear the answers in the same order as the questions in the task.
- The final question may sometimes ask you to think about a speaker's general attitude to a topic.
- You may hear information that relates to each option in the recording, but only *one* answer will be correct.
- Think about each option carefully before you make your final choice. *Why* is an option correct or incorrect?

LISTENING REFERENCE

Choosing multiple-choice options (A, B, C, etc.) for short recordings

- Look at the task and questions. How many mini-recordings are you going to hear?
- Think about why somebody is speaking (e.g. to give information, to advertise something, etc.).

Summarizing

- Read the instructions carefully. How many words do you need to write?
- Listen once for gist. Make a note of any key ideas you hear.
- Listen again and decide which ideas are the most important.
- Write your summary. Try to use simple sentences, giving only the most essential information.
- You do not need to include your own opinion.
- Check your summary carefully. Is it clear and easy to understand? Have you used the correct number of words?

ACTIVATE

You can also practise and improve your listening skills outside the classroom. Try these ideas:

- Find extra listening practice in this Workbook or ask your teacher for further practice material.
- Remember, when you listen at home, you can play a recording as often as you like!
- Try listening to a recording and reading the transcript at the same time. This will help to build your confidence.
- When you've completed a task, look at the transcript again and make a note of any useful new vocabulary or interesting language.
- Try watching English-language films and TV programmes with subtitles (words on the screen). This is a fun as well as useful way to practise listening.
- Buy or borrow English-language audio books. Try reading and listening to an English novel or short story at the same time.
- Listen to English-language music. You can find the lyrics of many songs on the internet. Listen, try to guess what the words are, then check them online.
- Search for English-language news resources online. Some websites feature video reports and podcasts which you can use for extra listening practice.

Listening often feels like a 'difficult' skill. Don't worry - you don't usually need to understand every word to complete a task! The more you practise listening, the more you'll understand.

Completing sentences

- Read the instructions carefully. How many words do you need to write in each gap?
- What kind of information do you need to listen for to complete each gap? For example, *a year*, *a personal adjective*, *a job*, etc.
- Remember, you may hear more than one piece of information, but only one will fit the sentence correctly.
- Write the exact word or words you hear. Do not add extra words.
- Read the completed sentences afterwards. Do they make sense?



GRAMMAR TALKING ABOUT THE PAST

Past simple and past perfect simple

- 1** Complete the sentences using the pairs of verbs. Use one past simple and one past perfect simple form in each sentence.

be / borrow have / feel not be / lose
not come / see read / decide
remember / not do

- 1 Jorge _____ to the cinema with us because he _____ the film the week before.
- 2 He _____ able to call us because he _____ his phone.
- 3 Suddenly, I _____ that I _____ my homework.
- 4 After I _____ the e-book, I _____ to see the film.
- 5 I _____ angry with my sister because she _____ my laptop without asking.
- 6 Once we _____ a rest, we _____ much better.

- 2** **PLUS** Complete the description with the correct past simple or past perfect form of the verbs.

Steps for making our stop-motion animated film:

- think of an idea
- write a script
- draw the characters
- create a storyboard
- make clay models
- start shooting the film



Once we ¹ _____ of an idea, I ² _____ the script. Then Sabrina ³ _____ the characters. When Sabrina ⁴ _____ the characters, she and Polly ⁵ _____ a storyboard, with a picture showing each scene of the film. Then Polly ⁶ _____ the clay models. Finally, we ⁷ _____ shooting the film.

Past perfect simple and past perfect continuous

- 3** Complete the sentences with the past perfect continuous form of the verbs in brackets.

- 1 The team _____ (play) well all season, so losing in the final was disappointing.
- 2 How long _____ (you / wait) outside the theatre when Sam showed up?
- 3 She _____ (not sleep) well for a few weeks, so she felt exhausted.
- 4 _____ (you / learn) Spanish for long before you went to live in Argentina?
- 5 We _____ (work) for hours, so we decided to take a break.

- 4** **PLUS** Match 1–5 with A–E and complete the sentences with the correct past perfect form of the verbs in brackets. Use the continuous form where possible.

- 1 I _____ (walk) for hours.
 - 2 He _____ (write) for years.
 - 3 Aisha _____ (not read) the book.
 - 4 There _____ (be) an accident.
 - 5 Reece _____ (not finish) the book.
- A when Amira told him the ending.
B and my feet were starting to hurt.
C and he had published a lot of books.
D so the road was closed.
E before she saw the film.

- 5** **EXAM** Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets and the past perfect or past perfect continuous.

- 1 He started making films when he was at school. (been)
He _____
- 2 We were rehearsing a scene all morning. The news came in. (had)
We _____
- 3 There weren't any paperbacks left when I got to the bookstore. (sold)
They _____
- 4 Did you spend the morning working on your graphic novel until I called you? (had)

SPEAKING TRAINER

Part A Conversation areas

Instructions and Useful phrases

Tips and Useful phrases

Use the grammar from the question

Listen carefully to each question. Use the grammar from the question in your answer.

What hobbies have you been doing this year?

This year, I've been playing football a lot.

Take time to think

Don't rush into an answer without thinking first.

Use the phrases below to give yourself time to think.

Let me just think (for a minute).

That's a good / interesting question.

Well, I'm not really sure, but ...

It's not really something I've thought about, but ...

Expressing and giving reasons for your opinion

Be ready to express your opinions and feelings.

To my mind, ... / In my opinion ...

I'm not entirely sure, but I think / believe / feel ...

What I would say is ...

Explain why you feel this way by giving reasons and examples.

... because ...

... which means that ...

... as ...

... since ...

Adding ideas

Give full answers to questions and talk about more than one side of the topic.

There's also the fact that ...

Oh, and I mustn't forget to mention ...

Apart from that, ...

Another important point is ...

Show that you recognize that there are other valid opinions.

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

But that contrasts with ...

But at the same time, ...

Asking your partner

Show that you know how to interact in a conversation by asking your partner for his/her ideas.

Do you agree?

What would you say?

What do you think?

Have you got anything to add?

Speaking practice

Take turns to ask and answer questions from each unit. Choose different questions from your partner. Use the Instructions and Useful phrases to help you.

Starter unit

- Who do you like hanging out with during the summer holidays? What do you like to do together?
- Tell me about an activity you've been doing for a long time.
- Do you have a choice about what subjects you take at school? Why? / Why not?
- Describe and compare with your friends.
- Do you think you are a self-confident person? Why? / Why not?
- Do you prefer outdoor or indoor activities? Why?
- Do you think it's important for people to get involved in the local community? Why? / Why not?
- What have you had to get used to this school year? Why?

Unit 1

- Who is your favourite author? Why do you like his/her books?
- What kind of books do you like to read? Why?
- Which famous person would you like to meet? Why?
- Why do you think some people want to be celebrities?
- How would you advise someone who wants to be a film star?
- Do you prefer to watch box-office hits or less well-known films? Why?
- Do you like to listen to film soundtracks? Why? / Why not?
- What was the last film you saw? How did it make you feel?

Unit 2

- 1 What are your main goals for the next five years?
- 2 What kind of job would you like to do when you've finished your studies? Why?
- 3 What changes do you think there'll be in technology in the years to come?
- 4 Do you think driverless cars will be popular in the future? Why? / Why not?
- 5 Describe the first digital device you owned.
- 6 What features are important for you when buying a new gadget? Why?
- 7 What would you like to do this summer? Why?
- 8 Do you think you'll have the same friends in ten years' time? Why? / Why not?

Unit 3

- 1 How much exercise do you do every week? Do you think this is enough?
- 2 What would you like to change about your lifestyle? How could you do this?
- 3 Do you know anyone who's very good at a sport? Which ones?
- 4 Do you ever zone out? When might this happen to you?
- 5 What do you do to cheer your friends up when they're feeling sad?
- 6 What do you think is your best facial feature? Why?
- 7 Do you find it easier to deal with extreme cold or extreme heat? Why?
- 8 How do you cope with lots of homework?

Unit 4

- 1 Describe what you use social media for.
- 2 Do you prefer to contact friends in person or on social media? Why?
- 3 What do you think is the appropriate age for young people to start using social media? Why?
- 4 Are there any disadvantages of social media? What are they?
- 5 What can we do to stop antisocial behaviour on social media?
- 6 Would you ever stop using your social media for several weeks or months? Why? / Why not?
- 7 Do you think young people rely too much on social media? Why? / Why not?
- 8 How do you think humans will communicate with each other in the future? Why?

Unit 5

- 1 Would you like to work in the travel industry? Why? / Why not?
- 2 What kind of place do you like to go to on holiday? Why?
- 3 Describe a city break you have been on.
- 4 What is your least favourite means of transport? Why don't you like it?
- 5 What are the advantages of going backpacking? Would you like to do it?
- 6 Why do you think there are so many cars these days?
- 7 When was the last time you went sightseeing? What did you see?
- 8 If you could go anywhere in the world, where would you go? Why?

Unit 6

- 1 Do you follow any activists on social media? Why? / Why not?
- 2 Do you know anyone with a physical disability? How is life different for them?
- 3 What different things can we do to help our community?
- 4 Is homelessness a problem where you live? What help is there for homeless people?
- 5 Describe an environmental issue in your country.
- 6 What do you think is the biggest change we could make to help with climate change?
- 7 What do you like best about being outdoors?
- 8 What's your favourite type of weather? Why?

Unit 7

- 1 What are the dangers of cheating in exams?
- 2 What do you think about the amount of homework you get?
- 3 What changes would you make to the education system if you could? Why?
- 4 Should schools prepare students for university or work? Why should they do this?
- 5 Describe how you think schools will be in the future.
- 6 What would you like to study in the future? Why?
- 7 What is the most important thing you've learned at school? Why is it so important to you?
- 8 What are the advantages and disadvantages of online learning?

Part B Describing and comparing pictures

Instructions and Useful phrases

Describing photos

TIP When describing photos, use the present simple tense to say what you see.

In the picture I can see ...

There's / There are ...

There isn't a ... / There aren't any ...

He looks happy / excited / relaxed.

It shows ...

TIP When describing actions, use the present continuous tense to say what is happening.

She's (not) wearing ...

The man is (not) + -ing.

The people are (not) + -ing.

Describing where things are in a photo

In the foreground / background, you can see ...

In the foreground / background, there is ...

At the top / At the bottom, there is ...

On the left / right, there are ...

Behind / In front of ... you can see ...

Between ... there is ...

Comparing

TIP Sometimes describing pictures will involve comparing similar things.

X and Y have / are both ...

X and Y are both quite similar ...

... because they both have / show ...

Both of them have got ...

Remember to describe any differences you identify.

X is not as ... as Y.

X is / has ... whereas Y is / has ...

X is / has ..., on the other hand, Y is / has ...

Giving opinions

TIP Sometimes you have to give your opinion about what is happening in a photo, especially if it's not clear.

Personally, I ...

I think ...

In my opinion / view, ...

As far as I'm concerned, ...

To be honest, ...

The impression I get is that ...

Speculating

TIP When you aren't completely sure about something, it's a good idea to use your imagination and speculate about a possibility.

It looks like a ...

It might be a ...

It seems to be ...

He could be + -ing.

Maybe it's a ...

I'm not 100% sure, but perhaps it's ...

Expressing a preference

Expressing a specific preference

I'd prefer + noun / full infinitive

I'd rather + infinitive

Expressing a general preference

I prefer + -ing / noun ... to ... + -ing / noun

I'd rather + infinitive ... than + infinitive ...

Expressing a preference about other people's actions

I'd rather + subject + past simple

Speaking practice

Work with a partner to discuss the sets of photos below. Use the vocabulary on page 121 to help you.

Starter unit

Focus on: describing actions and expressing a preference

Describe what the people are doing in the photos. Which activity would you prefer to join in?

A



B



Unit 2

Focus on: comparing, contrasting and giving an opinion

Compare and contrast the photos. Give your opinion on how useful technology is to these people.

A



B



Unit 5

Focus on: comparing, contrasting and speculating

Compare and contrast the photos. Why might these people be travelling and what aspects of travelling do they show?

A



B



Part C Collaborative tasks

Instructions and Useful phrases

Making suggestions

TIP When you make suggestions, try to give a reason why it's a good idea. When rejecting a suggestion, you should also give a reason to support your opinion.

How about ... (so that / because)

What about ... (so that / because)

Why not ... (so that / because)

Why don't we ... (so that / because)

It'd be really great to ... (because)

Let's / Let's not ... (because)

The problem with that is ...

Expressing 'for' and 'against' views

TIP When you have to make a decision with a partner, you should identify the advantages and disadvantages of each option.

The good / bad thing(s) is / are ...

One advantage / disadvantage is ...

... is a serious advantage / disadvantage ...

It's a great / not such a great idea because ...

On the one hand, ... On the other hand, ...

Inviting opinions

TIP When you are discussing an issue, give your opinion and then invite your partner to give his/her opinions.

What do you think?

Do you think we should ... ?

Perhaps we should ...

What shall we do first?

Speaking practice

Unit 1

Focus on: making suggestions

Read the task and use the vocabulary above in your discussion.

Your group of friends wants to organize a social activity to celebrate the end of your exams. Look at the suggestions and discuss the advantages and disadvantages of each one. Then decide on one activity that you will arrange.



Unit 3

Focus on: inviting opinions

Read the task and use the vocabulary on page 123 in your discussion.

You want to create a plan for someone who wants to improve their health and fitness. Look at the ideas and give your opinions on how useful they are. Then discuss which two ideas you think are the most important for the plan.

A



B



C



D



E



Unit 6

Focus on: expressing 'for' and 'against' views

Read the task and use the vocabulary on page 123 in your discussion.

You are a member of an environmental group at your school. You are taking part in a project to improve the environment in your local area. Look at the ways of protecting the environment and discuss the advantages and disadvantages of each for your project.

A



B



C



D



E



F



Part D Giving a talk

Instructions and Useful phrases

Making a point

TIP When giving a talk, try to make your points as confidently as you can. Use facts and examples where possible.

According to the latest research, ...

A good example of this is ...

It's well known that ...

Were you aware that ... ?

Correcting yourself

TIP If you think you haven't expressed yourself clearly, correct yourself so that the listener understands your point.

What I mean is ...

What I meant was ...

What I'm trying to say is ...

Signposting

TIP When giving a talk, remember to use phrases to 'signpost' to make it easier for the listener to follow your discussion.

I'd like to talk about ...

What I'd like to talk about is ...

I'm going to kick off with / go through ...

So, I've looked at ...; I'd now like to move on to ...

Let's now look at ...

Last but not least, I'd like to mention ...

Hesitators

TIP Use expressions to give yourself more time to think.

Well, ...

Hmmmm ... let me see ...

What else?

I'm not quite sure, but I think ...

Let me think.

Paraphrasing

TIP Use the expressions below to paraphrase ideas.

To paraphrase, ...

To put it another way, ...

To sum up (then), ...

In other words, ...

What this means is (that) ...

Put it this way.

Look at it this way.

Organizing Ideas

TIP It's important to organize and express your opinions clearly so that the listener understands how ideas relate to one another.

First of all, I'm going to talk about ... Then I'll move on to ... Finally, I'll look at ...

So, let's look at the first point.

What's more, ...

Let me just add ...

Finally, ...

Speaking practice

Unit 2

Focus on: organizing ideas and correcting yourself

Read the task and use the vocabulary on page 125.

Describing an important invention

You are going to give a talk about important inventions. Choose two photos and describe what you can see, and say how important these inventions are for people.



Unit 4

Focus on: using hesitators

Read the task and use the vocabulary on page 125.

Telling a story

Look at the photos below and decide how they could form part of a story. Put them in a logical order and then tell a story that they could show.



Unit 7

Focus on: making a point, organizing ideas and paraphrasing

Read the task and use the vocabulary on page 125.

Ways of learning

Look at the photos that show different learning situations. Give a talk about different ways of teaching and learning, and say which ways you think are most interesting for students.



PHRASAL VERBS

Phrasal verb	Pronunciation	Definition
back (sth) up	/bæk ap/	make a copy of data
break down	/breɪk 'daʊn/	stop working because something has broken
build (sth) up	/bɪld ap/	create or develop something
call (a race / an event) off	/kɔ:l of/	cancel something
carry on	/kəri 'on/	continue doing something
catch up (with a friend / on sb's news)	/kætʃ ap/	meet up or find out the latest news
catch up with (sb)	/kætʃ ap wɪθ/	reach somebody who is ahead
check in	/tʃek 'in/	go to a desk at an airport or hotel to say you have arrived
check out (a place)	/tʃek 'aʊt/	visit somewhere or find out more information about it
cheer (sb) up	/tʃɪər ap/	make somebody happier
chill out	/tʃɪl aʊt/	spend time relaxing
come across (sth)	/kʌm ə'krɒs/	find something by chance
come up with	/kʌm ap wɪθ/	think of or suggest an idea or a plan
cope with	/kəʊp wɪθ/	take action in order to solve a problem
count on (sb / sth)	/kaʊnt ən/	be confident you can depend on somebody or something
cut down on (sth)	/kʌt daʊn ən/	reduce the size, amount or number
date back to	/deɪt bæk tə/	be in existence since a particular time in the past
deal with (sth)	/dɪəl wɪθ/	solve a problem, do something necessary
die out	/daɪ aʊt/	become less common and stop existing
doze off	/dəʊz əf/	go into a light sleep
dream up	/drɪm ap/	think of a new idea or plan
dress up	/drɛs ap/	put on special clothes
drop off	/drɒp əf/	fall asleep
end up	/eнд ap/	be in a situation or place you did not expect to be
face up to (sth)	/feɪs ap tə/	accept and deal with something that is difficult
fall out (with sb)	/fæl aʊt/	argue and no longer be friends with somebody
figure (sth) out	/fɪgə(r) aʊt/	understand or solve something
find out (about sth) / find (sth) out	/faɪnd aʊt/	get information about something
get back	/get 'ba:k/	return
get by	/get ba:/	survive or manage
get carried away	/get 'kaerid ə'weɪ/	be so excited that you can't control yourself
get into (a book, a film)	/get 'ɪnto/	become interested or involved in something
get on (a bus, train, etc.)	/get ən/	use a bus, train, etc.
get on well (with sb)	/get ən wel/	have a friendly relationship with somebody
get together (with sb)	/get tə'geðə(r)/	meet with somebody socially
go ahead	/gao ə'hed/	proceed with something
go for	/gao fo:(r)/	decide on or choose
go on	/gao ən/	continue
go on (about sth)	/gao ən/	talk about something for a long time
go through (sth)	/gao θru:/	look again at work you have done
grow up	/grəʊ ap/	develop into an adult
help (sb) out	/hɛlp aʊt/	help somebody in a difficult situation
hit it off with (sb)	/hit ɪt əf wɪθ/	get on well with somebody you meet for the first time
kick (sth) off	/kɪk of/	start a meeting, an event, etc.
leave (sth) behind	/li:v bi'hænd/	leave a place without taking something with you
look after (sb)	/lʊk 'a:fə(r)s/	take care of somebody
look at	/lʊk ət/	examine something closely

Phrasal verb	Pronunciation	Definition
look forward to (sth)	/lʊk 'fɔ:wəd tə/	feel pleased about something that is going to happen
look out	/lʊk aʊt/	be vigilant and take notice
look (sth) up	/lʊk ʌp/	look for information in a book or on a computer
look up to (sb older)	/lʊk ʌp tʊ/	admire or respect somebody
make (sth) up	/meɪk ʌp/	invent a story
mess about	/mes ə'baʊt/	waste time doing unimportant things
pass (sth) on (to sb else)	/pɑ:s ən/	give something to somebody else
pay off	/peɪ əf/	be worth the effort
pick (sb / sth) out	/pɪk aʊt/	choose, select or identify
pick (sb / sth) up	/pɪk ʌp/	collect somebody or something
put (sb) off (sth)	/pʊt əf/	make somebody lose interest
put up with (sb / sth)	/pʊt ʌp wɪð/	accept somebody or something that is annoying without complaining
run out (of sth)	/rʌn aʊt/	use up or finish a supply of something
rush around	/rʌʃ ə'rənd/	go or do something very quickly
see (sb) off	/si: əf/	say goodbye to somebody starting a journey
sell out	/sel aʊt/	have sold all the available items
set off	/set. əf/	begin a journey
settle down (somewhere)	/setl daʊn/	start living in one place permanently
shop around	/ʃɒp ə'rənd/	compare the quality or price of things to get the best
show off	/ʃo: əf/	behave in a way that is intended to attract admiration
shut up	/ʃʌt ʌp/	stop talking
soak (sth) up	/sək ʌp/	enjoy something very much
splash out on	/splæʃ əʊt ən/	spend a lot of money on something
stand up for (sth)	/stænd əp fə:(r)/	support or defend something
start out	/stɑ:t əʊt/	begin to do something especially in business or work
stay away from (sth)	/stei ə'weɪ frəm/	not go near something
stick with (sth)	/stɪk wɪð/	continue doing something and not stop
take off	/teɪk əf/	become fashionable or very common
take (sb) in	/teɪk ɪn/	fool or deceive somebody
take (sth) back	/teɪk ba:k/	return something to where it came from
take (sth) in	/teɪk ɪn/	understand something you have heard or read
take (sth) up	/teɪk ʌp/	start doing something
talk (sb) into	/tɔ:k ˈɪnto/	convince or persuade somebody to do something
think about (sth)	/θɪŋk ə'baʊt/	consider something
throw up	/θ्रəʊ ʌp/	be sick; vomit
try (sth) on	/trai ən/	put something on to see if it fits and looks nice
turn into (sth)	/tɜ:n ˈɪnto/	change something
walk out (of a film)	/wɔ:k aʊt/	leave an event to show your disapproval
watch out for (sth)	/wɔ:tʃ ə'fə(r)/	be careful to notice something
work out	/wɔ:k əʊt/	exercise the body
zone out	/zo:n əʊt/	lose concentration

used to and would for past habits

- 6** Write affirmative (✓) and negative (✗) sentences and questions using the correct form of *used to* or *would*. Use *would* where possible.

1 I / own / a lot of hardback books (✓)

2 what TV series / you / watch / when you were young / ?

3 my brother / like / film franchises (✗)

4 my grandma / read / a book a week in her teens (✓)

5 we / like / PE at school (✗)

- 7** **PLUS** Complete the article with the correct form of the verbs in brackets. Use *would* where possible. Otherwise, use *used to* or past simple.

NEWSPAPERS before the internet

Nowadays, we're used to getting our news quickly, but only a couple of decades ago, journalists¹ _____ (be) able to produce daily newspapers without the internet and email. How did they manage? For most of the 20th century, journalists² _____ (phone) the office and dictate their stories. In the 1980s, most journalists³ _____ (send) their stories to the office by fax, and this continued until email arrived in the 1990s. Of course, newspaper production⁴ _____ (not be) as quick and efficient as it is now. However, British journalist Peter Beaumont says that in some ways the job was easier before the internet. He explains that journalists⁵ _____ (have) no way of knowing what other people were writing when they were preparing a story. 'We just had to worry about what we were seeing.'

Consolidate

- 8 EXAM** Choose the correct answers.

1 The phone had ___ for ages before I answered it.
A rang C been ringing
B ring D been rung

2 Did she ___ like thrillers?
A use C used to
B use to D uses to

3 When I finally ___ to the bookstore, all the paperback copies of the book had gone.
A got C had been getting
B had got D used to get

4 ___ be a dancer when he was little?
A Would he C Did he used to
B Was he D Did he use to

5 My dad ___ his car for fifteen years when he decided to buy a new one.
A had had C used to have
B had been having D would have

- 9** Add three words to the second sentence so that it has the same meaning as the first.

1 Amy worked in Hollywood for ten years and then decided to move to Seville.

When she decided to move to Seville, Amy _____ in Hollywood for ten years.

2 Did you like going to the cinema when you were younger?

_____ to like going to the cinema when you were younger?

3 Not learning to sing made it difficult for Sam to become an actor.

It was difficult for Sam to become an actor because he _____ sing.

4 They would read a new book every week during summer.

During summer, they _____ a new book every week.



WORD-BUILDING REFERENCE

Suffixes

We can add suffixes to verbs, adjectives and nouns to change the meaning and grammatical function of the word. For example:

Verb	Adjective	Adverb	Noun
enjoy	enjoyable	enjoyably	enjoyment

Spelling

Small spelling changes are sometimes necessary when we add a suffix to certain words.

Words ending in -e

Most words lose the final -e when we add a suffix.

educate	education
conserve	conservation
mature	maturity
style	stylish

Words ending in -y

We change the final -y to -i when we add a suffix.

comedy	comedian
happy	happily / happiness
history	historian / historical
mystery	mysterious

There are many irregular spelling changes without rules that you need to learn. For example:

able	ability
Spain	Spanish

Adjective → Adverb

Adjective + -ly

quick	quickly
slow	slowly

There are some spelling changes and irregular forms which you need to learn. For example:

-y → -ily	
angry	angrily
lucky	luckily
-ic → -ically	
basic	basically
enthusiastic	enthusiastically
No change	
fast	fast
straight	straight

Adjective → Verb

Adjective + -en

dark	darken
light	lighten

Adjective + -e + -ify

pure	purify
simple	simplify

Adjective + -ize

modern	modernize
social	socialize

Adjective → Noun

Adjective + -ant + -ance

tolerant	tolerance
important	importance

Adjective + -ent + -ence

different	difference
violent	violence

Adjective + -y / -ty / -ity

honest	honesty
loyal	loyalty
mature	maturity

Noun → Adjective

Noun + -able

fashion	fashionable
misery	miserable

Noun + -ible

sense	sensible
terror	terrible

Noun + -al

nation	national
nature	natural

Noun + -ful

joy	joyful
pain	painful

Noun + -ive

effect	effective
expense	expensive

Noun + -ous

fame	famous
glamour	glamorous

Noun + -ic

base	basic
artist	artistic

Noun + -less

count	countless
spot	spotless

Noun + -ial

resident	residential
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Noun → Agent noun

-ian	
Australia	Australian
history	historian
-ist	
art	artist
tour	tourist

Noun → Noun

Noun + -ism	
critic	criticism
race	racism
Noun + -hood	
neighbour	neighbourhood
child	childhood
Noun + -ship	
citizen	citizenship
champion	championship

Verb → Adjective

Verb + -able	
enjoy	enjoyable
rely	reliable
Verb + -ive	
attract	attractive
compete	competitive
Verb + -ent	
insist	insistent
excel	excellent
Verb + -ant	
dominate	dominant
Verb + -ing	
annoy	annoying
Verb + -ed	
frighten	frightened

Verb → Noun

Verb + -ance	
appear	appearance
attend	attendance
Verb + -ation	
explain	explanation
Verb + -ion	
create	creation
Verb + -ment	
argue	argument
improve	improvement
Verb + -ing	
build	building

Verb → Agent noun

Verb + -ant	
emigrate	emigrant
inhabit	inhabitant
Verb + -ent	
reside	resident
study	student
Verb + -er	
drive	driver
explore	explorer
Verb + -or	
direct	director
visit	visitor

Prefixes

Adjective, noun & verb prefixes

Prefix	Meaning
ex-boyfriend	previous
international	connecting
microwave	very small
non-smoking	not
overreact	too much
rebuild	again
underestimate	not enough / too little
endanger	to cause

Negative prefixes

Adjectives starting with p- and m-

Many adjectives starting with p- and m- take the negative prefix **im-**.

mature	immature
possible	impossible

Adjectives starting with i-

Many adjectives starting with i- take the negative prefix **il-**.

legal	illegal
logical	illogical

Adjectives starting with r-

Many adjectives starting with r- take the negative prefix **ir-**.

rational	irrational
responsible	irresponsible

Compound adjectives

Some adjectives are made up of two words. The first part can be a noun, adjective, or adverb. For example:

cold + blooded = cold-blooded

English + speaking = English-speaking

well + known = well-known

IRREGULAR VERBS

Infinitive		Past simple		Past participle	
be	/bi:/	was / were	/wəz/, /wə:(r)z/	been	/bi:n/
bear	/beə(r)/	bore	/bɔ:(r)/	borne	/bɔ:n/
beat	/bi:t/	beat	/bi:t/	beaten	/bi:tən/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
begin	/bɪ'gɪn/	began	/bɪ'geɪn/	begun	/bɪ'gən/
bend	/bend/	bent	/bent/	bent	/bent/
bet	/bet/	bet	/bet/	bet	/bet/
bite	/bɪt/	bit	/bɪt/	bitten	/bɪtn/
bleed	/bli:d/	bled	/bli:d/	bled	/bli:d/
blow	/blao/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/brəʊk/	broken	/brəʊkn/
bring	/brɪŋ/	brought	/brɪnt/	brought	/brɪnt/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
burn	/bə:n/	burnt, burned	/bə:nɪt/, /bə:nɪd/	burnt, burned	/bə:nɪt/, /bə:nɪd/
buy	/bu:/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:tʃ/	caught	/kɔ:tʃ/
choose	/tʃu:z/	chose	/tʃo:z/	chosen	/tʃo:zn/
come	/kam/	came	/keɪm/	come	/kam/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/dɪd/	done	/dən/
draw	/drɔ:/	drew	/drʊ:/	drawn	/drə:n/
dream	/dri:m/	dreamt, dreamed	/dremt/, /dri:md/	dreamt, dreamed	/dremt/, /dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/dræŋk/
drive	/draɪv/	drove	/draʊv/	driven	/drɪvn/
eat	/i:t/	ate	/eɪt/	eaten	/eɪtn/
fall	/fɔ:l/	fell	/fɛl/	fallen	/fɔ:ln/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felta/	felt	/felta/
fight	/fa:t/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faʊnd/	found	/faʊnd/	found	/faʊnd/
fly	/fla:/	flew	/flu:/	flown	/fləʊn/
forbid	/fɔ:bɪd/	forbade	/fɔ:bəd/	forbidden	/fɔ:bɪdn/
forget	/fɔ:gət/	forgot	/fɔ:gət/	forgotten	/fɔ:gətn/
forgive	/fɔ:gɪv/	forgave	/fɔ:geɪv/	forgiven	/fɔ:gɪvn/
freeze	/frɪz/	froze	/frəʊz/	frozen	/frəʊzn/
get	/get/	got	/got/	got	/got/
give	/grɪv/	gave	/geɪv/	given	/grɪvn/
go	/go:/	went	/wənt/	been / gone	/bi:n/, /go:n/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/haeng/	hung	/haŋ/	hung	/haŋ/
have	/haev/	had	/həd/	had	/həd/
hear	/hə:(r)/	heard	/hə:d/	heard	/hə:d/
hit	/hit/	hit	/hit/	hit	/hit/
hold	/həuld/	held	/həld/	held	/həld/
hurt	/hə:t/	hurt	/hə:t/	hurt	/hə:t/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/no:/	knew	/nju:/	known	/nəʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lə:n/	learnt, learned	/lə:nt/, /lənd/	learnt, learned	/lə:nt/, /lə:nd/
leave	/li:v/	left	/lef/	left	/lef/
tend	/tend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/

Infinitive		Past simple		Past participle	
lie	/laɪ/	lay	/leɪ/	lain	/læm/
light	/laɪt/	lit	/lɪt/	lit	/lɪt/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/mɛd/	made	/mɛd/
mean	/mi:n/	meant	/ment/	meant	/ment/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/ruod/	ridden	/rɪdn/
ring	/rɪŋ/	rang	/raŋ/	rung	/rʌŋ/
rise	/raɪz/	rose	/raʊz/	risen	/rɪzn/
run	/rʌn/	ran	/raen/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/so:/	seen	/sien/
sell	/sel/	sold	/saʊld/	sold	/saʊld/
send	/send/	sent	/sent/	sent	/sent/
shake	/ʃeɪk/	shook	/ʃo:k/	shaken	/ʃeɪkn/
shine	/ʃaɪn/	shone	/ʃo:n/	shone	/ʃo:n/
shoot	/ʃu:t/	shot	/ʃo:t/	shot	/ʃo:t/
show	/ʃəʊ/	Showed	/ʃəʊd/	shown	/ʃəʊn/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/saŋ/	sung	/saŋ/
sink	/sɪŋk/	sank	/saŋk/	sunk	/saŋk/
sit	/sɪt/	sat	/sa:t/	sat	/sa:t/
sleep	/sli:p/	slept	/slept/	slept	/slept/
smell	/smel/	smelt, smelled	/smel:t/, /smel:d/	smelt, smelled	/smel:t/, /smel:d/
speak	/spi:k/	spoke	/spa:k/	spoken	/spa:kn/
spell	/spel/	spelt, spelled	/spel:t/, /spel:d/	spelt, spelled	/spel:t/, /spel:d/
spend	/spend/	spent	/spent/	spent	/spent/
spill	/spel/	spilt, spilled	/spilt/, /spil:d/	spilt, spilled	/spilt/, /spil:d/
spin	/spɪn/	spun	/span/	spun	/span/
split	/splɪ:t/	split	/splɪ:t/	split	/splɪ:t/
spoil	/spo:l/	spoilt, spoiled	/spoilt/, /spoild/	spoilt, spoiled	/spoilt/, /spoild/
spread	/spred/	spread	/spred/	spread	/spred/
spring	/sprɪŋ/	sprang	/spræŋ/	sprung	/spræŋ/
stand	/staend/	stood	/stod/	stood	/stod/
steal	/sti:l/	stole	/staol/	stolen	/staolan/
stick	/stak/	stuck	/stak/	stuck	/stak/
sting	/stɪŋ/	stung	/stɪŋ/	stung	/stɪŋ/
sweep	/swi:p/	swept	/swept/	swept	/swept/
swim	/swim/	swam	/swæm/	swum	/swæm/
swing	/swɪŋ/	swung	/swæŋ/	swung	/swæŋ/
take	/teɪk/	took	/tɔ:k/	taken	/teɪkn/
teach	/ti:tʃ/	taught	/tɔ:tʃ/	taught	/tɔ:tʃ/
tear	/teə(r)/	tore	/tɔ:(r)/	torn	/tɔ:n/
tell	/tel/	told	/tauld/	told	/tauld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θraʊ/	threw	/θru:f/	thrown	/θraʊn/
understand	/ʌndə'staend/	understood	/ʌndə'stɒd/	understood	/ʌndə'stɒd/
wake	/weɪk/	woke	/wo:k/	woken	/wo:kn/
wear	/weə(r)/	wore	/wo:(r)/	worn	/wo:n/
win	/wɪn/	won	/wan/	won	/wan/
write	/raɪt/	wrote	/raʊt/	written	/ritn/

FALSE FRIENDS

according to as said by somebody

actual something that is real or exists in fact

actually used to emphasize a fact or a comment

advice an opinion or suggestion about what somebody should do

advise tell somebody what you think they should do

anxious feel worried or nervous

arena a place where people can watch sports and concerts

argument a discussion where people don't agree

assist help somebody to do something

attend be at an event or to go regularly to something

career a job or profession that somebody does for a long time

carpet thick material made of wool for covering floors and stairs

casual without much care or thought

college a place where people go to study after they have left school

convenient useful, easy or quick to do

costume clothes that are worn to make a person look like somebody else

crime an activity that breaks the law

current something that is happening now; at the present time

deception the act of making somebody believe something that is not true

discuss talk about something with another person or group

discussion the process of talking about something with somebody

dispose of get rid of something you don't want

diversion the act of changing direction

educated having had a good education

education the process of learning in order to improve knowledge

embarrassed feeling ashamed about something

embarrassment a feeling of being ashamed

eventually at the end of a period of time

exit a way out of a building

familiar often seen or heard

firm a business

idiom an expression that cannot be understood from the meaning of its separate words

just only

large big in size or quantity

lecture a talk given to a group of people to teach them about a subject

library a place where books, etc. are available for people to read or borrow

luxury a situation with comfortable, special and expensive things

miserable very unhappy or uncomfortable

notes a short piece of writing to help you remember something

notice information that tells you or warns you about something

parent a mother or a father

particular used when you are referring to one person or thing and not another

presume think that something is true without knowing if it is true

pretend act as if something is true when it is not true
prove use facts or evidence to show that something is true

qualification an exam or course you have passed to show you have knowledge of something

quiet making very little noise

realize understand or become aware of something

record write down or store information so that it can be looked at later

rest stop doing work or an activity

resume begin an activity again after stopping

retire stop a job because you have reached a certain age

sensible showing good sense or judgement

suburbs an area where people live that is outside the city

succeed achieve something that you have been trying to do

success the fact that you have achieved something that you have been trying to do

support help or encourage somebody

sympathetic feeling or showing concern for somebody who is hurt or sad

topic a subject that you talk, write or learn about

translate change words from one language into another

ultimately in the end; finally

vicious violent and cruel

IDIOMS

ahead of the game at an advantage; well prepared to deal with something

be all ears be waiting with interest to hear something

be fast asleep be sleeping deeply

be up for (doing) something be willing to take part in an activity

be wide awake be completely awake

burn the midnight oil work late into the night

call the shots be the one who controls the situation

common knowledge a fact that everyone knows

cutting-edge the latest or most advanced stage in the development of something

draw a blank fail to get an answer or a result

drop me a line send someone a brief note or message

fall asleep go to sleep

fall by the wayside be no longer used

feel down feel sad or depressed

fit as a fiddle very healthy

game changer an idea that has a big and important effect on something

get a handle on something understand something

get cracking start doing something immediately

get out of bed on the wrong side be in a bad mood for no particular reason

get the ball rolling make something start happening

give rise to cause something to exist

have a lie-in stay in bed longer than usual

hit the nail on the head be exactly right when you describe something (e.g. the reason for a problem)

hit the road leave a place or begin a journey

hit the sack go to bed

in the limelight be the centre of attention

jump on the bandwagon do something because everybody else is doing it

know something back to front know something very well

learn the ropes learn how to do a job or task

lose sleep over something worry excessively about somebody or something, perhaps to the point of not being able to sleep

make sense be clear and easy to understand

not make heads or tails of something not understand something or be confused

not somebody's cup of tea something you don't like

on the ball give your complete attention to something

on thin ice when someone is doing something risky which may have serious or unpleasant consequences

pass with flying colours achieve something with great success, or to excel at a task

pull an all-nighter stay up all night to study or work

sleep like a baby sleep deeply and well

sleep like a log sleep very well

sleep on it wait before making a decision

sleep on the job not be working as hard as one should

Sleep tight! something you say to somebody to wish them a good night's sleep

spot on exactly right

take centre stage be at the centre of attention

the driving force somebody that has the power to make things happen

the world is your oyster you can do anything you want

toss and turn move around in bed when you can't sleep

two heads are better than one two people working together can solve a problem better than one person alone

window into / on something see or understand something better

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Videos

Video production by: Digeo Productions

LISTENING

- 1 You are going to hear a podcast interview about edutainment. You will hear these words and phrases. Check that you know what they mean.

fair treatment freedom involvement
put into practice refer to

Listening strategy

- 2 02 Listen to a podcast interview and match numbers 1–4 with what they refer to in A–D.

1 19th and 20th centuries _____

2 nine _____

3 10,000 _____

4 2008 _____

A first use of the word *gamification*

B number of children UNICEF spoke to

C an age

D first use of *edutainment*

- 3 **EXAM** 02 Listen to the podcast interview again and choose the correct answers.

1 Who was Peter Catalanotto?

- A a creative writer
- B an art student
- C an illustrator and teacher
- D the creator of edutainment

2 Which of the following statements about John Dewey is true?

- A He went to school in the 1990s.
- B Peter Catalanotto worked with him.
- C He worked in entertainment.
- D He was interested in learning materials.

3 Why does Gayle mention changing a lock?

- A Because it's an important thing to learn how to do.
- B To show that not everyone is interested in maths.
- C To promote a YouTube video she made.
- D As an example of the things people can learn from YouTube.

4 When was Meena seen for the first time?

- A 1990 B 1992 C 1993 D 2000

5 Which sentence is true about gamification?

- A It encourages learners not to fail.
- B It appeared in 2008.
- C It is an entertaining way to learn.
- D It is too concerned with rewards.

- 4 You are going to listen to a book review. You will hear these words and phrases. Check that you know what they mean.

cartoonist comic strip earn a place turn into

- 5 03 Listen to the book review and complete the sentences with the words you hear. Write 1–3 words.

1 In the 1970s, the first _____ appeared.

2 Ada Lovelace and Charles Babbage lived in _____.

3 Ada Lovelace died when she was _____.

4 Lovelace and Babbage deserved to be recognized in _____.

5 Sydney Padua used to work _____ as a cartoonist and visual-effects artist.

6 Moshé describes the book as _____, fun and silly.

Speaking

- 6 **EXAM** Choose the correct answers.

A My friend organized a party for my birthday!

B That's¹ _____.

A Yes, it was, although it was almost a disaster.

B² _____

A She sent us the wrong directions for the venue.

We all went to a totally different place.

B That sounds³ _____.

A It was, but she managed to sort it all out and we had a wonderful time.

B That sounds⁴ _____.

1 A awful C bad

B sweet D scary

2 A How come? C That sounds great.

B That's nice. D How amazing!

3 A great C scary

B incredible D awful

4 A great C bad luck

B awful D not bad



VIDEO AND LISTENING: DOCUMENTARY

CAN SOCIAL MEDIA SAVE READING? 🌎



- 1 Look at the stills from the video. What do they show?

- 4 What do these numbers refer to?

1 10%

2 17%

3 30% (two answers)

4 100,000

- 2 Watch the video and check your answers in exercise 1.

- 3 **EXAM** Choose the correct answers. Then watch the video again and check your answers.

1 In the last 30 years, the number of young people reading for fun ...

- A has remained the same.
- B has decreased by almost 50%.
- C has increased by almost 50%.
- D has gone down to almost 30%.

2 Skim reading ...

- A is reading quickly to get a basic understanding.
- B helps to get into the content of what we are reading.
- C helps develop critical thinking skills.
- D involves reading slowly and for pleasure.

3 Teenagers today mainly read ...

- A for fun.
- B to get a deeper understanding of a topic.
- C for longer stretches of time.
- D to get information.

- 5 Complete the sentences with the words and phrases in the box.

critical thinking distractions emotional intelligence lose yourself in read for pleasure sources

- 1 When researching a topic, it's important to use different _____, such as books, articles and reliable websites.
- 2 It's easy to _____ a good book when the story pulls you into another world.
- 3 Developing _____ involves recognizing and managing your own emotions while understanding and responding to the emotions of others.
- 4 To truly enjoy a novel, it's important to eliminate any _____ and create a quiet reading space.
- 5 Some readers set aside time every weekend to simply relax and _____ without any academic or work-related goals.
- 6 Reading a variety of content can help sharpen _____ skills by encouraging you to question ideas and evaluate evidence critically.
- 6 Go online and find examples of book influencers and online communities devoted to books and reading.



WRITING A NARRATIVE



1 Read the narrative and answer the questions.

1 Where did the action take place?

2 Why couldn't they do what they had planned to do?

3 How did they feel at first?

4 What happened to change how they felt?

The best night ever



Last month, I had the best night of my life! I remember every detail as if it only happened yesterday. I took part in a dance festival.

¹**Just then / To begin with**, I should mention that it didn't start out well. My friends and I had gone to a nearby town. We had planned on going to the cinema, but unfortunately we arrived too late.

²**Initially / After a while**, we were very disappointed. ³**Then / While** we were walking around the town feeling a bit upset, suddenly we heard some deafening hip-hop music down a side street. Intrigued, we decided to investigate.

⁴**In the end / Just then** we saw groups of people dancing to the music. We were delighted when the dancers started to dance with us. We ended up dancing the night away and had the time of our lives. ⁵**Shortly after that / Eventually**, the music ended and we went back home exhausted, but thrilled with how our night had turned out.



Writing strategy

2 Choose the correct options to complete the narrative.



Writing task



3 EXAM Write a narrative about an experience that made you feel proud. Write 120–150 words.

Writing guide

Think and plan

4 Create an ideas web for your experience. Complete the graphic below with your own ideas.



5 Organize your ideas into paragraphs.

Paragraph 1: set the scene.

Paragraph 2: provide more information about the event.

Paragraph 3: give details about what happened to make you feel proud.

Paragraph 4: bring the narrative to a natural end by saying how the event finished.

Write and check



6 Write your narrative. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

STUDENT'S BOOK Pages 16–17



7 Check your narrative. Have you ...

- included a title?
- set the scene?
- used linkers of time to put your ideas in order?
- included some Useful phrases?



REVIEW

GRAMMAR



- 1** Write sentences. Use one past simple and one past perfect form in each sentence.

1 you / read / the print edition / before / you / read / the e-book / ?

2 they / be relieved / to be home / because / they / have / a very tiring journey

3 he / leave / his shoes / outside in the rain / so / they / be stinky

4 fans / not like / the new film / because / they not use / the same actor from the rest of the franchise

- 2** EXAM Choose the correct answers.

Rich What hobbies ¹ use to have when you were young?

Mo I used ² going horse riding. My brother and I ³ every Saturday morning to some local stables for lessons. They ⁴ to give me a horse called Laurie. But I remember that sometimes I didn't ⁵ ride Laurie because he starred in action films!

Rich So, was he a celebrity horse, then?

Mo Yes, I suppose he was!

- | | |
|---------------|------------|
| 1 A Would you | C Have you |
| B Did you | D You did |
| 2 A loved | C love |
| B loving | D to love |
| 3 A would go | C used go |
| B would to go | D go |
| 4 A would | C used |
| B use | D uses |
| 5 A used to | C use |
| B use to | D used |

VOCABULARY



- 3** EXAM Rewrite the second sentence so that it has a similar meaning to the first.

1 I saw all seasons of the series in a day.

I _____.

2 The rocks were sharp and dangerous so we couldn't climb on them.

The _____.

3 It inspires me when I see people following their dreams.

I find it _____.

4 She was extremely happy to receive the award.

She was _____.

5 The music was extremely loud – it hurt my ears!

The _____.

- 4** EXAM Complete the review with adjectives and nouns from this unit.



Where the Crawdads Sing



Where the Crawdads Sing is a romance, but also a tense ¹t_____ which is set in the 1960s in a small town in North Carolina. It tells the absolutely ²s_____ story of Kya, a young girl whose family members abandon her. One by one, her mother, sister and brother leave their home in the marshes in order to escape their violent husband and father who they are ³t_____ of. Kya, who people call Marsh Girl, feels unwelcome in the town. Luckily, a couple who own a store aren't ⁴a_____ of helping Kya and she is always very ⁵g_____ for their help as she tries to beat the ⁶o_____ to survive on her own. There is a ⁷p_____ twist when a young man who became friends with Kya is found dead. Everyone in the town is very ⁸c_____ about the boy's death and assumes that Kya has killed him. In the meantime, Kya has moved on with her life. The dramatic ⁹s_____ makes further twists and turns with an ending that most don't see coming!



Evaluate



- 5** Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- 1 I can guess the meaning of new words in reading texts. _____
- 2 I can identify numbers in listening tasks. _____
- 3 I can show interest when somebody else is speaking. _____
- 4 I can write a narrative essay. _____



2

Cutting-edge

VOCABULARY

Technology

1 Choose the correct options.

- When you install / log off a new program on your computer, you don't have to back up / delete any older versions from your machine. It happens automatically.
- Always remember to back up / delete your work to a games console / hard drive on your computer at the end of the day.
- Cybercrime / Coding a new computer program needs concentration, so Simon usually wears noise-cancelling earbuds / a VR headset while he works.
- How many files / hard drives and tabs have you got open? Close some so that your computer doesn't install / crash.
- My coding / screen time has increased since I bought my new games console / files.

2 PLUS Complete the text with one word in each gap.

PREDICTIONS FOR THE FUTURE OF GAMING

Gaming in the future will be on a whole new level. At the moment, the 'c' of the games can sometimes limit what the gamer can do. Years from now, gamers won't have to wait for ages to ²i updates so they can play the latest version of a game. Furthermore, their system won't ³c while large ⁴f are downloading.

Future games will be played in the cloud and won't be limited by what a player's games ⁵c allows them to do. Also, players will use their minds rather than their game "c" to control avatars while playing. They won't even need VR ⁷h in order to see the game.

Gamers will also be able to use their gaming skills to fight ⁸c. Some gamers already work with the police to help solve crime. In the future, this will be more common, and gamers will help to make cyberspace safer for everyone.

Research verbs

3 Complete the sentences with the words in the boxes.

detect evaluate indicate modify

- Press this button to _____ which way you want to go.
- Gamers can _____ their gameplay at the end of each game.
- All offices have a gadget to _____ fires.
- Companies have to slightly _____ their designs to make driverless cars completely safe.

adapt alter determine experiment

- This virus scan will _____ what the problem is with your computer.
- How can we _____ this software to make it suitable for schools?
- You can _____ the volume on your headset if you need to.
- Designers always _____ with many designs before they decide which one is best.

4 EXAM Rewrite the underlined words and phrases with the correct form of a research verb.

1 We must do some more tests to find out what we should do about the problem.

2 Please point to the product icon that you mean on the screen.

3 This screen can tell the difference between people's faces.

4 The researchers will try to work out how quickly gamers can reach a new level.

5 Not everyone finds it easy to get used to new environments.



2 READING

- 1 Look at the photo and the title. What do you think the article will be about?

Reading strategy

- 2 Look back at the reference words in bold in the article. What do they refer to?

- 1 it (paragraph A) _____
- 2 his (paragraph B) _____
- 3 They (paragraph C) _____
- 4 himself (paragraph E) _____
- 5 This (paragraph F) _____
- 6 who (paragraph F) _____

- 3 EXAM Choose the correct answers.

- 1 David made his first prosthetic arm ...
A as soon as he got his first LEGO® set.
B when he was nine years old.
C before he was eighteen.
- 2 The prosthetic arms made by HandSolo ...
A are all completely different.
B are based on five main designs.
C cannot be changed in any way.
- 3 David was the first person to ...
A be awarded a specific Guinness World Record.
B work with NASA on prosthetics.
C receive a Nova Talent 111 Civil Engineering award.
- 4 David thinks that ...
A respect leads to an inclusive society.
B his awards are motivating.
C society isn't tolerant.
- 5 David's father ...
A used to be bullied at school.
B is the creator of a superhero comic.
C helps David build prosthetics.

PUTTING THE PIECES TOGETHER

HandSolo: One man's determination to change how people experience disability, piece by piece.

- A Have you ever been given a present that changed your life forever? David Aguilar has, but the gift didn't just alter his life, but the lives of thousands of other people too. What was it? A box of LEGO® bricks.
- B David was born with Poland Syndrome, which meant that **his** right arm couldn't develop. However, he was determined that this wasn't going to limit what he could do in life. So, when he received his first box of LEGO® at the age of nine, he began to experiment. By age eighteen, David had built a mechanical, prosthetic arm using LEGO® pieces. His engineering expertise had led to the creation of ingenious technology which has enabled him, and other people, to experience life differently.
- C In recent years, David has set up a company called HandSolo. Through this company, he has managed to help more people who need prosthetic limbs. He has adapted and modified his original design, so HandSolo now creates five basic types of prosthetic arms. **They** are all adaptable and can be adapted to the specific needs and tastes of the person who wears them. They can be made more attractive to the wearer by using colour combinations that they prefer. Also, because they're made of LEGO® pieces, it's easy to take them apart and put them back together if they need to be repaired. It's easy and cheap to buy broken or lost pieces too.



Prefixes

5 EXAM Choose the correct answers.

- I'm reading an ___-book at the moment. It's the first time I've ever read one!
A re B up C micro D e
- You can heat up your lunch in the ___wave oven.
A up B micro C dis D re
- The phone company is going to ___place my old router with a new one.
A up B e C re D dis
- The school always tries to ___cycle old books.
A re B micro C e D dis
- Please check your ___phone. I can't hear you.
A e B micro C re D up
- We really need to ___grade our computer systems.
A up B re C dis D micro

6 Add one word to the second sentence so that it has a similar meaning to the first.

- This bag can be used many times.
This is a _____ bag.
- My laptop is being put back together again by the technician.
The technician is _____ my laptop.
- The old curtains will probably fall apart in the washing machine.
I think the old curtains will _____ if you put them in the washing machine.
- Can the computer go back to factory settings?
Can the computer be _____ to how it was originally?
- There's a lot of rubbish from electronic goods here.
There's so much _____ here.
- Is there anything else we can use this old sofa for?
Can we _____ this old sofa?

Adjectives to describe gadgets

7 Complete the dialogues with the words in the box.

compact repairable stylish trendy
versatile wearable

- A How do you get your laptop into such a small bag?
B My laptop isn't very big. Look at how _____ it is.
- A What's that gadget? Is it a phone charger?
B Yes, but it's also a USB stick and a keyring. It's really _____.
- A Do you think people will still be using this software in fifteen years' time?
B Probably not. It's _____ at the moment, but I don't think it'll last.
- A Have you got a smartwatch?
B No, I'm not into _____ technology.
- A I need to get a new phone. My old one isn't working!
B Why don't you check to see if it's _____ before you buy a new one?
- A What do you think of my new laptop bag?
B I love it! It's so _____ and looks great with your jacket.

8 EXAM Complete the reviews with one adjective in each gap.



Ratings & reviews



This Rubik's Connected Cube is an ¹ _____ version of one of the most popular puzzles ever! It connects to a ² _____ app – it's so easy to use. The app is very ³ _____ to today's young consumers because it allows them to connect with an online group of users.



Ratings & reviews



These earbuds come in a very ⁴ _____ case that stops them getting damaged in your bag. They're very ⁵ _____ as, the case can charge your earbuds, too. They're also extremely light, so they're very ⁶ _____ – you can carry them wherever you go!



4 EXAM Answer the questions.

1 How can users of the prosthetic limbs personalize them?

2 He was asked by NASA ...

3 David feels ...

4 What was school life like for David?

5 EXAM Answer the questions.

1 How is the ee pronounced in *engineering*: /eɪ/, /ɪə/ or /i:/?

2 How is the c pronounced in *violence*: /s/, /ʃ/ or /k/?

3 How is the g pronounced in *prestigious*: /g/, /ʒ/ or /dʒ/?

4 How is the th pronounced in *prosthetic*: /θ/ or /θ/?

6 EXAM Find words in the article that mean the following.

1 grow (paragraph B) _____

2 allowed, let (paragraph B) _____

3 what people like (paragraph C) _____

4 respected and admired
(paragraph D) _____

5 working (paragraph D) _____

7 EXAM Find sentences in the text that mean what has been paraphrased below.

1 David wanted to gain as much as he could in life.

2 His company has an important job to teach students about how to stand up to violence.

8 Answer the questions.

1 Did you or your siblings use to play with LEGO® when you were young? What kinds of things did you build?

2 What kinds of skills do you think LEGO® would help with for young children?

D Since 2018, David has won many prestigious awards worldwide. He received the Guinness World Record in 2019 for being the first person to build a fully functioning prosthetic arm using LEGO®. In 2022, he won the Nova Talent 111 prize in the Civil Engineering category. Even NASA asked him to participate in the Cross Industry Innovation Summit in the past.

E David is very proud of these awards and all his achievements. Nevertheless, he believes that they mean nothing unless they inspire, motivate and make others aware of the needs and rights of people like himself. According to David, we will create truly inclusive, respectful and tolerant societies when we show respect to each other and recognize each other's individual differences as well as talents.

F However, David's life wasn't always like this. When he was young, he was bullied at school because of his condition. This experience has made him determined to help others whose lives are affected by violence. In addition to creating prosthetics, the HandSolo company also has a mission to educate students on and fight all forms of violence. David's father, Ferran, has written a comic about a superhero called Hand Solo who has a prosthetic LEGO® arm like David's.

G When young readers meet David and realize that he has a prosthetic arm, just like their superhero, they admire him. As a result of people like David, old-fashioned, limiting ideas disappear in the next generation of citizens.

Glossary
summit – cumbre

GRAMMAR TALKING ABOUT THE FUTURE

will, be going to, present simple and present continuous

- 1 Complete the sentences with the correct form of the verbs in brackets. Use **will**, **be going to**, **present simple** or **present continuous** based on the use in brackets.

1 Be careful! Your smartphone

_____ (fall) off the table!

(a prediction based on evidence)

2 One day, people

_____ (upload) their thoughts to the cloud. (a general prediction or opinion)

3 I _____ (read) my new book

this weekend. (an intention)

4 A I can't find the game controller.

B I _____ (help) you look for it. (a decision made at the time of speaking)

5 _____ they _____ (go)

to go the technology workshop this weekend? (a plan)

6 The doors _____ (open) at

two tomorrow, so get there around 1.30. (a timetabled event)

- 2 **EXAM** Complete the message with one word in each gap.

Just a quick message about the TedX event tomorrow.

How are you going ¹ _____ get there? The first talk starts at 9 a.m. I think I ² _____ take the 8.06 train, which arrives at 8.34 a.m. ³ _____ I have enough time to get to the conference centre?

According to the weather forecast, it's ⁴ _____ to rain tomorrow, so I ⁵ _____ taking a taxi from the station. I've booked it for 8.45 a.m.

⁶ _____ you going to print your event ticket? I haven't got a printer at home, but I think it ⁷ _____ be OK to show the ticket on my phone. The whole event is about mobile technology, after all!

What are you ⁸ _____ afterwards? I'm ⁹ _____ dinner with my brother and you're welcome to come too.

See you tomorrow!

D x

+

Future continuous and future perfect

- 3 Write future continuous or future perfect sentences based on the use in brackets.

1 by 2050, we / not use / hand-held devices (in progress)

2 robots / not replace / teachers / by 2040 (completed)

3 people / only travel / in driverless cars / in the next decade / ? (in progress)

4 the AI documentary / finish / by midnight (completed)

5 the 3D printer / printed / your object / in ten minutes' time / ? (completed)

6 the drone / take / photos / during the event tomorrow (in progress)

- 4 **PLUS** Complete the sentences with your own ideas. Use future continuous or future perfect.

1 By tomorrow night, I _____

2 This time next week, our class _____

3 In 20 years' time, technology _____

4 By 2060, people _____

5 This time next month, my friends and I _____

6 In 2200, the world _____

will, future continuous, future perfect

5 Choose the correct options.

- I will have evaluated / be evaluating your screen time over the next few weeks.
- Will they be fixing / have fixed the game by Monday?
- We won't travel / have travelled by train to the festival this year.
- This time next month, she'll give / be giving a talk on AI.
- Will you have finished / be finishing reading the book by tomorrow evening?
- This is Elena, who will help / have helped everyone who needs it.

6 PLUS Look at Katy's calendar for Saturday. Complete the sentences with the correct form of the verbs in the box. Use *will*, *future continuous* or *future perfect*. Sometimes more than one answer is possible.



arrive attend be check finish go
have leave participate take

- On Saturday morning, Katy _____ to an AI Festival in Bristol. She _____ the bus at around 8.45 a.m.
- The bus _____ the station by 8.50 a.m., and Katy _____ in Bristol by 10.30 a.m.
- She _____ an AI Display between 11.00 a.m. and lunchtime. She _____ lunch nearby.
- After lunch, she _____ in a Robot Meet and Greet event. Then she _____ in to her hotel at 5.00 p.m.
- Dinner _____ at 7.00 p.m. She _____ dinner by 8.00 p.m. when the AI light and music show begins.

Consolidate

- 7 EXAM** Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets and a suitable future form.

- My new book goes on sale next Monday. (selling)
The bookshops _____.
- Careful! That cup is falling off the shelf! (going)
Careful! That cup _____!
- I've almost finished deleting all the files. (a little while)
I _____.
- What time is your flight tomorrow? (leave)
When _____?
- They'll buy a game controller, then they'll look for a new hard drive. (once)
They'll look for a new hard drive _____.

- 8** Complete the text messages with the correct future form of the verbs in brackets.

LISTENING



- 1 You are going to hear a radio programme about the Internet of Things (IoT). You will hear these words and phrases. Check that you know what they mean.

aware carrying out fitness tracker
malfunction sensors



Listening strategy

- 2 04 Listen to the radio programme and tick (✓) the main ideas that the speakers discuss.

- 1 what IoT devices will be able to do
- 2 who has been developing IoT technology
- 3 why the IoT is an important development
- 4 the cost of installing the IoT
- 5 how the IoT is being used now



- 3 **EXAM** 04 Listen to the programme again and choose the correct answers.

- 1 What doesn't Liz say that sensors will detect?
 - A people's identities
 - B air temperature
 - C air quality
 - D other devices
- 2 What example of connected devices does Liz give?
 - A air conditioning that talks to your TV
 - B a motorbike that talks to your oven
 - C air conditioning that talks to your watch
 - D a motorbike that talks to your air conditioning
- 3 What was the first step in the digital revolution?
 - A the Internet of People
 - B the Internet of Things
 - C smart devices
 - D connected devices
- 4 What happened in 2008?
 - A The IoT started.
 - B Experts started testing the IoT.
 - C The term 'Internet of Things' was first used.
 - D Companies started to sell smart devices.
- 5 How many objects might we all be connected to in 2032, according to Dr Barrett?
 - A over 5,000
 - B 3,000 to 5,000
 - C about 35,000
 - D up to 3,000

- 4 You are going to hear a podcast about future technology. You will hear these words and phrases. Check that you know what they mean.

fabrics measure random related to

- 5 05 Listen to the podcast. Decide if the following statements are true (T) or false (F), according to Aisha.

- 1 Some people can already feel textures on their tablets.
- 2 The word *haptics* was created by Professor Katherine Kuchenbecker.
- 3 Our sense of touch consists of many different sensations.
- 4 People can identify what an object is just by touching it.
- 5 Museum visitors will be able to touch things without breaking them.
- 6 Aisha says haptic technology will be useful for people who are studying to be medical doctors.

Speaking

- 6 Look at the photos of gadgets. Choose one and write a dialogue about it. Use adjectives to describe gadgets and useful phrases to describe functions.

1



2



VIDEO AND LISTENING: DOCUMENTARY

AI IN SPACE

1



2



3



4



- 1 Look at the stills from the video. What do they show?

- 2 Watch the video and check your answers in exercise 1.

- 3 Watch the video again. Match the facts with *Perseverance Rover*, *Hubble Telescope*, *Kepler Telescope* and *James Webb Telescope*.

1 It uses an AutoNav system to navigate safely across Mars without human guidance.

2 It has observed 40,000 space objects.

3 It has been in orbit since 1990.

4 It landed on Mars in February 2021.

5 It stopped in 2018.

6 It monitored over 650,000 stars.

7 It can see galaxies formed over 13 billion years ago.

- 4 Complete the sentences with one or two words in each gap. Then watch the video again and check your answers.

1 Artificial intelligence is changing how we explore and understand the _____.

2 The Perseverance Rover landed on Mars in _____.

3 The Perseverance Rover is helping scientists plan for future _____ exploration.

4 The Hubble telescope has been in orbit since _____.

5 The Kepler telescope monitored over _____ stars before it stopped in 2018.

6 The James Webb telescope can observe galaxies formed over _____ years ago.

- 5 Match the words in the box with their meanings.

asteroid exploration galaxy mission
orbit universe

1 a large group of stars, planets, gas, etc. in outer space _____

2 a specific task or goal, especially one undertaken in space, like collecting data or exploring planets _____.

3 the act of travelling or studying unknown places to discover new information or understand them better _____

4 a curved path an object follows around another _____

5 all of space and everything in it, including stars, planets, galaxies, etc. _____

6 a small planet that orbits the sun _____

- 6 Go online and find five more facts about how AI is transforming space exploration.



WRITING AN OPINION ESSAY

- 1 Read the opinion essay. What conclusion does the writer make about social media?

Task: Some people think that social media has a negative influence on our lives. Discuss.

How different would life be without social media? Life online is fun, but it can ¹ _____ be addictive. To my mind, social media has a negative influence on our lives.

It is widely accepted that most people connect to social media daily. It allows us to share updates on our lives, and post photos and videos ² _____ with people from other countries.

Personally, I feel that social media also has serious disadvantages. Experts believe that cyberbullying has tragic effects on vulnerable people. ³ _____, studies have shown that young people's mental health is at risk due to increased social media use.

In conclusion, social media has some benefits. However, I am convinced that the disadvantages are greater than these benefits. As I see it, things will get worse unless we regulate social media.

Writing strategy

- 2 Complete the opinion essay with the linkers of addition in the box. Sometimes more than one answer is possible.

additionally also as well as
also furthermore



Writing task

- 3 **EXAM** Some people think that smartphones do more harm than good. Discuss. Write 120–150 words.

Writing guide

Think and plan

- 4 Do you agree or disagree with the statement in the writing task? Make a list of reasons to support your opinion.

- 5 Complete the table on the benefits and drawbacks of smartphones. Add two more ideas to each section.

Benefits of smartphones	Drawbacks of smartphones
connection with others	too many distractions

- 6 Organize your ideas into paragraphs.

Paragraph 1: introduce the topic and state your general opinion.

Paragraph 2: mention one or two ideas for the opinion you don't support.

Paragraph 3: mention two or three ideas for the opinion you support.

Paragraph 4: restate the topic and your opinion, summarize your reasons and add a final comment.

Write and check

- 7 Write your opinion essay. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

→ STUDENT'S BOOK Pages 28–29

- 8 Check your essay. Have you ...

- included ideas related to the topic?
- used paragraphs to structure your essay?
- used linkers to support your ideas?
- included some Useful phrases?

REVIEW

GRAMMAR

2

1 Choose the correct options.

- 1 The AI display starts / is going to start at ten. Be on time!
- 2 The sun's going down. It is getting / is going to get dark soon.
- 3 This program isn't responding. I'll restart / 'm restarting my laptop.
- 4 Ryan is playing / will play basketball this evening.
- 5 Do you believe that the IoT will / is going to make our lives easier?
- 6 'Are you helping / Will you help at the gaming fair this weekend? 'Yes, I am.'

2 EXAM Choose the correct answers.

- 1 What are you going ___ next year?
A do C doing
B to do D have done
- 2 This time next year, you ___ at university.
A studied C to study
B study D will be studying
- 3 The course ___ on the 3rd of October.
A starts C will start
B start D is going to start
- 4 Do you think you ___ a job soon?
A find C will find
B are going to find D will be finding
- 5 Will that programme ___ by this evening?
A be installing C to install
B have installed D is installing
- 6 I ___ Ashley at 10 o'clock on Saturday.
A will meet C am meeting
B will have met D meet

VOCABULARY

3 Complete the sentences with the words in the box.

cybercrime determine games consoles
upgrade user-friendly versatile

- 1 We're going to adapt these _____ to make playing easier.
- 2 Will the new app be more _____?
- 3 It's not easy to detect _____.
- 4 The person in the shop asked me lots of questions to _____ my needs.
- 5 I'm going to _____ my smartwatch - this one isn't working so well.
- 6 My phone is really _____. I can use it to take photos, make calls and send emails.

4 PLUS Complete the article with the words in the box.

delete e-waste files hard drives
innovative repurposing stylish upcycle

Upcycling



Are you keen to

- 1 _____ your old tech gadgets and devices, but need some ideas? Rather than add to the world's
- 2 _____, why don't you make them into something beautiful? For example, you can try³ _____ an old USB stick and turn it into a⁴ _____ necklace.
- Or, if you have some old⁵ _____, and other gadgets, you could create really⁶ _____ art objects that nobody will ever have seen before! Just remember to⁷ _____ all your personal⁸ _____ first!

Evaluate

5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- 1 I can use reference words to help me understand a text. ___
- 2 I can listen for main ideas. ___
- 3 I can describe the functions of a gadget. ___
- 4 I can write an opinion essay with linkers of addition. ___



ONLINE PRACTICE

3 Fit as a fiddle

VOCABULARY

Health and well-being

1 Choose the correct options.

- 1 A balanced **illness / food / diet** includes lots of fruit and vegetables.
- 2 Puzzles like **sudoku** make you use your **mood / brain / well-being**.
- 3 Are **energy diets / calories / drinks** better than water?
- 4 Is processed **food / diet / drinks** good for our health?
- 5 How many **energy / food / calories** do you burn if you walk 10,000 steps?
- 6 You need to drink more water if you **burn / sweat / stretch** a lot, for example, when you go running.
- 7 If you forget information easily, there are ways to improve your **memory / mood / anxiety**.

2 EXAM Complete the text with one word in each gap.

Exercise is MEDICINE

Doctors know that the risk of¹ _____ is higher due to lifestyle choices, and that changes in lifestyle may stop patients from getting ill. In some countries, doctors are helping patients to change their lifestyle. Most patients can benefit from walking more or working² _____ at the gym. Walking even 7,500³ _____ a day can⁴ _____ your mood as well as improving your physical health. The gym isn't only for the young. Older people can also lift weights to help their muscles and⁵ _____ stay strong. Exercise can⁶ _____ anxiety, which helps with⁷ _____ well-being. When you⁸ _____ your muscles, you can undo the effects of sitting all day. If more doctors recommended exercise, perhaps their patients would be healthier.

Transitive and intransitive phrasal verbs

3 Complete the phrasal verbs with the particles in the box.

ahead down in out to up

- 1 miss _____ : not share in the fun
- 2 take _____ : start
- 3 stay _____ : not go out
- 4 go _____ : continue
- 5 lead _____ : result in
- 6 cut _____ : eat less of

4 Complete the text with the verbs in the box and a suitable particle.

cut give leads missing staying
switch taking

Why are some teens GIVING UP THEIR SMARTPHONES?

I recently heard about the Luddite Club in New York. Students who join often¹ _____ their smartphones. The club meets in a library and has only one rule: no smartphones. This² _____ more meaningful conversations and less time wasted on social media. Instead of³ _____ on their own and worrying about⁴ _____ on social events, these teens are finding new interests and⁵ _____ new hobbies. This is one way to⁶ _____ on your use of social media. What do you think? If you find it hard to⁷ _____ your smartphone and do something useful, maybe it's a good solution!



5 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 Bad habits can result in health problems. (lead)
Bad habits can _____ health problems.
- 2 Why is your phone on? (switch)
Why didn't you _____ your phone?
- 3 We're not going out tonight. (in)
We're _____ tonight.
- 4 Her mental well-being has improved since she started meditation. (up)
Her mental well-being has improved since she _____ meditation.
- 5 She loves tennis but had to stop doing it after she hurt her arm. (give)
She loves tennis but had to _____ after she hurt her arm.

Sleep idioms

- 6** Use words from A and B to complete each sentence.

A fall fast have wide wrong

B a lie-in asleep (x2) awake side

- I slept very badly last night. I was _____ until 2 a.m.
- I didn't hear the thunder. I must have been _____.
- Do you ever _____ in front of the television?
- At the weekends, we usually _____.
- What's wrong with him? Did he get out of bed on the _____.

- 7** EXAM Complete the article with one word in each gap.



Could you sleep like an astronaut?

Astronauts on the International Space Station need to fall asleep at the right time so that they don't toss and ¹_____ all night. They have to be ²_____ awake during their working day to be able to complete their daily tasks properly. In space, it's often even more difficult to ³_____ asleep than on Earth because the conditions are very different. Apart from zero gravity, there are sixteen sunrises in every 24 hours, which can upset the biological clock. Their sleep schedule is very strict. They hit the ⁴_____ at the same time every day and sleep in a special sleeping bag, which is tied down so that it doesn't float away. This gives a whole new meaning to the phrase 'Sleep ⁵_____!'

Sleep is very important for them to function properly as a crew. No one wants to be around an astronaut who has got out of ⁶_____ on the wrong side.

There is a team of doctors who advise them on good sleep habits. Exercise, diet and the correct temperature can help an astronaut sleep like a ⁷_____.

So, do you think you could sleep in space? Don't answer now – perhaps you should ⁸_____ on it!

Extreme adjectives

- 8** EXAM Choose the correct answers.



Many people find it ¹_____ that laughter can be an ²_____ way to reduce anxiety. Laughing has a ³_____ effect on the body and can even help reduce pain.

Laugh and the world laughs with you

Laughter is a great way to connect with people so that everyone in the group feels better. If you feel lonely, you may also feel ⁴_____, but when you reach out to your friends who make you laugh, you will probably feel better. Some doctors think that this kind of connection through laughter is not just important but ⁵_____ for our well-being.

Find your sense of humour

A good sense of humour can help you in difficult situations. But be careful, not all jokes are ⁶_____. Try to laugh with others and not at them, and always feel free to laugh at yourself!

- | | | |
|-----------------|-------------|-------------|
| 1 A fascinating | B bad | C surprised |
| 2 A awful | B awesome | C amazed |
| 3 A surprised | B huge | C hilarious |
| 4 A exhausted | B amazed | C miserable |
| 5 A fascinating | B essential | C awesome |
| 6 A amazed | B strange | C funny |

- 9** PLUS Replace the bold words with an extreme adjective.

- Many people feel **tired** _____ if they don't get eight hours' sleep.
- Some teachers think breakfast is **important** _____.
- Does stress make you feel **bad** _____?
- If you do something **difficult** for the first time, do you feel **surprised** _____?
- Our favourite comedy is **funny** _____.
- There is some **strange** _____ advice on well-being on the internet.



Contents



Starter

Page 4

Reading	A blog post: Languages and personality	Grammar	Present simple & present continuous; Comparatives & superlatives; Past simple & past continuous; Present perfect simple & continuous
Vocabulary	Personality adjectives; Phrasal verbs	Writing	An informal email

1 In the limelight

Page 8

Vocabulary	Entertainment; -ed / -ing adjectives; Emotions; Sensory words	Video and listening	A podcast: edutainment; A book review: <i>The Thrilling Adventures of Lovelace and Babbage</i> ; Can social media save reading?
Reading	A blog post: A moment that changed me	Speaking	Showing interest

2 Cutting-edge

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Vocabulary	Technology; Research verbs; Technical prefixes; Adjectives describing gadgets	Video and listening	A radio programme: the Internet of things; A podcast: future technology; AI in space
Reading	An article: Putting the pieces together	Speaking	Describing function

3 Fit as a fiddle

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Vocabulary	Health and well-being; Transitive and intransitive phrasal verbs; Sleep idioms; Extreme adjectives	Video and listening	A podcast: a fitness technique; A conversation: lifestyle advice; The Healthy Mind Platter
Reading	An article: Music for the mind	Speaking	Asking for & giving advice

4 Drop me a line

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Vocabulary	Communication; Idioms; Meeting people; Dependent prepositions	Video and listening	A podcast: communication in the UK; A lecture: Are you lying right now?; Native languages in the UK
Reading	A magazine article: The art of complaining	Speaking	Making small talk

5 Hit the road

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Vocabulary	Travel and transport; Phrasal verbs; Adjectives for describing places; Compound adjectives	Video and listening	A radio programme: a round-the-world trip; A podcast: where we feel at home; Sustainable tourism on El Hierro
Reading	A blog: Culture Shock	Speaking	Describing places

6 On thin ice

Page 58

Vocabulary	Global problems; Compound adjectives; The weather; Three-part phrasal verbs	Video and listening	A report: The雨iest place on Earth; A podcast interview: Coding for Climate; Activist art
Reading	A fact sheet: Combat homelessness	Speaking	Describing photos

7 Pass with flying colours

Page 68

Vocabulary	Education; Phrasal verbs; Learning; Idioms	Video and listening	A conversation: two people discuss what they learned at school; A podcast: how the brain learns; Gamification
Reading	An essay: Language learning for life	Speaking	Giving a short talk

Grammar reference	p.78	Speaking trainer	p.119
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Exam practice listening	p.105	Word-building reference	p.129
B2 Exam practice	p.107	Irregular verbs	p.131
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Idiom:

A group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light).



READING

Reading strategy

 1 Before you read the article, look at the questions. Do you need to skim or scan for each one? Then skim / scan and answer the questions.

1 When did people start playing music to their babies?

2 What kind of music can help when someone feels miserable?

3 Are the effects on the mind from listening to music, creating music or both?

 2 **EXAM** Answer the questions or complete the sentences with the correct information.

1 How does the writer say music affects our mood?

2 Music can activate ...

3 What are the auditory cortex, the amygdala, the cerebellum and the hippocampus, and why are they mentioned?

4 According to the writer, people believe the 'Mozart effect' is ...

5 What does the writer say may improve your IQ?

6 In what ways can music help with negative feelings?

7 Music helps with pain by ...

8 What positive effect do fans at concerts share?

Music for the mind

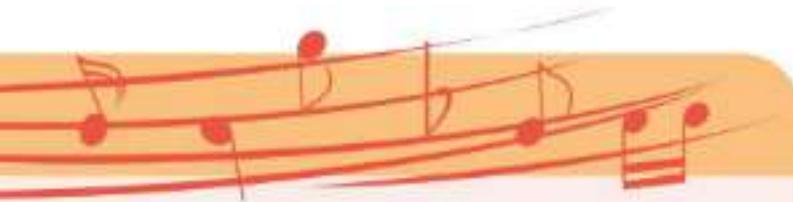


A We all know that music can have an effect on our mood. We may even have playlists for different times of day to reflect this: ballads for when we want to chill, and hard rock when we need to be energized. Music can enhance our emotions and help us feel closer to others. Songs can even help people who have lost their memories.

B Music is able to activate a surprising number of networks in the brain, including those connected to thinking, processing, learning and movement. The sciences of neurology, psychology and sociology are able to explain the effect music can have on us.

C Using technology, like brain scans, scientists can see which parts of the brain music activates. Apart from switching on the brain's auditory cortex, it activates wider connections to the amygdala, which controls emotional regulation, the cerebellum, which is connected to motor function, and the hippocampus, which is necessary for memory.

D Scientists believe that music may also improve our cognitive skills. You may be familiar with the 'Mozart effect'. This refers to a popular belief that when we listen to classical music, especially the music of Mozart, we can solve problems more easily. When this idea spread back in the '90s, people started playing classical music to their babies, believing that it could make them more intelligent. Unfortunately, it seems that simply listening to music can't improve your IQ. However, if you really want to improve your brain power, you should learn to play a musical instrument. According to Jessica Grahn, a cognitive scientist, a year of piano lessons and regular practice might improve your IQ by up to three points.



E Music can also reduce anxiety and help people find their inner peace in a busy and stressful world. When you're in a low mood, sad music can help you feel understood. Or you might listen to music to remember good times that you have shared in the past.

F Music therapy could lead to good outcomes in both physical and mental health. People can use music to treat anxiety and depression, and it can be a useful memory aid for some patients with illnesses, like Alzheimer's, which affect the brain. Music can also affect the body and has been shown to lower blood pressure and even lessen pain. It does this by distracting the mind and also by soothing anxiety, which may often make pain worse.

G Beyond our individual experience of music, we must also recognize the role that music plays in our social and cultural lives. More than ever, like-minded audiences gather to share their love for music at concerts and festivals. Unsurprisingly, as many festival-goers report, these shared experiences can lead to a feeling of deep connection with other fans.



3 EXAM Read the article again and decide if the following statements are T (true), F (false) or NG (not given). Give evidence from the blog for your answers.

- 1 Music can help people who can't remember the past.

- 2 The cerebellum is connected to emotional regulation.

- 3 Listening to classical music, especially Mozart, can make babies more intelligent.

- 4 Music therapy can be used to improve stress and feeling of sadness.

- 5 Music festivals are more popular now than they were in the past.

4 EXAM Rewrite the following sentences from the text in your own words.

- 1 We all know that music can have an effect on our mood.

- 2 Scientists believe that music may also improve our cognitive skills.

- 3 Music can also reduce anxiety and help people find their inner peace in a busy and stressful world.

5 EXAM Find synonyms of the words below in the article.

- 1 relax (paragraph A) _____
- 2 improve (paragraph A) _____
- 3 results (paragraph F) _____
- 4 reduce (paragraph F) _____
- 5 calming (paragraph F) _____

6 EXAM Find sentences in the text that mean what has been paraphrased below.

- 1 Music can improve how we feel and make us feel more connected.

- 2 More than any time before, people with the same interests meet to enjoy the same feeling that music gives them.

GRAMMAR MODAL VERBS

Ability and permission

- 1** Complete the dialogue with *can't* or *could(n't)* if possible. Otherwise, use the correct affirmative or negative form of *be able to*.

Maya ¹ _____ (you / do) me a favour?
 Omar How ² _____ (I / help) you?
 Maya Do you know anyone who ³ _____ (edit) videos? I've been trying to edit this vlog, but I haven't ⁴ _____ (do) it yet.
 Omar My sister ⁵ _____ (probably show) you. But she's busy this week. She won't ⁶ _____ (meet) you until next week. She loves vlogging. She ⁷ _____ (make) really awesome videos when she was twelve!

- 2 EXAM** Choose the correct answers.



Food for the brain!

Certain foods can greatly improve brain function, and knowing what to include in your diet is important. You ¹ ___ eat foods rich in omega-3 fatty acids, such as salmon or walnuts, as they are essential for brain health. Blueberries are another excellent choice because they ² ___ boost memory and protect the brain from aging. Whole grains, which provide a steady supply of energy, ³ ___ be part of your meals if you want to stay focused. On the other hand, you ⁴ ___ consume too much sugar or processed food, as they can harm brain function. You ⁵ ___ to stay hydrated as well, as water supports concentration and alertness. However, you ⁶ ___ make drastic changes; small, consistent improvements to your diet can make a big difference.

- | | | |
|-------------------|-------------|-----------|
| 1 A ought to | B shouldn't | C need |
| 2 A need to | B can | C must |
| 3 A don't need to | B mustn't | C must |
| 4 A can't | B shouldn't | C needn't |
| 5 A should | B can't | C need |
| 6 A must | B needn't | C mustn't |

- 3 PLUS** Replace the bold words with a different modal verb so that the meaning is the same. Sometimes more than one answer is possible.

- You **mustn't** bring pets to the swimming pool.
- You **don't have to** buy expensive clothes, but good shoes are essential for running.
- You **must** bring a towel if you use the machines in the gym.
- You **should** check the weather before you go hiking.
- You **have to** take off your shoes and wear the correct belt for tae kwon do.
- You **should** relax as you breathe out when you do yoga.

Possibility, probability and certainty

- 4** Choose the correct options.

- You **must / can't** be exhausted after such a long day.
- He **can't / must** be serious. I'm sure he's joking.
- I **may / must** be wrong, but I think this drink is healthy.
- This snack **might / can't** contain nuts, so I **mustn't** eat it because I have a peanut allergy.
- Lots of fresh air and exercise **can't / could** help you sleep.
- It **might / could** not be important, but we forgot to bring snacks for half time.

- 5 EXAM** Rewrite each sentence using the correct modal verb from those given in brackets.

- Perhaps Zainab is at the gym. (**might / can't / must**)
- It's not possible that hotdogs are healthy. (**may / can't / could**)
- I'm certain that Olympic athletes are extremely fit. (**can't / might / must**)
- It's possible that you are wrong. (**may / must / can't**)

Modal perfects

6 Match sentences 1–5 with their meanings A–E.

- | | |
|-------------------------------------|--|
| 1 I shouldn't have given up. | A I'm sure he didn't get it. |
| 2 It must have been hilarious. | B It's possible that they were sleeping. |
| 3 They might have been fast asleep. | C I'm sure it was funny. |
| 4 He can't have got my email. | D We're not sure, but it's possible. |
| 5 We may have missed the train. | E I didn't do the right thing. |

7 PLUS Complete the mini-dialogues with suitable modal perfect form of the verbs in the box.

decide feel forget go wear

1 Riley Is Maria here?

Kai No, she's not. She to go home.

2 Syed I'm too hot.

Ryan Well, you your winter coat. It's July!

3 Finn Why did Mario leave the party?

Ayla I don't know. He bored. Or maybe he needed to get home.

4 Dad Where's your brother?

Mike I don't know, but he far. He was here a minute ago.

5 Ali Sara's very late, isn't she?

Layla Yes, let's call her. She our picnic today.

8 EXAM Rewrite the second sentence using a modal perfect.

1 I'm really sorry. I was wrong to say those things.

2 Where's my wallet? It isn't possible that I've lost it!

3 Congratulations! I'm sure your family was very proud.

4 I'd better check my messages. Perhaps Jon has sent one.

5 Happy birthday! Why didn't you tell us it was today?

Consolidate

9 Complete the mini-dialogues with the pairs of verbs in the box. Use present or perfect modal forms.

can't / sit may / find might not / see
must / be needn't / arrive

1 Aisha Steve hasn't replied to my message.

Musa He it yet.

2 Arya I've been awake since 3.30 a.m.

Aidan Wow! You exhausted!

3 Ollie What time do we need to get to the airport?

Kat Our plane is at 2 p.m., so we before 12 p.m.

4 Liam Shall we have our picnic on the grass?

Abdul No – look at the sign. We here.

5 Zahra I left my jacket here, but now it's gone.

Ariana Let's ask at Reception. Someone it.

10 EXAM Complete the dialogue with one word in each gap. Sometimes more than one answer is possible.

Fatima Are you ready for the exam?

Lisa Not really. I ¹ sleep last night.

Fatima Oh no! How come?

Lisa I ² have stayed up so late. I didn't have enough time to relax before bed. At 4.00 a.m., I was wide awake and thinking I ³ to do an exam tomorrow. Help!

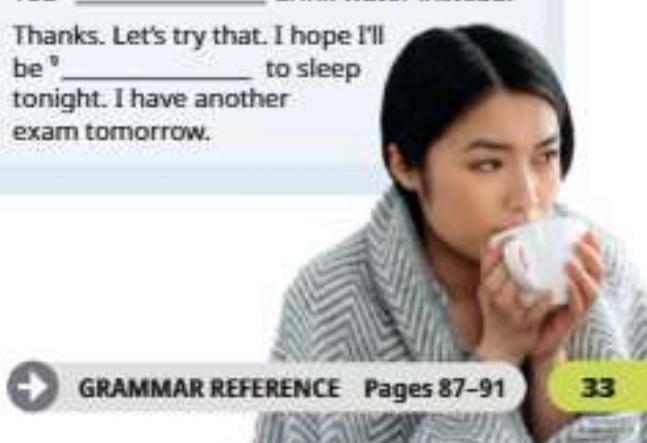
Fatima Poor you. You ⁴ have got many hours' sleep.

Lisa What do you think I ⁵ to do – apart from drinking lots of coffee?

Fatima Well, apparently, you ⁶ have too much caffeine after a sleepless night. A little helps, but too much ⁷ make you feel worse.

You ⁸ drink water instead.

Lisa Thanks. Let's try that. I hope I'll be ⁹ to sleep tonight. I have another exam tomorrow.



LISTENING

- 1** You are going to hear a podcast about a fitness technique called HIIT. You will hear these words. Check that you know what they mean.

intense investigating trend

Listening strategy

- 2 EXAM** 06 Read the sentences and underline the key words. Then listen and choose the correct answers.

- What does Reece say that HIIT is?
A an indoor activity. C new.
B easy. D popular.
- How long does Reece say you need to work out for?
A 20 seconds a day.
B three times a week.
C 60 seconds a week.
D two minutes a week.
- Why does Reece think HIIT works?
A It burns 80% more energy.
B It uses all our leg muscles.
C It uses more of our muscle cells.
D It exercises different muscles from running.
- What does Reece believe that the best part of exercising is?
A It's good for your heart.
B It means you don't have to study.
C It makes you strong.
D It's good for your mental health.
- How does HIIT compare to other forms of exercise?
A It's more effective.
B It's better than going for a walk.
C It's as good as other forms of exercise.
D It can be done outside.
- Why does Reece think that people don't exercise?
A Because they don't realize it's important.
B Because they have an illness.
C Because they don't want to.
D For many different reasons.

- 3** You are going to hear a conversation between two friends. You will hear these words. Check that you know what they mean.

do without overdo it pros and cons throw yourself into something

- 4** 07 Listen to Chad giving Zoë some advice and complete the sentences.

- The four activities which Chad mentions are _____
- Because Chad is exhausted, he _____
- Zoë says that in order to do things well, Chad needs to _____
- Zoë thinks Chad should choose _____
- Zoë says that before making a decision Chad should _____
- Chad says that his band mates never _____

Speaking

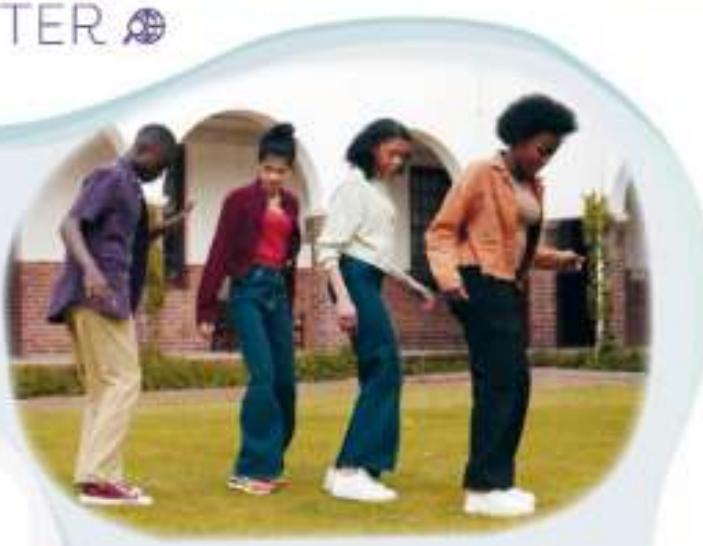
- 5** Choose and write two dialogues to ask for and give advice to your partner. Use a variety of language from the Useful phrases on page 39 of the Student's Book.

- You want to start working out, but you have never been inside a gym.
- You're exhausted because your brother practises the drums late at night.
- Your friends want you to go on a bike ride, but you're afraid of cycling since you fell off and broke your arm.
- Your family wants you to give up playing sport because they say you don't have enough time to study.



VIDEO AND LISTENING: DOCUMENTARY

THE HEALTHY MIND PLATTER



- 1 Look at the stills from the video. Do you remember what 'The Healthy Mind Platter' is?

- 2 Watch the video and check your answers in exercise 1.

- 3 Watch the video again and complete the sentences with information from the video.

1 The Healthy Mind Platter was invented by _____.

2 The Healthy Mind Platter is divided into _____.

3 'Focus time' is when you focus on _____.

4 'Playtime' is when we spend time being _____.

5 'Connecting time' is spending time with _____.

6 'Physical time' is any kind of _____.

7 'Time in' allows us to reflect on _____.

8 'Downtime' is another word for _____.

9 'Sleep time' is critical for _____.

- 4 Write one example for each of The Healthy Mind Platter activities.

1 Focus time: _____

2 Playtime: _____

3 Connecting time: _____

4 Physical time: _____

5 Time in: _____

6 Downtime: _____

7 Sleep time: _____

- 5 Complete the sentences with the words in the box.

balanced concentration meditation
mindfulness recover relieve resilience

- 1 It's important to maintain a _____ lifestyle by eating nutritious food, exercising regularly, and getting enough sleep.
- 2 Practicing _____, such as focusing on your breathing, can help you reduce stress and stay calm.
- 3 Some people use _____ techniques to stay present and fully aware of their thoughts and surroundings.
- 4 Taking breaks during work can improve your _____ and help you focus for longer periods.
- 5 After a difficult experience, it can take time to _____ emotionally and physically, but self-care plays a big role.
- 6 Exercise is known to _____ stress and boost your mood through the release of endorphins.
- 7 Building _____ is essential for handling life's challenges and bouncing back from setbacks.
- 6 Go online and find five more facts about The Healthy Mind Platter.



WRITING A REVIEW

- 1 Read the review and answer the questions.

- 1 Is the review more negative or positive?
- 2 Do you read reviews of sports and leisure facilities or do you rely on word of mouth?

- 2 Read the review of the swimming pool. How could it improve its rating?

Horizon Swimming Pool



★★★ Disappointed

I recently joined the swimming pool after reading some awesome reviews for it.¹

I was impressed by some of the facilities, like the huge car park, the building is much too old. They really should repair and paint it.

I was disappointed by the changing rooms. There are lockers for your clothes;² _____, a lot of the lockers are broken. The showers are quite new, but a lot of people didn't take a shower before entering the pool,³ _____ the notice which says that everyone must take a shower!

The staff are very friendly, but they are busy and can't help everyone. The pool is in a great location and it's perfect for swimming after school.

⁴ _____ this, it is not the most popular pool in the city.

All in all, it's good value for money. It's clean, quiet and convenient. However, I wouldn't recommend it if you're looking for something modern.

Writing strategy

- 3 Complete the review with the linkers of contrast in the box.

although despite however in spite of

Writing task

- 4 EXAM Write a review of a leisure or sports activity. Choose from the categories in the box. Write 120–150 words.

a dance studio a football club
a gym a music venue a skate park

Writing guide

Think and plan

- 5 Think of a place you want to review. Choose one of the places in the box or your own idea.

facilities hours location price staff

- 1 Is your review negative or positive?
- 2 Which aspects above are negative?
- 3 Which aspects are positive?

- 6 Organize your ideas into paragraphs.

Paragraph 1: write some general information about the activity.

Paragraph 2: write mainly positive aspects, including examples.

Paragraph 3: write mainly negative aspects, including examples.

Paragraph 4: sum up and say whether you recommend the activity.

Write and check

- 7 Write your review. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

- STUDENT'S BOOK Pages 40–41

- 8 Check your review. Have you ...

- used paragraphs?
- included some of the Useful phrases?
- used linkers of contrast?
- written between 120 and 150 words?

REVIEW

GRAMMAR

1 EXAM Choose the correct answers.

We know we ¹ to work out more, but then we don't go to the gym. We know that we should sleep more, but we stay up all night. Why is it so difficult to give up our bad habits?

There are lots of possible explanations. One ² be our need to be part of a social group. 'Everyone else is doing it,' we think, 'so it ³ be OK.' Another reason is that we like to rebel – when someone tells us that we ⁴ do something we enjoy, we often want to do it more. Finally, we ⁵ to evaluate risks very well. When an outcome is in the distant future, we imagine that it ⁶ happen. 'I feel fine now,' we think, 'so perhaps I ⁷ worry about this after all.' Perhaps the best advice, and something easier to stick to, is 'Everything in moderation'.



- | | | |
|-----------------|-----------|------------|
| 1 A ought | B should | C must |
| 2 A can | B could | C should |
| 3 A ought | B can | C must |
| 4 A needn't | B mustn't | C couldn't |
| 5 A aren't able | B can't | C may not |
| 6 A mustn't | B needn't | C may not |
| 7 A don't need | B needn't | C couldn't |

2 PLUS Complete the sentences with suitable modal perfect form of the verbs in the box.

cycle drink eat feel

- I down the hill more slowly. I fell off my bike and hurt my knee.
- You miserable when you thought I'd forgotten your birthday.
- My stomach hurts now. I that energy drink so fast.
- He all those doughnuts. I'm sure he said he'd given up processed food.

VOCABULARY

3 Match the words and phrases in the box with their meanings 1–6.

bizarre fall asleep go ahead hilarious
processed work out

- (adj.): very funny
- (adj.): very strange
- (adj.): food with chemicals in it
- (phr.): go to sleep
- (v.): exercise
- (v.): continue

4 PLUS Complete the sentences with the correct form of the verbs in the box.

be boost cut down hit lead to reduce
sleep switch off take up turn

- When Ezra his phone for part of the day and the guitar, he improved his mental well-being.
- You should on your screen time. You might find it better mental well-being.
- The party was so great that I didn't the sack until 2 a.m. and then I like a log.
- He had a terrible night: he tossed and all night and wide awake at 4 a.m.
- I work out every day because it my mood and anxiety.

Evaluate

5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- I can scan a text to find the general idea and skim a text to find key words and phrases.
- I can listen for key words.
- I can ask for and give advice.
- I can write a review.



4

Drop me a line

VOCABULARY

Communication

1 Choose the correct options.

- 1 Remember to spread / attach the photos before you send the email.
- 2 Which app do you use to message / interact with your friends?
- 3 They really should warn / evolve people about the dangers of social media more.
- 4 Is it possible for AI to separate / translate this book?
- 5 Did they really use to use pigeons to deliver / update letters?
- 6 Nobody wants to experience / notify an emergency warning.

2 EXAM Complete the article with one word in each gap.

COMMUNICATIONS ... BY DEGREE

Being able to communicate well is essential in today's world. Communications is also a great subject to study that can lead to an amazing career in politics, the media or public relations. Courses in the field of communication have really ¹e_____ in recent years. Being able to ²m_____ others through apps is extremely easy these days – anyone can do it. However, being able to communicate clearly and effectively is a skill that can ³s_____ you from the rest! One of the most important skills you learn on a communications course is how to ⁴d_____ news to people. Whether it's good news or bad, you have to ⁵n_____ people in a way that's honest, sensitive and on time! Whichever career path you choose, knowing how to ⁶s_____ important news effectively, how to say it and when, can make or break your career. Being able to ⁷i_____ well in both spoken and written formats is a skill that is taught on most communications courses. At a time when people and companies are constantly ⁸u_____ us about everything all the time, a communications course can show you how best to deal with too much information and ⁹w_____ you about the dangers of just doing what everyone else is doing. It can really help you stand out from the crowd.

Idioms

3 Match 1–6 with A–F to make idioms.

- | | |
|----------------------|-------------|
| 1 ahead of the _____ | A rise to |
| 2 jump on the _____ | B wayside |
| 3 fall by the _____ | C force |
| 4 give _____ | D game |
| 5 the driving _____ | E stage |
| 6 take centre _____ | F bandwagon |

4 EXAM Rewrite the words and phrases in bold using a suitable idiom. Use the words in brackets.

1 Just because everyone is doing it, it doesn't mean you have to do the same thing. (jump)

2 Do you know what caused the argument? (rise)

3 The project started well, but it came to nothing after everyone became ill. (fell)

4 Don't quit now while we're winning! (game)

5 Young women were the powerful voices of social change in the 19th century. (force)

6 The festival is getting a lot of attention these days. (taking)



Meeting people

5 Complete the dialogue with the words in the box.

be break come give have hit
making pay putting

- Sia I'm writing an article about how people behave when they meet new people. How do you ¹ _____ the ice when you meet someone for the first time, Rish?
- Rish Well, I try not to worry too much about ² _____ a good impression, and focus more on ³ _____ the other person at ease.
- Sia That's clever. So, do you ⁴ _____ them your full attention?
- Rish I'm not sure about that! That could put them off, I think! What I try to do is ⁵ _____ myself as much as I can. I want to ⁶ _____ across as being sincere. I hate it when people try too hard.
- Sia Like when they are so determined to ⁷ _____ it off with someone that they ⁸ _____ them too many compliments?
- Rish Exactly! When you do that, you don't seem sincere at all.
- Sia I usually try to find one or two things we ⁹ _____ in common. That way, there's always something to say!
- Rish Nice.

6 PLUS Find and correct the errors in the sentences. One sentence is correct.

- 1 Let me know if you change your idea about coming to the party.
- 2 It's not always easy to be your at school and work.
- 3 Did they hit it off immediately?
- 4 She always makes everyone at ease.
- 5 They didn't come through as being very friendly on the call.
- 6 First, we'll play a game to smash the ice.

Dependent prepositions

7 Choose the correct options.

- 1 Why is he laughing on / at / of that photo?
- 2 There's so much noise that we can't concentrate on / about / in our work.
- 3 We all depend for / in / on others for support.
- 4 Don't worry about / with / at the weather - it's going to be sunny.
- 5 She's been staring at / about / in that screen for ages!
- 6 We would like to ask with / for / on a favour.
- 7 Have you prepared for / at / on the exam?

8 EXAM Complete the blog post with the correct prepositions.

The importance of saying
'thank you'

MULTUMESC WELALIN GRACIAS KITOS ARIBATO

MATONDO VINAKA SALMAKU SPASIBO DANKE MERCI GRAZIE

OBRIGADO

THANK YOU

Why is it so important to thank people ¹ _____ things they do for us? My friend Josie, who works in a café, told me about a difficult customer she had to deal ² _____ recently. The woman had insisted ³ _____ moving tables three times and had even asked ⁴ _____ dishes that weren't on the menu. She did this without smiling ⁵ _____ Josie, thanking her or even apologizing ⁶ _____ all the fuss she was creating. There was no appreciation for all Josie's hard work and she felt very upset.

When I heard ⁷ _____ this, it reminded me of the writer Melody Beattie. She strongly believes ⁸ _____ the importance of saying 'thank you'. She claims that gratitude helps us get more in life and that it turns what we have into more. I'm sure Rosie wouldn't argue ⁹ _____ that!

Add a comment



Starter

READING



Languages and personality

Felix Acosta Published in Languages

Are you multilingual? If so, do you feel like the same person when you use those languages? I'm a native English speaker, but I speak some French and I've often felt a bit different when I speak French. More serious. Maybe more intellectual.

Speaking a language is more than just knowing vocabulary and grammar. It's closely connected with our emotions and our identity. In an interesting study, multilingual people said that their personality changed according to the language they were using. Some said that they felt more emotional, more serious, more logical or more outgoing, depending on the language they were speaking.

There are probably various reasons why this might be. First of all, multilinguals tend to use their languages in different situations. They might use one language at home and the other at school or work. Over time, they associate one language with being relaxed and the other with their education or professional life.

My dad is Spanish and I grew up in Madrid, so I speak Spanish to my dad and to my old school friends. My mum's English and later I moved to London to study and then work, so I've always used English in professional situations. So Spanish Felix is easy-going, while English Felix is a bit more formal! Although these differences might be partly due to the situations in which you use a language, they could also be connected to differences between languages themselves. After all, languages don't all share the same concepts. For instance, the word *home* doesn't exist in French – at least not with exactly the same meaning as in English. Perhaps native French speakers think about family life differently when they speak English and use the word *home*.

The way people feel when they use a language often relates to their own ideas about that language. So, people who think of a language as poetic or emotional might see themselves in the same way when they use it.

We all have different influences – people we've met, books we've read, films we've seen ... I learned French from studying literature, so that probably explains why I feel intellectual when I speak it. Another factor is self-confidence. The more confident you feel speaking a language, the more parts of yourself you're able to reveal. The question of how languages influence our personality isn't a simple one, but it's definitely interesting to explore!



- 1 Read the blog post quickly and answer the questions.

1 What languages does Felix speak?

2 What nationality are his parents?

- 2 EXAM Choose the correct answers.

1 Felix says that speaking a different language ...

- A often makes you more outgoing.
- B helps you discover who you are.
- C can affect the way you feel.

2 A study found that multilinguals felt ...

- A different when using different languages.
- B more emotional in their first language.
- C less self-confident in their second language.

3 When speaking Spanish, Felix feels more ...

- A informal.
- B sophisticated.
- C professional.

4 Felix says that the word *home* ...

- A is difficult for French speakers to pronounce.
- B isn't always easy to translate.
- C makes people think about their family.

5 Felix says that the ideas we have about a language ...

- A are often incorrect.
- B can affect the way we see ourselves.
- C reflect the books and films we enjoy.

6 Felix says that being self-confident in a language makes you more ...

- A entertaining.
- B open.
- C serious.

The Art of Complaining

- A** Picture the scene: Your house is on fire. The firefighters arrive. You open the door to see them fully dressed in appropriate fire safety uniforms. What do you do? Personally, I'd thank them for coming, get out of the way and let them get on with their job. Not everyone's response, it seems. A firefighter claims a resident insisted on him taking off his boots before going into her burning house so that the carpets wouldn't get ruined! The person wouldn't change her mind even when the firefighter explained that the boots were essential, then pointed out that the fire was spreading and that he had to deal with it urgently. The resident later complained in writing to the fire department notifying them that the firefighters hadn't respected her home!
- B** In recent years, it seems that complaining has become a way of life for too many people. There are now complaints on social media about there being too many complaints on social media. Might we all be jumping on the bandwagon of making unjustified complaints?
- C** Psychologist Robert Biswas-Diener has long observed people who love to complain. He says that people complain because they are dissatisfied, but not everyone will feel dissatisfied with the same things, and usually there is a point which someone must reach before they speak up. They complain because they think that someone will take action to make things better for them.

- D** Biswas-Diener also says that there are different kinds of complainers. Some people, like the woman whose house was on fire, are chronic complainers. They're the ones who come across as never being satisfied. When you pay them a compliment, they'll find something negative to say. When even the slightest thing goes wrong, they vent their frustrations at someone else's failures.
- E** According to research, when complaining becomes a habit like this, it becomes ingrained in the brain. What's more, research shows that constantly venting about all the bad things that are happening to you doesn't only make a bad impression on other people, it also negatively affects the complainer! Luckily, the brain can be rewired to focus on more positive things.
- F** So, is there an art to complaining? Possibly. Biswas-Diener recommends using 'instrumental complaints'. This kind of complaint is designed to solve problems and bring about positive change. It's not about constantly moaning about things just because we can.
- G** So, how can we do this? Promise yourself only to complain when you believe your complaint is justified and will bring positive, real change. Also, do your bit, and don't expect your involvement to end after expressing the problem. Be prepared to be part of the solution. Being mindful and using instrumental complaints can put everyone ahead of the game when our intention is to make things better for everyone.

- 1 Read the magazine article about complaining. What is the difference between an unjustified complaint and an instrumental complaint? Which one is a chronic complainer more likely to make?

Reading strategy

- 2 **EXAM** Read the article again and underline the topic sentences. Use them to write a 50-word summary of the article.

- 3 **EXAM** Choose the correct answers.

- 1 What is the purpose of the story in paragraph A?
 A to complain about a dangerous situation
 B to pay someone a compliment on how they handled a situation
 C to give an example of a complaint that isn't justified
 D to highlight how people's opinions can differ

- 2 What is NOT true about Robert Biswas-Diener?

- A He loves complaining.
 B He has been watching people who complain for a long time.

- C He recognizes why people complain.

- D He believes that not all complainers are the same.

- 3 Constantly complaining ...

- A is not something chronic complainers do.
 B has a bad effect on people who complain.
 C doesn't affect other people.
 D is not something that chronic complainers can change.

- 4 When should you only make an 'instrumental complaint'?

- A something really annoys you.
 B something isn't your fault.
 C you're willing to take action concerning the complaint.
 D you've spoken to others about your complaint and know it is justified.



- 4 **EXAM** Find synonyms of the words and phrases below in the article.

- 1 express strongly (paragraph D) _____
- 2 having existed for a long time and not likely to change (paragraph E) _____
- 3 programmed again differently (paragraph E) _____
- 4 complaining (paragraph F) _____

- 5 **EXAM** Rewrite the following sentences from the text in your own words.

- 1 In recent years, it seems that complaining has become a way of life for too many people.

- 2 According to research, when complaining becomes a habit like this, it becomes ingrained in the brain.

- 3 Promise yourself only to complain when you believe your complaint is justified and will bring positive, real change.

- 6 **EXAM** Find antonyms for the words below in the article.

- 1 putting on (paragraph A) _____
- 2 justified (paragraph B) _____
- 3 satisfied (paragraph C) _____
- 4 negative (paragraph E) _____
- 5 problem (paragraph G) _____

- 7 Think about a time when you had to complain about something. Describe the situation and explain whether your complaint was justified. What solution was suggested?

- 1 What were you complaining about?

- 2 Was it a justified complaint? Why? / Why not?

- 3 What solution did you or the person you were complaining to suggest?

GRAMMAR REPORTED SPEECH

Reported statements

- 1 EXAM** Rewrite the reported statements with direct speech.

1 He said that he wanted to study communications.
I _____

2 She said she would inform the students.
I _____

3 We told him we had delivered the package.
We _____

4 She said she was sending the attachment at the time.
I _____

5 He told us he had been translating the story until late the night before.
I _____

- 2 PLUS** Complete the reported statements with *said* or *told* and the correct form of the verbs.

1 The teacher: 'You wrote a great article!'
The teacher _____ me I _____ a great article.

2 Aisha: 'I won't interact with them.'
Aisha _____ that she _____ with them.

3 Ryan: 'I didn't tell anyone.'
Ryan _____ me that he _____ anyone.

4 Me: 'I love translating short stories.'
I _____ that I _____ translating short stories.

5 Dad: 'You can take my car tomorrow.'
Dad _____ that I _____ his car the following day.

Reported questions

- 3** Complete the sentences with the correct form of the verbs in bold. Add any other words and change pronouns where necessary.

1 'Did you lie to them?'
He asked me _____ to them.

2 'How many words can you translate per minute?'
She asked him how many words he _____ per minute.

3 'When does the next train leave?'
They asked us when _____.

4 'Where is the letter you want me to deliver?'
He asked her where _____ that she _____ him to deliver.

5 'Is this text message a new one?'
I asked him _____ a new one.

- 4 EXAM** Rewrite the questions in reported speech.

Personal space matters – here's why and what you can do about it

'What is personal space? It's the distance that we like to keep between ourselves and other people in order to feel comfortable.

'Does everyone have the same idea about what counts as personal space? No. There are wide variations between people. Some people don't mind sitting really close to someone else on a plane, for example, but other people can't stand it.

'How will I know if someone next to me needs more space? You should be mindful of their reactions. You can look out for the signals and alter your behaviour if necessary.

'Are smells a personal space issue? Yes. If you are in a lift and you're wearing very strong perfume, other people who are stuck there with you may feel discomfort.

'What can I do when I feel someone is invading my personal space? If you can, move away. If you can't move away, you could politely point out your discomfort to the person using a sentence beginning with 'I feel ...'.



The interviewer asked ...

- 1 _____
2 _____
3 _____
4 _____
5 _____

Reporting verbs and structures

5 Cross out the verb that you cannot use in each sentence.

- 1 He told / ordered / explained us to stop talking.
- 2 The presenter added / reminded / asked us to look directly at the camera.
- 3 We offered / advised / promised to deliver the boxes.
- 4 He told / added / replied that he would call me back later that day.
- 5 I really warn / suggest / recommend that you see the film.
- 6 They invited / replied / convinced us to go to their party.

6 EXAM Choose the correct answers.

- 1 I that we drive to Bilbao.
A convinced C suggested
B invited D explained
- 2 Grace reminded the files.
A to attach C me attach
B me attaching D me to attach
- 3 My dad insisted me up after the show.
A on picking C to pick
B picking D that pick
- 4 Lila me to go to the cinema.
A invited C suggested
B offered D explained
- 5 He told he had bought a new car.
A us to C us that
B to us that D that

Consolidate

7 Choose the correct options.

- 1 'We're glad you could make it tonight, Lin,' she said.
She told Lin she is / was glad he could make it tonight / that night.
- 2 'Does the metro go through Aluche?' he asked.
He asked if / did the metro go / went through Aluche.
- 3 'They've taken the wrong bags,' she said.
She explained / told us that they've / they'd taken the wrong bags.
- 4 'I'll be on holiday next week,' he reminded us.
He reminded us that he'd been / be on holiday the previous / following week.
- 5 'What are you all waiting for? Let's go!' he said.
He asked us what we were / were we all waiting for and told us all let's go / to go.

8 PLUS Read the dialogue. Then complete the reported speech with suitable reporting verbs, the correct form of the verbs and any other necessary words.



Ross Did you learn much Italian with the new app you downloaded?

Sophie I did! It was amazing! You must try it.

Ross I will download it later. I want to learn Spanish.

Sophie Why do you want to learn Spanish?

Ross Well, my cousin's from Chile and he's coming to stay with us this summer. I'll be able to talk to him in his own language.

Sophie That's so thoughtful of you, Ross.

Ross ¹a _____ Sophie ² _____ much Italian with the new app she ³ _____. Sophie ⁴t _____ him that she had and that it was amazing. Then she ⁵r _____ that he ⁶ _____. Ross said that he ⁷ _____ it later because he ⁸ _____ Spanish. Sophie asked Ross ⁹ _____ to learn Spanish. He ¹⁰r _____ that his cousin ¹¹ _____ from Chile to stay with them that summer. He ¹²a _____ that he ¹³ _____ able to talk to him in his own language. Sophie said that that ¹⁴ _____ so thoughtful of ¹⁵ _____.



LISTENING

- 1 You are going to hear a podcast about communication in the UK. You will hear these words. Check that you know what they mean.

amuse currently livid understatement

Listening strategy

- 2 08 Listen to the first part of the podcast. How does the summary differ from what you hear on the recording?

Astrid comes from Sweden. She's studying for a degree in marketing at the moment, so communication is a subject that she's interested in.

- 3 09 Listen to the whole podcast and choose the correct answers.

- 1 What does Astrid say about communication?
 - A It doesn't interest her.
 - B It's difficult for Swedish people.
 - C It's related to her studies.
 - D It's interesting for younger listeners.

- 2 What does Astrid say about the word *sorry*?
 - A It can mean a lot of different things.
 - B It's used too much by the British.
 - C It doesn't have a translation in some languages.
 - D It isn't used much in London.

- 3 What did Astrid think when she asked her colleague how he was?
 - A She was worried that he was offended.
 - B She thought he might have a problem.
 - C She was surprised that he seemed so happy.
 - D She thought he was unwell.

- 4 How did the woman feel in the café?
 - A She was embarrassed about asking for her money back.
 - B She was a little upset.
 - C She was disappointed with the manager.
 - D She was angrier than Astrid had realized.

- 5 Why does Dave think that he uses *might* a lot?
 - A Because he thinks it's polite.
 - B He doesn't understand why.
 - C Because he doesn't feel self-confident.
 - D Because he thinks it's funny.

- 6 You are going to listen to a lecture called 'Body Language: Does It Always Tell Us the Truth?' You will hear these words and phrases. Check that you know what they mean.

barrier fake spot a liar stay still

- 5 10 Listen to the lecture and decide if the following statements are true (T) or false (F). Correct the false ones.

1 Experts can't always tell when someone is lying.

2 You can become better at spotting someone who's lying by practising.

3 People always move about when they're telling lies.

4 A barrier between you and another person might signal that they want to protect themselves.

5 Micro-expressions usually show on people's faces for a long time.

6 Liars often repeat questions so that they can make up an answer.

Speaking

- 6 Write *asking a factual question, asking a personal question, giving a compliment or checking information* to show what each person is doing.

1 A Excuse me, is this the library?

B No. The library is over there.

2 A This bill comes to £68.50, doesn't it?

B That's right.

3 A Are you from Prague?

B No, I'm from Kladno.

4 A Your video was brilliant!

B Thanks! That means a lot to me!



VIDEO AND LISTENING: DOCUMENTARY

NATIVE LANGUAGES IN THE UK

4



- 1 Look at the stills from the video. What do they show?

1 _____
2 _____
3 _____



- 2 Watch the video and check your answers in exercise 1.



- 3 Watch the video again. What do these numbers refer to?

1 8 billion _____
2 7,000 _____
3 1.5 billion _____
4 373 million _____
5 57,600 _____
6 4,000 _____

- 5 Match the words in the box with their meanings.

endangered extinct fluent
immersive programme native speaker
regional language

- 1 a language that is no longer spoken by anyone

- 2 a language spoken in a specific area, often different from the national language

- 3 a person who speaks a language as their first language, from early childhood

- 4 a programme that fully involves the learner in the language, usually by surrounding them with native speakers and cultural experiences

- 5 a language that is at risk of no longer being spoken in the near future

- 6 able to speak a language easily and accurately without needing to think about it

- 6 Go online and find five more facts about native languages in the UK.

- 4 Watch the video again. Decide if the following statements are true (T) or false (F). Correct the false ones.

- 1 Even though people speak around 7,000 languages worldwide, not many of them have spread widely.

- 2 English is spoken by over 1.5% of the world's population.

- 3 30% of people in Wales speak Welsh every day.

- 4 The number of people in Scotland who can say a few words in Scottish Gaelic is increasing.

- 5 The last native speaker of Cornish died in 1977.

- 6 Around 44% of global languages are endangered.



WRITING AN INFORMAL EMAIL

- 1 Read the email and write L (Lizzie) or Y (Yerma) to say who ...

- 1 has met new people. ____
- 2 has their own blog. ____
- 3 is learning a new skill. ____
- 4 is musical. ____

To: LizzieL@loh.es
Subject: New blog

Hi Lizzie!

Thanks for your email. I am thrilled / Glad to hear you've made so many friends at school.

Did you hear / Could I just inform you that I've started a blog? It's going pretty well so far. The first post was the hardest. How do you break the ice with people you have / you've never met? Anyway, I said to myself, 'You know what, just be yourself and write what you know about!'

So, I'm currently writing about my experience learning sign language. I've had such supportive comments from my readers. They're the best. / They are truly wonderful.

I would love to know what you have been doing lately. / What have you been up to lately? Have you written any new songs? I saw your last video on YouTube. You really came across as confident. Giving it lead singer vibes!

Bye for now,

Yerma

Send |

Writing strategy

- 2 Choose the informal options to complete the email.

Writing task

- 3 **EXAM** Write an email to a friend or relative that lives in another country. Tell them about a new activity that you have recently started. Write 120–150 words.



Writing guide

Think and plan

- 4 Think of an activity you want to write about. Answer the questions.
- 1 What is it?
 - 2 When did you start doing it?
 - 3 How do you do it?
 - 4 How do you feel about it?

- 5 Organize your ideas into paragraphs. Complete the plan with your ideas.

Paragraph 1: write a greeting and opening sentence.

Paragraphs 2 and 3: introduce your activities and give details.

Paragraph 4: ask for news and add closing sentences.

Write and check

- 6 Write your informal email. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

STUDENT'S BOOK Pages 52–53

- 7 Check your email. Have you ...

- talked about a new activity and given appropriate details about it?
- asked for the other person's news?
- included some of the Useful phrases?
- written your email using informal language?



REVIEW

GRAMMAR

- 1 Read the message and complete the reported speech. Pay attention to words related to time, places and people.

Hi Amarjit! How are you? Unfortunately, ¹I'm going away this weekend. ²Can you let everyone know that the rehearsal can't happen at my house? ³I'm really sorry, but there's nothing I can do about it. ⁴Do you want to arrange it for next week instead? ⁵Let me know what you think. Rick



Rick said that ...

- 1 he _____ away that weekend.
- 2 He asked Amarjit if he _____ everyone know that the rehearsal _____ at his house.
- 3 He _____ for the situation, saying there _____ nothing he _____ about it.
- 4 He asked Amarjit _____ to arrange it for the _____.
- 5 Rick asks Amarjit _____ what he _____.

- 2 EXAM Rewrite the sentences with the correct form of the reporting verbs in brackets.

- 1 'You should buy a new bike,' Manjit said to Roy. (recommend)
Manjit _____
- 2 'Don't touch that poisonous plant!' Mum said to my brother. (warn)
Mum _____
- 3 'OK. I'll buy you a new phone,' my boss said to me. (agree)
My boss _____
- 4 'Don't forget to send this email,' Gaby said to Jake. (remind)
Gaby _____
- 5 'Join the queue!' the man said to us. (order)
The man _____

VOCABULARY

- 3 Choose the correct options.

- 1 Let's separate / evolve the class into two teams for the game.
- 2 How well do you interact / spread with people you don't know?
- 3 You've been insisting / staring at that photo for hours!
- 4 I have / be a lot in common with my friends.
- 5 She really broke / hit it off with her new teacher.
- 6 Josie was the driving bandwagon / force behind the marketing campaign.
- 7 The computer update has given / fallen rise to various problems.

- 4 EXAM Choose the correct answers.

What's it like being multilingual?

Being able to speak more than one language allows you to ¹ _____ with people from different cultures. But when you speak another language, you begin to ² _____ the world and situations you find yourself in differently. In fact, linguists say that when we speak a different language, we feel like a different person. Because language is so connected to our emotions and identity, we actually ³ _____ into another person. In 2013, a study on multilingual people showed that they felt that their personalities changed ⁴ _____ on which language they were speaking. This is probably because they use one language to deal ⁵ _____ for example, a stressful work situation, and another language to ⁶ _____ someone a compliment at home. That means that they associate one language with being serious, and another with being fun. In a sense, that means that they can't just ⁷ _____ themselves!



- | | | |
|---------------|--------------|--------------|
| 1 A translate | B interact | C experience |
| 2 A warn | B experience | C update |
| 3 A separate | B notify | C evolve |
| 4 A depending | B insisting | C believing |
| 5 A for | B with | C about |
| 6 A hit | B change | C pay |
| 7 A come | B give | C be |

Evaluate

- 5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- 1 I can spot the topic sentences in reading texts. ____
- 2 I can identify synonyms. ____
- 3 I can make small talk. ____
- 4 I can use informal English in an email. ____



5

Hit the road

VOCABULARY

Travel and transport

- 1 Make one- or two-word compound nouns from A and B. Then use them to complete the sentences.

A aisle head quiet ruck rush travel

B carriage hour phones sack seat sickness

- Do you prefer to sit next to the window, or would you like a(n) _____?
- I never get a seat on the train in the _____.
- You mustn't talk on your phone in a(n) _____.
- I carry everything on my back in a(n) _____ when I travel.
- They didn't hear the important announcement because they were wearing _____.
- Amira hates long journeys because she suffers from _____.

- 2 PLUS Complete the blog with one word in each gap.

The screenshot shows a blog post with the title "MIND THE GAP". Below the title, there's a large image of a train platform. The main text reads: "TIPS FOR TRAIN TRAVELLERS IN THE UK". The text continues: "I recently visited the UK and used the trains to travel around. If you don't want to wait in a queue to buy your ticket, you can buy it online. Remember that it's cheaper to travel off peak than in the ¹r_____ hour, when fellow ²p_____ are going to and from work. Once on the train, there are ³l_____ racks where you can store your suitcase and they also have quiet ⁴c_____ where you can read a book. And remember not to have your ⁵h_____ too loud so as not to annoy others. Oh, and finally, always be careful and mind the gap!"

Phrasal verbs

- 3 EXAM Choose the correct answers.

1 The number of cars on the road has shot ___ in recent years.
A up B off C out D away

2 The police closed ___ the entrance to the station because there were too many people.
A out B off C away D up

3 Did you ___ out the street food when you went to Thailand?
A hang B take C shoot D check

4 When the bus didn't turn ___, we took a taxi.
A off B up C to D out

5 Activity holidays for young people have taken ___ recently.
A up B around C away D off

6 The passengers hung ___ at the airport all day.
A around B off C up D out

- 4 PLUS Complete the review with the correct form of the verbs in the box.

check out come out hang around
shoot up stay away take off turn up

I like to moovit

Travel apps have ¹_____ in the last few years. Moovit, which ²_____ in 2012, is one of the most popular apps today. Over the years, the number of users has ³_____ to over 1.7 billion in 3,500 countries. You can use it to ⁴_____ all the travel options in cities throughout the world. If you really hate ⁵_____ at bus stops and train stations, this app is the answer. Download it so that you'll be able to ⁶_____ just before your bus or train arrives. It also helps you to ⁷_____ from stations if there are delays because it informs you of these as they happen. Whether you're in your home town or a new city, Moovit is the app for you.



Adjectives for describing places

- 5 Choose the correct options.



Bath is a city in the south-west of England. With more than 6 million visitors a year, it's quite ¹**'touristy / man-made'**. It's not surprising as there is so much to see and do! Most tourists go straight to the ²**steep / ancient** Roman Baths, which give the city its name. The city centre is busy, with ³**bustling / dilapidated** cafés and huge crowds watching street theatre outside the 16th century abbey, another ⁴**impressive / atmosphere** tourist attraction.

Bath is also famous for its ⁵**'picturesque / bustling** 18th century architecture, and it is a(n) ⁶**'unspoilt / stunning'** location for many period dramas. You may recognize it if you are a fan of the TV series, *Bridgerton*. If you walk up the central street, Milsom Street, and head left up the hill, (don't worry, it's not very ⁷**man-made / steep**), you come to the Royal Crescent. It's the most famous example of Georgian elegant style. You can also check out the museum at number 1, Royal Crescent and take a step back into the past.

- 6 **PLUS** Complete the sentences with adjectives for describing places.

- 1 The hotel didn't look as new as the photos suggested. It was old and d_____.
- 2 People love taking selfies in this beautiful P_____ little village with its pretty cottages and rose gardens.
- 3 It was really a a_____ at the ancient temple at sunset.
- 4 Travellers often try to avoid the most t_____ areas to get a more real experience.
- 5 This isn't a natural lake; it's entirely m_____.
- 6 There are very few u_____ beaches on the island; most places are now quite touristy.

Compound adjectives

- 7 Complete the article with the correct compound adjectives in the box.

breath-taking crystal-clear faraway
long-haul mind-blowing snow-capped



How to make a travel advert

First, show a celebrity relaxing in the comfort of a first-class seat on a ¹_____ flight. A delicious lunch is being served. Next, show a group of beautiful people diving into ²_____ water off a tropical island. Cut to a ³_____ sunset with a background of ⁴_____ mountains. The next shot shows the ⁵_____ experience of a colourful, bustling music festival with street performers, dancers and musicians in fantastic costumes. Finally, close the advert with a slogan: '⁶_____ destinations are closer than you think.'

- 8 **EXAM** Rewrite the sentences with compound adjectives.

- 1 The view from the top of the Eiffel Tower took my breath away.

- 2 We took a photo of the mountain tops which were covered in snow.

- 3 The rollercoaster ride blew my mind.

- 4 The water in the lake was as clear as crystal.

- 5 I can't stand long journeys by plane.

- 6 'Long, long ago, in a country a long way from here...' is how this story begins.



VOCABULARY AND LISTENING

Personality adjectives

1 Match 1–5 with A–E.

- I hate it when people are looking at me.
 - People enjoy my company, probably because I'm always making jokes.
 - I tend to be a bit silly so that people look at me. I'll do anything for attention.
 - I hate taking risks. For me, feeling safe is more important than anything else.
 - I think it's important to be able to say 'no' to people and know how to defend our own rights.
- A I'm a show-off. D I'm cautious.
 B I'm assertive. E I'm self-conscious.
 C I'm entertaining.

2 Replace the phrases in bold with the words in the box.

awkward easy-going outgoing
 risk-taker self-confident sensitive
 the life and soul of the party

- Xavier is a person who likes a challenge and doing things that are dangerous. _____
- Niamh is sure of her abilities or knowledge. _____
- Alexandra is usually relaxed and calm. _____
- Emil is able to understand other people and their feelings. _____
- Omar is friendly and enjoys talking to people. _____
- Abbi is energetic and funny at social occasions. _____
- Bruno is uncomfortable in social situations. _____

Phrasal verbs

3 Choose the correct options.

- I can never work out / on how to win at Monopoly!
- Mum always gets a bit carried off / away when she's playing Minecraft.
- When did you get / stick into board games?
- I often hang out / on with my sister and her friends.
- Can you stop messing about / out and concentrate on the game?
- My brother likes to show out / off his cooking skills at the weekend.

4 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 It was a good idea, but it didn't become popular. (catch)

It was a good idea, but it didn't _____.

- 2 I don't think print books will stop existing. (die)

I don't think print books will _____.

- 3 I got better at playing the guitar because I kept practising. (stuck)

I got better at playing the guitar because I _____.

- 4 Are you good at managing difficult situations? (coping)

Are you good at _____?

- 5 When he said he was competitive, she didn't want to play. (off)

When he said he was competitive, it _____ playing.

Listening

5 01 Listen to the vlog and answer the questions.

- 1 Why is Marley recording the vlog?

- 3 How does she say you should behave when you meet new people?

- 4 When did she use to do her homework?

- 5 What does she plan to do alongside her studies?

- 6 What is she looking forward to?

Writing

6 Write an email telling a friend about a new hobby you have just started.



READING

1 Read the blog and answer the questions.

- Number the aspects of culture shock that the writer mentions in the order in which they appear in the blog.
 A gift giving _____
 B daily routine _____
 C body language _____
 D food _____
- Which other aspects of culture shock does the writer mention?

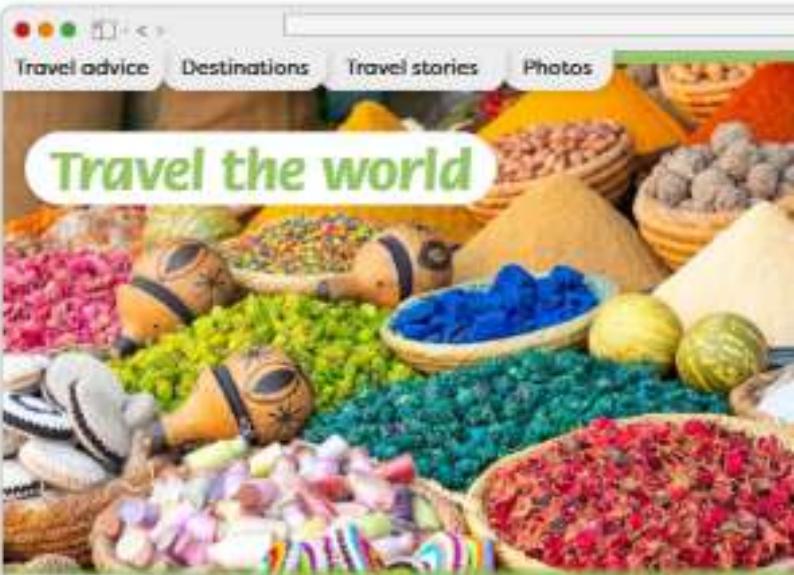
Reading strategy

2 EXAM Find a synonym, a different word form or a passive form in the blog for the words in bold below.

- Life in a new country can lead to feelings of **worry**. (paragraph B) (synonym)
- In some countries, it's important to be **polite**. (paragraph C) (noun)
- Everyone knows that** body language is different in different cultures. (paragraph D) (passive)

3 EXAM Read the blog again and decide if the following statements are T (true), F (false) or NG (not given). Give evidence from the blog for your answers.

- Living in a different country from your own can make you feel worried.
- If you can't communicate easily, you may feel unhappy.
- The practice of kissing friends when meeting them is common everywhere.
- It's usually possible to find ingredients you like when you go shopping abroad.
- After a few years, you will probably still feel culture shock.
- Reverse culture shock describes a positive feeling.



Culture Shock by Seline Rose

Posted 5th August

A These days, it's possible to explore exciting opportunities while working or studying abroad. However, living in a new country can feel a little strange at first. This feeling of disorientation is known as culture shock and it's very common when you have to cope with a culture very different from your own.

B Culture shock is caused by the loss of all those things that you are familiar with, including the language, food and the social and working habits of your home country. All these differences in the way of life in a new country can lead to feelings of anxiety and isolation.

C It is known that a language barrier can lead to a breakdown in communication. When you aren't understood by others, it can affect your mental well-being. Even if your language skills are awesome, you may be surprised by the differences in social behaviour in your new country. For example, if you come from a country where politeness is very important, your habit of thanking everyone may be seen as bizarre in a country where people are more direct. This politeness is sometimes even considered fake.

D It is known that body language differs from culture to culture. Different greetings are used and this can lead to anxiety and embarrassment. Gestures and habits like kissing your friends when you meet them may not be accepted everywhere. Some habits might even be considered rude, or taboo. It takes time to learn exactly what is expected.



E It's also said that different cultures have a different relationship with time. If you come from a culture where people are quite relaxed about time, you may be surprised that in some cultures, lateness isn't accepted, even if you've only been invited for coffee!

F Another obvious difference is the daily routine. If you always hit the sack by 10.00 p.m., you'll be shocked to find that this is dinner time in some places.

This leads to another obvious cause of culture shock: What's for dinner? The food that you have grown up with may not be available. You're expected to eat unfamiliar food at different times of day. When you go shopping, you discover that some of your favourite foods aren't sold in the supermarket. The busy markets are full of unusual fruits and vegetables, but you have no idea how they should be prepared.

G An invitation to eat with some new friends also makes you worry. If you are invited to dinner, should you bring a gift, and if so, what? How should you behave at the table? All these questions may cause stress.

H It is said that, for all these reasons, it may take over a year to adapt to a new culture, and feel comfortable in it. But what happens when you've started to feel at home in your host country and it's time to return home? You may be surprised to learn that there is another kind of shock - reverse culture shock! Your home country might have changed and you may even have the same difficulties as a tourist there!

4 EXAM Find words and phrases in the blog that mean the following.

1 a feeling of confusion (paragraph A)

2 the state of being alone (paragraph B)

3 inability to understand another person's language (paragraph C)

4 considered so embarrassing that people must not mention it (paragraph D)

5 something that you do not know or recognize (paragraph F)

6 the country to which an immigrant has come (paragraph H)

5 EXAM Answer the questions in your own words and based on the ideas in the blog. Do not copy from the blog.

1 What specific things cause culture shock?

2 Why might saying 'thank you' cause problems in other countries?

3 What different behaviours should you consider when abroad?

4 What problems might you encounter with food while living abroad?

5 How long might it take to feel comfortable living in another country?

6 EXAM Rewrite the following sentences from the text in your own words:

1 It is known that body language differs from culture to culture.

2 If you always hit the sack by 10.00 p.m., you'll be shocked to find that this is dinner time in some places.

7 What would you miss if you were to live in a different country?

GRAMMAR THE PASSIVE

- 1 Complete the fact file with the correct form of *be*.

FAST FACTS

THE LONDON UNDERGROUND

- The London Underground ¹ _____ often referred to as 'the tube'.
- Before the first tube line ² _____ opened in 1863, no underground railway ³ _____ built anywhere in the world.
- The busiest station is Kings Cross, which ⁴ _____ used by over 6 million passengers in August 2023.
- In 2012, the year of the London Olympics, 1,171 billion tube journeys ⁵ _____ made.
- The newest line, called the Elizabeth Line, after Queen Elizabeth II, ⁶ _____ considered a huge success since it ⁷ _____ opened by the Queen herself in May 2022.
- Driverless tube trains ⁸ _____ introduced on several lines in the next few years.
- The tube network is growing all the time and today plans ⁹ _____ made to build new lines.

- 2 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use passive forms.

1 We'll send your e-tickets to you via email.

Your e-tickets to you via email.

2 Has someone left these bags unattended?

 these bags ?

3 No one told us that our train had been cancelled.

We that our train had been cancelled.

4 The machine is checking your passport now.

Your passport by the machine now.

5 The Romans built this huge palace.

This huge palace by the Romans.

6 They still hadn't found our lost luggage.

Our lost luggage still .

- 3 EXAM Rewrite the sentences to make them passive. Include the agent only where necessary.

1 We won't serve breakfast after 10.00 a.m.

2 The Montgolfier brothers invented the hot air balloon.

3 Will someone meet us at the airport?

4 I will send the entry code for your accommodation 24 hours before check-in.

5 They sell bus tickets in this shop.

- 4 EXAM Read the extract from a travel guide and rewrite the bold phrases and sentences to make them passive.



¹People recognize Venice as one of the most beautiful cities in the world. ²The city has attracted visitors for centuries, and nowadays ³over 60,000 tourists visit it every day.

It is believed that Venice dates back to around AD 400. The city grew when ⁴Lombard tribes invaded northern Italy and ⁵forced people to escape to the nearby islands.

It is important to remember that ⁶they built Venice on islands, so flooding is a frequent problem. If you go in the autumn, it is especially likely that ⁷sea water will flood the streets, so don't forget to take suitable boots.

1

2

3

4

5

6

7

Impersonal passive

- 5 Complete the talk with the impersonal passive form of the verbs in brackets.

"Hi everyone! I'm your guide around the Mary Rose Museum. Here you can see a lot of everyday items from the *Mary Rose*, King Henry VIII's famous ship.
 1 _____ (know) that the ship sank in 1545, but² _____ (not understand) exactly why this happened. These items lay at the bottom of the sea for over 400 years! Here we have a spoon;³ _____ (think) that it belonged to one of the crew. And here is a small wooden container for pepper.
 4 _____ (believe) that pepper was very expensive at that time.
 Moving on, some of the bones are also very interesting. This is the skeleton of the dog from the ship.⁵ _____ (say) that the dog's job was to catch rats! In this museum, you can find out how different people lived at the time of Henry VIII.
 6 _____ (agree) that it's an amazing window into life in the 16th century!"

- 6 EXAM Rewrite the sentences using the impersonal passive form.

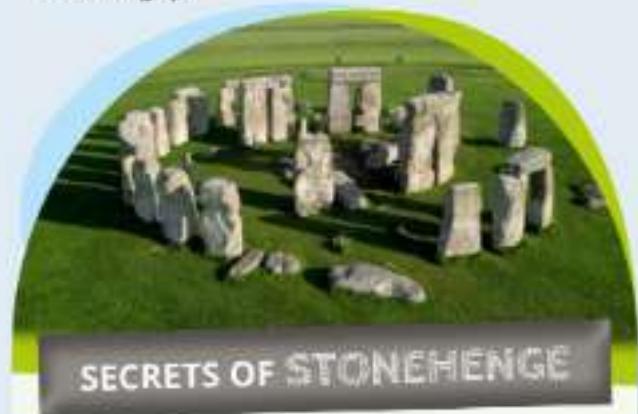
- We know that these are the best seats on the plane.
 _____ these are the best seats on the plane.
- People believe that this 3,000-year-old site was used for ceremonies.
 _____ this 3,000-year-old site was used for ceremonies.
- They reported that the festival would be postponed.
 _____ the festival would be postponed.
- They think that the ship sank 300 years ago.
 _____ the ship sank 300 years ago.
- They say that this is the most beautiful village in the country.
 _____ this is the most beautiful village in the country.

Consolidate

- 7 Complete the sentences with the correct passive form of the verbs in brackets.

- It _____ (say) that tourism is good for a country's economy.
- How many umbrellas _____ (leave) on trains last year?
- Tickets _____ (not sell) in this shop, you have to use the machine.
- Our bags _____ (not find) yet.
- This photo _____ (take) on holiday in Türkiye last month.
- It _____ (estimate) that tourist spend about 100 euros a day on holiday.

- 8 EXAM Complete the fact sheet with one word in each gap.



SECRETS OF STONEHENGE

Stonehenge is one of the world's most iconic archaeological sites. Although quite a lot¹ _____ known about this ancient site, there are still a lot of myths surrounding it.

The facts

- _____ is known that Stonehenge
- _____ built 4,600 years ago
- _____ the ancient Britons. It is also thought that the huge stone blocks⁵ _____ transported a distance of 30 km to the site. It is understood that the whole monument took about 1,000 years to create.

The myths

During its history many bizarre theories about Stonehenge have⁶ _____ suggested. It⁷ _____ once believed that it was created by Merlin the wizard. Even today, it is said⁸ _____ it is a landing area for aliens. Of course, these strange theories are not supported⁹ _____ science.

The mysteries

There are still a lot of puzzles that¹⁰ _____ been solved yet. For example, it is¹¹ _____ known whether it was used as a religious site or a scientific observatory.



LISTENING

- 1 You are going to hear a student talking about his round-the-world trip. You will hear these words and phrases. Check that you know what they mean.

highlight off the beaten track overland

Listening strategy

- 2 EXAM 11 Read the multiple choice options. Can you identify any answers that are incorrect before listening? Then listen and choose the correct answers.

- 1 How many flights did Leo take?
A 0 B 1 C 2 D 3
- 2 What was the total distance that Leo travelled overland?
A over 45,000 km
B just under 30,000 km
C almost 20,000 km
D about 8,000 km
- 3 What does he say about the trains in Siberia?
A They were warm inside.
B They always arrived on time.
C They were very cold.
D They were luxurious.
- 4 What happened in the US?
A He had to wait a long time for a bus.
B He had to walk in very hot weather.
C There was a problem with his bus.
D He missed his bus.
- 5 What happened in China?
A He got lost in Nantong.
B He accidentally went to Nanjing.
C He caught the wrong train in Shanghai.
D He fell asleep on the bus to Shanghai.
- 6 What made the bus ride in Brazil enjoyable?
A His fellow passengers.
B The impressive views.
C Spending time alone.
D His excitement at going home.

- 3 You are going to hear a podcast about where we feel at home. You will hear these words. Check that you know what they mean.

quote straightforward tricky upgrade

- 4 12 Listen to the podcast and complete the sentences with one word in each gap.

- 1 Raj says his grandparents were born in _____.
- 2 Raj says he's only visited his parents' home country _____.
- 3 He's worked in Hong Kong and _____.
- 4 He saw a TED talk by Pico Iyer, who is a _____.
- 5 Monique _____ to France in her twenties.
- 6 Monique's _____ are at university.
- 7 When they went back to London, she had been away for _____ years.
- 8 London today is very _____ from London in the 1980s.

Speaking

- 5 Complete the dialogue with the words in the box. There are two extra words that you do not need to use.

famous location loved supposed surprising well-known wide choice

Abi Have you been to Iceland?

Orla No, but I'd love to go. It's ¹ _____ to be amazing.

Abi Yes, it's ² _____ for its volcanoes and hot springs.

Orla And it's ³ _____ for its Icelandic horses.

Abi Can you go horse-riding?

Orla Yes, I think so, and it's a great ⁴ _____ for trekking and enjoying the breath-taking scenery, including geysers and waterfalls. A friend of mine went and the thing that they ⁵ _____ most was the northern lights. They were mind-blowing!

VIDEO AND LISTENING: DOCUMENTARY

SUSTAINABLE TOURISM ON EL HIERRO



- 1 Look at the stills from the video. What do they show?



- 2 Watch the video and check your answers in exercise 1. Why are the things in the stills important?

- 3 Complete the sentences with one word in each gap. Watch the video again and check your answers.

- 1 _____ is the most popular Canary Island among tourists.
- 2 Locals are worried that the environment on the islands will be destroyed if the number of tourists continues to _____.
- 3 El Hierro is located to the _____ of the Canary Islands.
- 4 People living on the island realize that it is their biggest _____ resource.
- 5 The sustainable development plan includes eco-friendly tourism, energy self-sufficiency, _____ farming and zero waste.

- 4 Match the numbers with the facts.

1 15 million _____ 4 20,000 _____

2 35% _____ 5 1997 _____

3 40% _____ 6 2014 _____

A the average number of tourists who visit the Canary Islands every year

B the percentage of total jobs in the region that tourism creates

C the year El Hierro was named a UNESCO Global Geopark

D the year a sustainable development plan was established

E the percentage of the region's GDP that tourism generates

F the number of tourists that visit El Hierro every year

- 5 Match the words in the box with their meanings.

facilities holidaymaker
landscape local remote
tourist destination

1 a person who is on holiday or travelling for leisure

2 a person who lives in a particular area, often familiar with its culture and customs, as opposed to a tourist

3 the visible features of an area of land

4 a place where people travel for tourism, which can include cities, landmarks, or natural attractions

5 services and places provided for people on holiday, like hotels, restaurants, recreation areas, etc.

6 far away from where other people live

- 6 Go online and find more examples of UNESCO Global Geoparks in your country and around the world.



WRITING A FOR AND AGAINST ESSAY



- 1 Read the essay. What is the writer's opinion of the statement?

'Cars should be banned from city centres.'

There are too many cars in cities today. This traffic leads to pollution and health problems. It also makes cities less attractive to tourists, who prefer to visit places which are easy to reach on foot and by public transport.

Every year in many cities, on one car-free day in September, streets can be enjoyed by cyclists and pedestrians. On the one hand, people often say that, in the ideal city, bicycles and public transport are the only solution.

On the other hand, without cars, the public transport system must be improved. Nobody likes waiting for a bus to turn up, and the rush hour on trains and buses is already uncomfortable.

In my view, we should cut down on the number of cars in city centres, but it's impossible to ban them.



Writing strategy

- 2 Replace the bold words and phrases in the sentences 1–5 with the words or phrases in the box to make the sentences more formal.

arrive it is often said reduce results in with easy access

- 1 This traffic **leads to** pollution. _____
- 2 Tourists prefer places **which are easy to reach** on foot. _____
- 3 **People often say** that ... _____
- 4 Nobody likes waiting for a bus to **turn up**. _____
- 5 We should **cut down on** the number of cars. _____

Writing task

- 3 **EXAM** Write an essay discussing the arguments for and against this statement and give your own opinion. Write 120–150 words.

'We should never fly if we can take a train or ferry to our destination.'

Writing guide

Think and plan

- 4 Think about your essay and answer the questions.

- 1 What are the advantages of taking a train or ferry instead of a plane?
- 2 What are the reasons people give for flying when other means of transport are possible?

- 5 Organize your ideas into paragraphs.

Paragraph 1: introduction.

Paragraph 2: arguments for the statement.

Paragraph 3: arguments against the statement.

Paragraph 4: your opinion and conclusion.

Write and check

- 6 Write your essay. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

STUDENT'S BOOK Pages 64–65

- 7 Check your essay. Have you ...

- organized your essay into paragraphs with a clear topic sentence?
- used formal language including some impersonal passive structures?
- used some of the Useful phrases from the Student's Book?
- checked your spelling and grammar?

REVIEW

GRAMMAR

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

are taken has been watched is being built
is cleaned is visited wasn't built
were cleaned will be checked

- 1 Venice _____ by huge numbers of tourists every day.
- 2 'Rome _____ in a day.'
- 3 Thousands of photos _____ of Mount Fuji every day.
- 4 Before the Olympics began, the streets in the city _____.
- 5 Your passport _____ when you arrive at the border.
- 6 This travel vlogger's video clip _____ hundreds of times since she uploaded it.
- 7 Your hotel room _____ every morning.
- 8 Where _____ the new airport _____?

- 2 EXAM Complete the review with one word in each gap.

Awesome cycling holiday

I'd always wanted to go on a cycling holiday, but I'd ¹ _____ put off by the idea of carrying all my luggage with me. Fortunately, this problem ² _____ been solved: cycling holidays ³ _____ now offered by travel companies in a range of locations. All your accommodation ⁴ _____ organized, and your luggage is delivered to the next hotel ⁵ _____ the travel company.

Last summer, a friend and I booked a cycling holiday in the Netherlands with Bike Tours Ltd. ⁶ _____ is known that this is a reliable company. On the first day, we ⁷ _____ provided with bikes and maps, and then we set off.

Meanwhile, our luggage was ⁸ _____ driven to our first hotel. Our itinerary ⁹ _____ well planned and we arrived in plenty of time for dinner.

We had a wonderful holiday and the travel company was great. On Day 4, I had a problem with my bike, but we ¹⁰ _____ rescued within an hour. This was the best holiday I've ever been on and I thoroughly recommend Bike Tours Ltd.



VOCABULARY

- 3 Choose the correct options.

- 1 I hate hanging out / around in airports.
- 2 Lake Kariba in Africa is the world's largest mind-blowing / man-made lake.
- 3 There was a buffet / luggage car on the train, so we could eat and look at the view.
- 4 The views were stunning / touristy from the top of the building.
- 5 Do you prefer a(n) quiet / aisle or window seat when you fly?
- 6 I love visiting long-haul / faraway places!

- 4 PLUS Complete the statements with one word in each gap.

- 1 If you want to visit a _____ market, you should go to the old town.
- 2 You can _____ out the latest styles at the modern shopping centre.
- 3 Lots of people _____ up every year to watch the sun rise over Stonehenge.
- 4 The _____ hour is between seven and nine in the morning.
- 5 The view from the top of this _____ hill is _____-taking.
- 6 _____ sickness is worse on long journeys.
- 7 Long-_____ flights often cause problems with passengers' body clocks.
- 8 Away from the touristy parts of the island, the water was _____-clear and the beach was empty.

Evaluate

- 5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- 1 I can use paraphrases in a text to help me answer questions. _____
- 2 I can predict the kind of answers I will hear in a listening exercise. _____
- 3 I can describe places to visit. _____
- 4 I can organize arguments for and against into an essay. _____



6

On thin ice

VOCABULARY

Global problems

1 Choose the correct options.

- 1 It took weeks for our house to dry out after the **drought** / **flood**.
- 2 There isn't enough housing, so **unemployment** / **homelessness** is a real issue in the city centre.
- 3 Population **growth** / **change** means that many cities are expanding and becoming overcrowded.
- 4 People who campaign for **disability rights** / **gender discrimination** want equal treatment regardless of physical or mental conditions.
- 5 **Literacy** / **Ageism** can be a problem for both the young and old in the workplace.

2 PLUS Complete the article with the words in the box. There is one extra word or phrase you do not need to use.

ableism ageism discrimination drought employment environmental issues gender discrimination literacy population growth poverty

In the past,¹ _____ mainly meant the ability to read and write. Nowadays, it also means being able to use digital technologies. This is important in order to find suitable² _____. Having access to information online also helps fight³ _____ at work because women, for example, can check information about pay easily. However, digital literacy has also made people more aware of serious⁴ _____ which are caused by climate change, like⁵ _____. Furthermore, it can help us see what's happening in terms of⁶ _____. Understanding the patterns of births and deaths allows us to see where resources will be needed in the future, for example, to help people in⁷ _____ and those in need. Finally, having access to information means we are less likely to practise⁸ _____ in the form of ageism or⁹ _____. Information is the key.

Compound adjectives

3 Complete the sentences with the compound adjectives in the box.

best-known far-reaching
much-needed thought-provoking
youth-led

- 1 Young people are the future, so if we want the world to change, we must have more _____ social movements.
- 2 If you want the campaign to be more _____, translate the website into several languages.
- 3 Let's stop now for a _____ rest.
- 4 The issues raised on the literacy podcast were very _____.
- 5 Ali is one of the _____ gender activists in the world.

4 PLUS Replace the phrases in bold with the correct compound adjectives.

- 1 People really respect the activist because she's done a lot of important work.
She's a _____ activist because she's done a lot of important work.
- 2 When Layla is determined to do something, nothing will stop her.
Layla is so _____ that nothing will stop her.
- 3 This campaign to support homeless people was started by young people.
This is a _____ campaign to support homeless people.
- 4 The documentary about ableism really made us think.
We found the documentary about ableism really _____.
- 5 When it comes to urbanization, not everyone thinks the same.
Everyone isn't _____ when it comes to urbanization.



The weather

- 5 Complete the sentences with the words in the box.

bitterly cold blizzard boiling frost
heatwave severe flooding thunderstorm

- It's _____ hot, but the sky is black. I think there'll be a _____ soon.
- During the storm, there was so much rain that there was _____ in the town.
- During the _____, we had six weeks without any rain. It was so hot.
- It was hard to see through the snow in the _____.
- Oh no! The plants have died because of the _____ during the night.
- It's going to be _____ all weekend, so we must pack warm clothes.

- 6 EXAM Complete the weather forecast with one word in each gap.

Forecast summary: the week ahead

Much of the region will continue to enjoy the sunshine tomorrow. After that, the weather will become very ¹u_____. On Saturday, be careful if you're driving as visibility will be low as it will be ²f_____. On Sunday, a ³t_____ is likely, so remember your umbrella as it will be ⁴p_____ with rain from the early afternoon onwards. It's likely to be a bit ⁵c_____ on Monday as temperatures will drop to around 6°C. However, it will be dry until Tuesday when it'll start to get ⁶s_____ again with more rain, thunder and lightning. There may even be some big ⁷h_____ so be careful when you go out.



Three-part phrasal verbs

- 7 Match phrasal verbs 1–6 with their more formal equivalents A–F.

1 come up with _____

2 put down to _____

3 run out of _____

4 put up with _____

5 live up to _____

6 face up to _____

A attribute, believe that something is caused by a particular thing

B finish

C meet expectations

D invent, create

E confront

F tolerate

- 8 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use a phrasal verb in the correct form and the word in brackets.

1 I can't wait for the summer! (to)

I'm _____ the summer!

2 How can they not be punished for destroying the forests? (away)

How can they _____ destroying the forests?

3 We can't stand this cold, wet weather any longer! (up)

We can't _____ this cold, wet weather any longer!

4 Who thought of such a great solution? (with)

Who _____ such a great solution?

5 We will soon have no more food. (out)

We will soon _____ food.

6 They attributed the drought to climate change. (down)

The drought has been _____ climate change.



GRAMMAR

Present simple and present continuous

- 1 **EXAM** Complete the sentences with the correct present simple or continuous form of the verbs in brackets.

- 1 It's really noisy at home. My brother _____ (teach) himself to play the drums.
- 2 They _____ often _____ (not attend) social events.
- 3 How is the holiday? _____ you and your dad _____ (enjoy) yourselves?
- 4 Anton _____ (talk) to everyone at parties - he's very outgoing.
- 5 Who _____ Sirri _____ (speak) to? She looks really awkward.

be / get used to and used to

- 2 Choose the sentence, A or B, that has the same meaning as the first.

- 1 Jordi lives in Barcelona now, but he didn't use to live there.
A Jordi finds it strange living in Barcelona.
B Jordi hasn't always lived in Barcelona.
- 2 I'm not used to having lunch so early.
A I don't usually have lunch at this time.
B In the past, I had lunch later than this.
- 3 Are you used to getting up early?
A Did you get up early in the past?
B Is it normal for you to get up early?
- 4 I'm getting used to living in the UK.
A Living in the UK is becoming less strange.
B In the past, I lived in the UK.

Comparatives and superlatives

- 3 Complete the dialogue with the words in the box.

best better easier more than

Grace Aleksi is having a party at the weekend. He has the ¹ _____ parties ever!

Lucia I'm not sure that I'm going to go. I always feel a bit awkward. You are ² _____ outgoing than me.

Grace That's not true - you're just a bit more cautious ³ _____ me about who you talk to.

Lucia Thanks. That's kind, but we both know you find it ⁴ _____ than me to socialize. I'm just ⁵ _____ than you at maths!

Grace Very funny!

Past simple and continuous

- 4 **EXAM** Complete the sentences with the pairs of verbs in brackets. Use one past simple and one past continuous form in each sentence.

- 1 I _____ home from the hairdresser's when it _____ raining. (walk / start)
- 2 He _____ his phone in the river while he _____ the boat. (drop / get off)
- 3 We _____ the film on my laptop because the TV _____. (watch / not work)
- 4 I _____ well last night because the neighbours _____ a party. (not sleep / have)
- 5 When the teacher _____ into the room, the students _____. (come / mess about)

Present perfect simple

- 5 Complete the sentences with the present perfect simple form of the verbs in brackets. Then match them with functions A-C.

- 1 He _____ (break) his leg. ____
 - 2 I _____ (know) Emma for ten years. ____
 - 3 I think I _____ (see) this film before. ____
- A something that happened at an unspecified time in the past
B a recent event with a connection to the present
C something that started in the past and continues to the present

- 6 Correct the parts of sentences in bold by rewriting them in the present perfect simple. One sentence is correct.

1 You didn't finish your sandwich. Eat up!

2 I went to Rome twice. I can't wait to go again.

3 I started skiing when I was five.

4 I love your paintings. How long were you into art?

5 I never did a skydive, but I really want to one day.

READING

- 1** Read the fact sheet on homelessness. Which two adjectives best describe the information it contains? Why?

best-known much-needed strong-willed
thought-provoking youth-led

Reading strategy

- 2** Read sentences 1–3 and find phrases or sentences where this information is implied (or not explicit).

1 Homeless people are affected by other people's opinions on their situation.

2 Some homeless people are hidden out of sight because they don't live on the streets.

3 Release from prison can be a negative experience for some people.

- 3 EXAM** Read the article again and decide if the following statements are T (true), F (false) or NG (not given). Give evidence from the blog for your answers.

- When it comes to homelessness, we have to educate ourselves on the facts.
- According to the fact sheet, homelessness can be a factor in developing mental illness.
- A low level of education increases the chances of becoming homeless.
- High unemployment rates are a global and social factor that can lead to homelessness.

COMBAT HOMELESSNESS

A A decent home for everyone

There is a lot of false information surrounding homelessness and homeless people, which just adds to people's suffering. Separating myths from facts concerning this serious social issue is key to doing that.

B The Myths vs The Facts

Myth

All homeless people live on the streets.

Fact

If you ask what homelessness is, most people will probably mention people sleeping on the streets. But that is only part of the picture. If we want to deal effectively with homelessness, we must face up to our own false assumptions. Sleeping rough is one form of homelessness that many people experience. Other people live in temporary accommodation until they find a new home. This could be a hotel or flat provided by the state, or it could be sleeping on a friend's sofa.

C Myth

Homeless people have other issues, like addiction or mental health issues.

Fact

This is only partly true. Many homeless people do have serious issues, like addiction and poor mental health; however, these usually appear as a result of dealing with the challenges homelessness brings. It is extremely difficult to put up with not having a stable, secure home, even for a short time. Many people simply cannot cope with it or are not able to face up to the reality of their situation. In these cases, homelessness is the cause; addiction and poor mental health are the results.



**D** Myth

Homeless people are not properly educated and have no skills that would help them get employment.

Fact

This is simply not true. Many homeless people are highly educated and have amazing skills. However, they have become homeless for reasons that have no relation to their knowledge or abilities. Likewise, people who have limited education and skills are not usually homeless, especially when they have a strong network of people to support them. So, homelessness cannot be put down to a lack of education.

E Why do people become homeless?

There are many factors that lead people to have no home. If someone experiences more than one of the following life events at the same time, they're more likely to become homeless.

- loss of employment
- end of a relationship
- lack of support network
- poor physical and/or mental health
- domestic violence
- release from prison or hospital with no home

There are also many causes which have nothing to do with the person who experiences homelessness. They are global and social issues which affect people who may already be vulnerable due to one or more of the factors above:

- high unemployment rates in their area
- shortage of suitable housing
- war
- natural disasters like droughts, floods, earthquakes
- economic instability

F Helping

If you or someone you care about is experiencing any of these factors, seek help. There are aid agencies that help people come up with solutions to these issues. They can help prevent homelessness for someone who is at risk, and end it for someone who is already homeless.

If you would like to help these organizations, you can donate money or your time. Taking action is an important step to ending homelessness.

- 4 EXAM** Find synonyms of the words and phrases below in the article.

- 1 pain (paragraph A): _____
- 2 a place where someone can stay (paragraph B): _____
- 3 steady (paragraph C): _____
- 4 group (paragraph D): _____
- 5 in danger (paragraph F): _____

- 5** Complete the sentences with one word from the fact sheet in each gap.

- 1 The _____ can provide temporary accommodation for homeless people.
- 2 Poor mental health is one _____ of being homeless.
- 3 Some people have a _____ of friends to support them.
- 4 _____ violence is one reason for becoming homeless.
- 5 In some countries, _____ can make people homeless if they are trying to escape from dangerous areas where there is fighting and violence.

- 6 EXAM** Find sentences in the text that mean what has been paraphrased below.

- 1 In order to take action on this issue, we have to confront our own incorrect beliefs.
- 2 It is hard to accept not having a fixed, protected place to live.

- 7** Answer the questions below about homelessness in your town or city.

- 1 Are there many homeless people? Where can they go at night or when it's cold?
- 2 Are there any local charities that help the homeless? What do they do?



GRAMMAR CONDITIONALS

Conditionals: usage and form

- 1 Are the sentences zero, first, second or third conditional? Write 0, 1, 2 or 3.
- 1 If you go to a large city, you can see many homeless people. ____
 - 2 If it hadn't been so dangerous, we might have gone on the protest march. ____
 - 3 If it rains heavily, the village gets flooded. ____
 - 4 They wouldn't have got so cold and wet if they'd worn suitable clothing. ____
 - 5 If I were you, I wouldn't get a really big dog. ____
- 2 **PLUS** Complete the sentences with the correct form of the verbs according to the conditional form in brackets.

DID YOU KNOW?



- 1 If literacy _____ (improve) in a country, people _____ (have) more power over their lives. (0)
- 2 If employers in the UK _____ (hire) children under thirteen, they _____ (receive) a fine. (2)
- 3 If Robert Owen _____ (not stop) child labour in his factory, children _____ (not / be able to) get an education in the 18th century. (3)
- 4 If employers _____ (show) equality and diversity among employees, the UK government _____ (give) them financial help. (1)
- 5 If UK employees _____ (want) to work at home sometimes, they _____ (must / ask) their employer in writing. (1)
- 6 If we _____ (speak) more about issues like ageism and ableism, there _____ (be) less discrimination in society. (2)



unless, in case, as long as, only if / even if

- 3 Complete the sentences with the phrases in the box. There is one extra phrase you do not need to use.

as long as even if in case only if provided that unless

- 1 We'll stay home tonight _____ there's another protest in town.
- 2 They won't build new houses _____ there's evidence of population growth.
- 3 You can camp here _____ you don't leave any rubbish behind.
- 4 We'll offer a meat-free option _____ none of the guests are vegetarian.
- 5 The plane will take off _____ the control tower gives the command.

- 4 Find and correct the mistakes in the sentences. Two sentences are correct.

- 1 Please take a leaflet even if you need more information on urbanization.
- 2 I don't have a lot of time to spare, so I won't take part in the event unless I get a day off.
- 3 You can park here in case there are enough spaces for residents.
- 4 Provided that it rains heavily, these fields won't flood.
- 5 Aid agencies can help those in need as long as they are able to reach them safely.

- 5 **PLUS** Match 1–4 with A–D. Then translate the sentences.

- 1 We can go to the beach ____
 - 2 I'd prefer to fly ____
 - 3 There'll be a drought ____
 - 4 Take an umbrella ____
- A even if it's really expensive.
B unless it rains soon.
C in case it's pouring when we arrive.
D as long as there isn't a heatwave.

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

Third conditional

Consolidate

6 Choose the correct options.

- If they had taken a much-needed break, they **won't / wouldn't** have arrived so exhausted.
- I **wouldn't** have complained so much about urbanization if I **had known / knew** how difficult life in the country can be.
- If there **wasn't / hadn't been** a flood, hundreds of people **wouldn't** have died.
- Would she **have joined / Will she join** the company if they had made provision for wheelchair users?
- The accident would never have happened if Ayla **has / had been** the driver.
- If they **would have / had become** homeless, would you have helped them out?

7 EXAM Choose the correct answers.

- If we **hadn't** got up so late, we **missed** the blizzard.
A will have C wouldn't
B would have D wouldn't have
- If you **so much coffee**, you **wouldn't** have slept so badly.
A had drunk C drunk
B hadn't drunk D would drink
- If we **had done more** to save the species, it **wouldn't** **extinct**.
A have become C became
B had become D become
- If it **hadn't been** so chilly, they **gone out**.
A will have C would have
B would had D have
- If there **some rain**, the farmer **would have had** more crops.
A had been C hadn't been
B was D have been

8 Complete the sentences with the words in the box.

case 'd don't even have if long unless will won't

- I'll donate to the aid agency now in **_____**.
I **_____** have time later.
- As **_____** as we don't cut down these trees, we **_____** have a problem with flooding here.
- _____** I **_____** realized you needed help, I'd have given it to you.
- _____** if more babies are born, population growth **_____** still be slow.
- We **won't** **_____** an effect on literacy levels **_____** all children are given free books.

9 EXAM Complete the article with one word in each gap.



Where would we be if there were no bees?

Bees play an important part in the food chain. However, they've become an endangered species. That means that ¹ **_____** we don't want to experience having less food, we've got to protect them. ² **_____** if we don't like honey, bees are still essential in our lives. They pollinate 70% of the crops we eat, so if they didn't exist, we ³ **_____** lose all those plants. If there ⁴ **_____** no bees, our supermarkets would have very few naturally grown fruit and vegetables. Also, many animals rely on plants pollinated by bees. So, they ⁵ **_____** not be able to survive if bees disappeared. It will be too late to save them ⁶ **_____** we take action soon. There are simple things that we can do if we want to protect the population. For example, it would make a difference ⁷ **_____** we planted flowers in our garden or window box. Once a species is gone, it's gone. There's no point in saying years from now, 'If only we ⁸ **_____** done something to stop bees becoming extinct!' If we all act now, we can save bees.



LISTENING

- 1 You are going to listen to a report about the雨iest place on Earth. You will hear these words. Check that you know what they mean.

barefoot highland pilgrims rainfall
worship

Listening strategy

- 2 EXAM 13 Read the questions and answers and predict any words you might hear. Then listen to the report and choose the correct answers. 

1 Who are Kanwariyas?

- A backpackers C pilgrims
B wildlife enthusiasts D tourists

2 How high above sea level is Mawsynram?

- A 1,400 metres C 1,000 metres
B 11,873 metres D 2,022 metres

3 Why does Mawsynram get so much rain?

- A Because of the climate.
B Because of its highland position.
C Because of the climate and its highland position.
D Because of climate change.

4 When is monsoon season in India?

- A In September. C For two months a year.
B In June. D From June to September.

5 What do people do in Mawsynram during the monsoon?

- A They carry on as normal.
B They change what they're doing.
C They complain about the noise of the rain.
D They take walks in the lush countryside.

6 Which of the following statements is true?

- A There is a beautiful waterfall in Mawsynram.
B Buildings are not adapted for the weather.
C There are four waterfalls in Mawsynram.
D People can't hear each other inside buildings when it rains.

- 3 You are going to listen to a podcast interview. You will hear these words and phrases. Check that you know what they mean.

look into put up with reverse tool worldwide

- 4 14 Listen to the podcast interview about Coding for Climate. Complete the sentences with words that you hear. Write 1–3 words.

1 The interviewer thinks Coding for Climate seems like a _____ challenge.

2 Students used their creativity and digital _____ to find solutions to climate change.

3 The four main topics to choose from were _____, _____ and land.

4 Zainab believes the challenge's _____ approach made it so successful.

5 If we don't come up with solutions to drought, it _____.

6 Over _____ of the world population is affected annually by drought.

Speaking

- 5 EXAM Choose the correct answers.

Syed This photo ¹ _____ some people hiking. It ² _____ as if they're up high in some hills. I can see lots of trees in the distance.

Amira They look as ³ _____ they're taking a selfie. They look really happy to be there. I'm not ⁴ ___, but I think they're up really high because there are some clouds below them.

Syed Also, they ⁵ _____ be going for a long hike, because they have backpacks and equipment with them.

Amira They ⁶ _____ even be planning to camp there.

- | | | | |
|-------------|---------|---------|----------|
| 1 A look | B seems | C shows | D could |
| 2 A seems | B might | C could | D think |
| 3 A sure | B might | C could | D though |
| 4 A think | B happy | C sure | D as if |
| 5 A look as | B could | C think | D show |
| 6 A look as | B think | C seem | D might |

VIDEO AND LISTENING: DOCUMENTARY

ACTIVIST ART

6



- 1 Look at the stills from the video. What do they have in common?

- 2 Watch the video and check your answers in exercise 1.

- 3 Complete the sentences with one or two words. Then watch the video again and check your answers.

- 1 In the past, art often showed the positive side of _____, even though many of them were unelected or undemocratic.
- 2 Street art became a form of _____ by its very existence.
- 3 Banksy's artwork has protested issues like _____, poverty, homelessness, war, and climate change.
- 4 Banksy's art combines graffiti style with _____ and political commentary.
- 5 In 2019, Banksy's artwork appeared in Marble Arch during the Extinction Rebellion protests, which aimed to encourage _____ action.

- 4 Answer the questions. Then watch the video again and check your answers.

1 What is one of the main reasons that artists in the past had to work for the rich and powerful?

2 What makes Banksy's art immediately recognizable?

3 How did Banksy's mural support the Extinction Rebellion protests?

4 What message did Banksy's artwork in Birmingham convey about Christmas and homelessness?

5 What was the recent trend in Banksy's art that got people's attention in London?

6 What is the main message Banksy is trying to convey through their art?

- 5 What do you associate with words 1–6? For each word, write three words from the box.

canvas commissioned dark
famous illegal large-scale
legal logo museum outline
painting photo picture popular
shadow snapshot street wall

- 1 image

- 2 graffiti

- 3 recognizable

- 4 artworks

- 5 mural

- 6 silhouettes

- 6 Go online and find examples of book influencers and online communities devoted to books and reading.





- 1 Read the description. Which of these things does the writer mention?

- 1 how he felt before the event
- 2 how the other dancers looked
- 3 what kind of dancing they did
- 4 how long they danced
- 5 why events like this are important

DANCE-A-THON

Waking up on Sunday morning, I felt ¹ _____ my heart would burst with excitement. Today was Dance-A-Thon – an event to raise awareness of discrimination. At the venue, the dancers' excited laughter reminded me of my first day at secondary school. Everyone looked as ² _____ they didn't know what to expect, but they had shown up prepared to give it their best. Seeing so many other dancers dressed in all kinds of colourful clothes imaginable made me feel proud. I was among like-minded people with a common goal. The rhythmic world music made me feel so grateful to be part of something so wonderful. We all looked ecstatic, dancing to music that was ³ _____ varied ⁴ _____ we all were. The Dance-A-Thon reminded me of how strong-willed, creative people can bring positive change. If we want to challenge discrimination, we must participate in events ⁵ _____ equals.



Writing strategy

- 2 Read the description again and complete the gaps with *like*, *as* or *if*.

Writing task

- 3 EXAM You recently took part in a campaign to raise awareness about a global or social issue. Describe a part of the campaign. Write 120–150 words.

Writing guide

Think and plan

- 4 Underline the main ideas in the writing task and answer the questions.
 - 1 What global or social issue will you focus on?
 - 2 Where, when and with whom will the event take place?
 - 3 What parts of the event will you describe?
 - 4 How will the event make you feel? Why?
- 5 Organize your description into sections. Make notes with your ideas in each section of the plan.

Opening: introduce the issue, the campaign and the event.

Main body: describe two or three aspects of the event, saying what happened and what senses it affected.

Closing: refer to the event again and sum up saying how you felt about it.

Write and check

- 6 Write your description. Use the section plan to help you and include some of the Useful phrases from the Student's Book.

STUDENT'S BOOK Pages 76–77

- 7 Check your essay. Have you ...

- included a description to introduce the event?
- organized your ideas and followed a clear plan?
- included some of the Useful phrases?
- summarized the event and commented on the effects it had?

REVIEW

GRAMMAR

- 1 Complete the sentences with *unless*, *in case*, *as long as*, *provided that* or *only / even if*. If two options are correct, write both answers.

- 1 I'll take part _____ I can decide what I'll be doing.
- 2 Take a hat _____ it's boiling hot later.
- 3 Population growth will be possible _____ we improve things for families.
- 4 He can't come up with a solution _____ he knows exactly what the problem is.
- 5 _____ it's bitterly cold outside, our house is really warm inside.

- 2 **PLUS** Complete the article with the correct form of the verbs in brackets and choose the correct options.

BACK TO LIFE

The extinction of a species has always been a huge global issue. If a species becomes extinct, it

¹ _____ (not come back), right? Not necessarily.

² If / Unless its DNA still ³ _____ (exist), it might be possible to bring it back to life. In fact, in 2003, scientists cloned a Pyrenean ibex, a species that became extinct in 2000. The cloned ibex didn't live long because of the technology at the time. If the technology had been better, it ⁴ _____ (survive).

So, could scientists bring back animals that died out thousands of years ago? ⁵ In case / As long as an animal's DNA is well preserved, it might be possible to clone a new animal. This is possible ⁶ In case / even if the DNA is very old. Scientists in the US have said that if their project ⁷ _____ (go) well, they ⁸ _____ (produce) an animal similar to a woolly mammoth. However, other scientists have argued that this will be difficult and that ⁹ even if / unless they ¹⁰ _____ (succeed), the animal won't be the same as the original mammoth that lived 4,000 years ago.



VOCABULARY

- 3 Complete the sentences with the correct form of the words in brackets.

- 1 The weather is going to be very _____ over the next few days. (predict)
- 2 _____ is a big issue in many big cities. (homeless)
- 3 When it's _____, driving can be dangerous. (fog)
- 4 In the decades to come, gender _____ will end. (discriminate)
- 5 The article on ableism was really thought-_____. (provoke)

- 4 **EXAM** Choose the correct answers.

SAVE WATER

Due to population ¹ ___, water is becoming a limited resource. Taking ² ___ action will reduce the amount of water that we use. If we ³ ___ out of water, we cannot survive. We can no longer get ⁴ ___ with wasting water. That means no more long, hot showers or leaving the tap running when we brush our teeth.

As a result of climate change, ⁵ ___ are becoming more frequent, even in countries that didn't experience hot weather in the past. Consequently, the number of areas that suffer ⁶ ___ in the world is rapidly increasing. We need ⁷ ___ effective solutions to ensure that future generations will have water, solutions like collecting rainwater when it's ⁸ ___ and then using it to wash our clothes or water our plants and trees. Every little bit helps!

- | | | |
|--------------------|----------------|-------------|
| 1 A growth | B rates | C issues |
| 2 A much-needed | B best-known | C youth-led |
| 3 A get | B run | C put |
| 4 A forward | B out | C away |
| 5 A heatwaves | B hailstones | C blizzards |
| 6 A floods | B drought | C frost |
| 7 A well-respected | B far-reaching | C youth-led |
| 8 A bitterly cold | B pouring | C foggy |

Evaluate

- 5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

- 1 I can infer meaning that isn't explicit in a reading text. ___
- 2 I can predict topics and vocabulary before I listen in listening tasks. ___
- 3 I can describe a photo. ___
- 4 I can write emphatic and vivid descriptions by using similes and descriptive language. ___



ONLINE PRACTICE



Pass with flying colours

VOCABULARY

Education



- 1 Complete the dialogue with the words in the box.

assignments campus career grade
internships lectures undergraduates

- 1 A Should I live on _____?
B Most first-year _____ prefer this option, because it's the best and cheapest location.
- 2 A Do I have to attend all _____?
B No, sometimes these are recorded and can be watched later.
- 3 A Will my _____ depend only on my exams?
B No, usually it depends on exams and _____.
- 4 A How can the university help me with my future _____?
B The university helps students find _____ to get work experience in their chosen field.



- 2 **PLUS** Complete the sentences with one word in each gap.

- 1 Although Lucy's studying engineering, she's taking a m_____ in philosophy this term.
- 2 Ibrahim is in his final school year, so he's writing university a_____ because he wants to study sports science.
- 3 During a g_____ y_____ students can travel around the world.
- 4 When Omar got a p_____ at a university in a faraway country, he experienced culture shock.
- 5 Meeta has got a d_____ in business studies and is now looking for a job in a multinational company.
- 6 As a g_____, Amira has to decide whether to continue her studies or start a career.

Phrasal verbs

- 3 Match 1-5 with A-E.

- 1 grow up _____
- 2 run into _____
- 3 pick up _____
- 4 sort out _____
- 5 figure out _____

- A solve, find and answer
- B begin to experience a problem
- C become an adult
- D deal with a problem
- E learn

- 4 **EXAM** Complete the verbs in the blog post with a particle.



Lifelong learning

Although we usually focus ¹ _____ school and university when we talk about education, much of the learning that we do takes place outside school and university. As children grow ² _____, they learn through playing with other children. When people start their first jobs, they may pick ³ _____ skills and knowledge by watching more experienced staff, or their company may put ⁴ _____ training courses for them.

We cannot rely ⁵ _____ the knowledge from our schooldays for the rest of our lives. We may also run ⁶ _____ new problems both at home and at work, so we have to learn new ways of sorting them ⁷ _____. This is why curiosity and a willingness to learn can set you up for life.

FIND OUT MORE



Learning

- 5 Complete the table with the words in the box.

ace cram learn by heart recall
stick in your mind take in zone out

Negative learning strategies / results	Positive learning strategies / results

- 6 EXAM Complete the text with one word in each gap.



TIPS

FOR LEARNING VOCABULARY

Do you find it hard to make new vocabulary stick in your brain? Follow these tips if you want to pass your vocabulary tests!

Don't ...

- * ¹c long lists of vocabulary – your brain can ²t in only about 10–20 new words a day and you'll just ³z out.
- * learn new words by ⁴h – you won't remember them unless they mean something to you.

Do ...

- try to learn phrases, not single words.
- use new words in sentences.
- make your examples strange, funny or personal. This helps your brain to ⁷r them.
- * ⁸r vocabulary from time to time by looking back at earlier lessons.

Idioms

- 7 Complete mini-dialogues 1–5 with phrases A–E.

- A Did you know that ROYGBIV is a mnemonic?
B Yes, that's ___. It stands for the colours of the rainbow.
2 A Shall I tell you my news?
B Yes, go ahead! ___.
3 A I have to learn to drive, so I'm taking lessons.
B That ___.
4 A Your assignment is due tomorrow.
B Oh dear! I'll have to ___.
5 A I think the answer to question ten is 42.
B ___. You're going to ace your maths exam!
A spot on
B makes sense
C common knowledge
D pull an all-nighter
E I'm all ears!

- 8 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use 2–4 words, including the word in brackets.

- 1 I have to finish my application by tomorrow, so I must start doing it. (cracking)
I have to finish my application by tomorrow, so I must _____.
2 Everyone knows that the sun rises in the east. (knowledge)
It's _____.
3 Would you like to play volleyball after school? (up)
_____ after school?
4 When the teacher started talking about the class party, the students began listening carefully. (ears)
When the teacher started talking about the class party, _____.
5 It's said that AI will have a huge effect on future careers. (game)
It's said that AI will be _____.



still, already, yet, just, for and since, ever and never

- 7 Complete the definitions and examples with *still*, *already*, *yet*, *just*, *for* and *since*.

Definition	Example
1 _____ introduces a period of time.	I've had this jacket ² _____ two years.
3 _____ introduces a point in time.	We've lived here ⁴ _____ 2015.
5 _____ means 'a short time ago'.	He's ⁶ _____ left.
7 _____ means that a situation is continuing, often for longer than expected.	She ⁸ _____ hasn't called.
9 _____ means 'earlier than expected'.	I've ¹⁰ _____ had lunch.
11 _____ shows the speaker expects something to happen.	The guests haven't arrived ¹² _____.

Present perfect simple and continuous

- 8 Write present perfect sentences using the prompts and the verbs in the box. Use the continuous form where possible.

have know play visit work

- 1 Take a break. You / all morning

- 2 Ed's really good at football. He / it / since he was five

- 3 This phone is quite old. I / it / for three years

- 4 You and Rita seem to be good friends. How long / you / each other / ?

- 5 We've had an amazing trip. We / six different countries

- 6 Javier's English isn't great. He / not learn English / for long

Consolidate

- 9 EXAM Complete the text with one word in each gap.



Have you ¹ _____ turned up to a new club feeling awkward as soon as you walk through the door? Or did your mum use ² _____ force you to go to a dance class that you hated because the other kids ³ _____ chatting and socializing? Well, there is a hobby for everyone who wants to do activities on their own. Here are a few examples.

- 1 **Baking:** Baking is fun, and when your cakes are better ⁴ _____ the shop-bought ones, you'll never buy them again. Once you ⁵ _____ bought a recipe book, the possibilities are endless.
- 2 **Gardening:** Growing flowers or fruit and vegetables has ⁶ _____ a popular hobby for years. Whether you ⁷ _____ growing a tomato plant in a window box or designing a new outdoor garden, it ⁸ _____ a great solitary activity.
- 3 **Meditation:** Meditation has been popular ⁹ _____ thousands of years. If you can get ¹⁰ _____ to doing a mindfulness activity each day, you'll reduce stress and focus the mind.
- 4 **Drawing:** When you ¹¹ _____ young, you probably drew lots of pictures, but it's never too late to start again. Buy some paper and good pencils – what's the ¹² _____ interesting thing you can draw?

- 10 Write sentences with your own ideas about something that you ...

- 1 did together with friends last week.

- 2 aren't used to doing.

- 3 used to do when you were little.

- 4 have been doing since you were young.



READING



- 1 You are going to read an essay about language learning. Look at the list of possible benefits of language learning. Scan the essay and tick (✓) the ones the essay focuses on.

- 1 lengthens life expectancy
- 2 boosts memory
- 3 increases decision-making skills
- 4 helps the brain change tasks
- 5 positive effect on first language
- 6 helps us understand different cultures



- 2 **EXAM** Answer the questions. Use your own words where possible.

- 1 Why is learning a language like going to the gym?

- 2 Which people may be particularly good at remembering information?

- 3 What is the connection between academic ability and language learning?

- 4 What two effects can a second language have on a first language?

- 5 Why is learning languages useful for society?

- 6 What three negative aspects of language learning does the writer mention?



Reading strategy

- 3 Complete the summary with the words in the box. There are two extra words that you do not need to use.

career flexible memory remember
tasks understand

Language learning can improve your
 1 _____ and help you switch between
 2 _____. A second language can make
 you think in a more 3 _____ way
 about your first language and help you
 4 _____ the way others think.

Language learning for life

- A** It is generally agreed that languages are useful in our careers or for travelling. Apart from these two well-known benefits, there are many ways in which learning languages benefits us more generally.

- B** First of all, it is interesting to focus on the effects of language learning on our brain. It seems that, in the same way we work out in the gym to enhance our physical fitness, learning a language is a workout for the brain.

- C** More specifically, research has shown that it may improve our memory. There is some evidence that bilingual people are better at remembering shopping lists, names and directions than people who only speak one language. This means that if you are a good language learner, it helps you with other school subjects too.

- D** Secondly, it might set us up to switch between tasks because our brains are used to coping with competing signals from different languages. Great multitasking abilities have been shown to lead to better academic performance.

- E** Another interesting benefit which has been suggested is the effect of language learning on your own language. If you study a foreign language, you probably spend a lot of time practising reading, writing, speaking and listening. Now, there is evidence that we can transfer these skills to other languages – including our own. Imagine you are learning French, for example. If you regularly do difficult listening activities in French, it may help you to understand complex spoken information in your first language.

F Learning a foreign language also makes you think in a more flexible way about your first language. You become more aware of different sentence structures and words that you can use to express an idea. So, if you want to be a good communicator in your own language – whether you want to make a speech, come up with song lyrics or write a novel – learning a foreign language might help you do it better.

G Apart from the benefits of language learning for individuals, it is important for our society too. In today's global world, we need to understand both the differences and the similarities between speakers of other languages and ourselves. Learning another language helps you to see the world through different eyes, to become aware of concepts that perhaps do not exist in your own language and, ultimately, to understand how others think. It gives you a window into another culture, and a curiosity to explore more.

H In conclusion, learning a language is worthwhile for all these reasons. Yes, it is hard work, it takes ages and not everyone will appreciate your efforts. However, for the reasons I have explained, I think it is one of the best things you can do.



4 EXAM Find words in the essay that mean the following.

- 1 improve (paragraph B): _____
- 2 dealing with (paragraph D): _____
- 3 electrical waves which carry messages (paragraph D): _____
- 4 doing more than one thing at the same time (paragraph D): _____
- 5 how well you do something (paragraph D): _____
- 6 to recognize the good things about something (paragraph H): _____

5 EXAM Answer the questions.

- 1 Which word has a different stress pattern? bilingual, benefit, evidence, physical
- 2 In which word are the underlined consonants pronounced like the *k* in *kick*? French, research, school, speech
- 3 Which pair does not rhyme?
list – gym, brain – same, agree – speak,
known – now
- 4 In which word is the consonant *c* pronounced like in *face*? curiosity, subject, society, lyric

6 Think about a language you learn or used to learn and answer the questions.

- 1 How does it help with other subjects that you learn?
- 2 What other benefits do you think you gained from learning the other language?
- 3 If you were to visit a country where the language you learn is spoken, what benefits do you think it would have?



GRAMMAR RELATIVE CLAUSES

Relative pronouns and adverbs

1 EXAM Choose the correct answers.

- 1 The beginning of next term is ___ you really need to start revising for the exam.
A when B where C who D which
- 2 Psychology is a subject ___ really interests me.
A who B who C that D where
- 3 The Green Road Campus is the area ___ all the science buildings are.
A that B which C when D where
- 4 We spoke to a girl ___ studying law.
A whose B who's C who D that
- 5 Marie Curie was a scientist ___ work on radioactivity made an important contribution to modern medicine.
A who's B whose C who D which

2 PLUS Complete the fact sheet with the correct relative pronouns.



Student Glossary

Are you starting a university course in the UK? Here are some words you'll probably hear.

Freshers' Week: a period of time at the beginning of a university course ___ students settle in and meet each other.

Student Union: a building ___ university students can hang out with friends.

Personal tutor: a person ___ job is to advise and help students during their studies.

Dissertation: a long essay ___ students of some subjects write in their final year of study.

Intern: a student ___ is doing an internship.

- 3 PLUS** Complete the article with relative pronouns. Use **that** where possible.

The role of the hippocampus

The hippocampus is a region of the brain.

1 ___ is mainly associated with memory. Scientists believe that it may be the area ___



information from the short-term memory is processed so that it can be stored more permanently. In other words, it's the part of the brain ___ enables us to learn.

How do we know this?

Scientists ___ investigate brain function have studied people ___ hippocampus has been damaged. It seems that these people can often still recall events ___ happened in the distant past, but have difficulty forming new memories or learning new skills.

Omitting relative pronouns

- 4** Are the bold words the subject or the object of the relative clause? Write **S** or **O** and cross out the relative pronoun where possible.

- 1 This is the book that I used for my essay. ___
- 2 Socrates, Plato and Aristotle were philosophers that lived in ancient Greece. ___
- 3 Harvard is the university that Mark Zuckerberg went to. ___
- 4 Neurons are brain cells that transmit and receive information through electrical and chemical signals. ___
- 5 It is said that Cervantes is the writer who invented the modern novel. ___

- 5** Cross out the extra word in each sentence.

- 1 The woman who we met at the station is my teacher.
- 2 The students who they were late apologized.
- 3 The assignment that we finished was awesome.
- 4 The lecture which it was online was fascinating.
- 5 The subject that the teacher talked about was new.

- 6 EXAM** Rewrite the second sentence so that it has a similar meaning to the first. Use a relative pronoun only where necessary.

1 I didn't study French at school.

French wasn't one of the subjects _____

2 Are you interested in any other courses, apart from this one?

Is this the only _____?

3 If you need information about the university, our website can help you find it.

Our website is the place _____

4 I've never read such a long book before!

That was the longest book _____

5 Does he find it useful to study with friends?

Is studying with friends an activity _____

Defining and non-defining relative clauses

- 7 PLUS** Insert the relative clauses in the box into sentences 1–5, adding a relative pronoun and, if necessary, commas.

discovered the structure of DNA
ended the First World War in 1919
is the capital of Bangladesh
memories are stored and processed
sisters were also authors

1 The scientists won a Nobel Prize in 1962.

2 Dhaka is the world's most densely populated city.

3 The peace treaty was the Treaty of Versailles.

4 Charlotte Brontë wrote the novel *Jane Eyre*.

5 The part of the brain is called the hippocampus.

Consolidate

- 8** Choose the correct options.

1 I'd like to have a career which / – involves helping people.

2 I haven't met any of the other students that / – are on my course.

3 An undergraduate student is someone who's / whose studying for a bachelor's degree.

4 J.R.R. Tolkien, who / that wrote *The Lord of the Rings*, was a professor at Oxford University.

5 A campus is an area which / where there are a lot of university buildings.

6 I'm very grateful to the teacher that / whose encouraged me to study science.

7 At school he learned a lot of mnemonics, which / that were often little rhymes, but he's forgotten them now!

8 The writer, who's / whose latest book has just come out, is speaking at our school.

- 9** Find and correct one mistake in four of the numbered sentences. Two sentences are correct.

MOOCS FOR EVERYONE



¹ 'MOOC' is an acronym who stands for 'Massive Open Online Course'. ² MOOCs are university courses anyone can access online for free. ³ A MOOC is perfect for people who want to learn in an informal way. ⁴ You can listen to lectures on days where you have time. ⁵ MOOCs often include activities offer students the opportunity to practise what they've learned. You don't get a degree at the end. ⁶ However, you can learn from professors who are experts in the subjects they teach.

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



LISTENING

- 1 You are going to hear two young people discussing what they learned at school. You will hear these words and phrases. Check that you know what they mean.

horticulture life skills stuff work out

- 2 EXAM 15 Listen to the discussion and choose the correct answers.

- Which statement is true about the presenter?
 A He didn't think much about the future.
 B He didn't know what he'd find useful in the future.
 C He didn't realize how useful his education would be.
 D He didn't know what career he wanted.
- Which statement is true about Paul?
 A has just started an apprenticeship.
 B wants to change career soon.
 C hopes to work for himself one day.
 D always knew he wanted to be a gardener.
- What does Kate say about her life?
 A She is studying journalism.
 B She has worked as a journalist for several years.
 C She hopes to work for a newspaper one day.
 D She has recently started a new job.
- What does Paul say that Mr Hills taught him?
 A To recognize his natural talents.
 B To enjoy taking risks.
 C To avoid making mistakes.
 D To deal with problems constructively.
- What does Kate say about a journalist's ability to write well?
 A It's the most important skill.
 B It's no more important than general knowledge.
 C It's less important than people think.
 D It's generally developed through the job.
- What did Kate believe in the past?
 A That she would stop learning after she graduated.
 B That she had good general knowledge.
 C That she would learn all she needed to know at work.
 D That she wouldn't learn anything useful at university.

- 3 You are going to hear a podcast about how the brain learns. You will hear these words. Check that you know what they mean.

folders handy relevant strengthen

Listening strategy

- 4 16 Listen to the podcast and decide if the following statements are true (T) or false (F). Give evidence from the podcast for your answers.

- It's common knowledge that the brain stores information in the same way as a computer. _____
- Scientifically, learning only happens when we link previous knowledge to something new. _____
- Active recall is strengthening a neural connection. _____
- In the past, scientists knew that repeating information was enough to learn it. _____
- Testing yourself may be a good way to learn, according to science. _____
- We only learn when we are studying at our desk. _____

Speaking

- 5 Prepare a three-minute talk about a skill you have learned. Explain the steps that you took while learning this skill and give some advice to others who want to learn. If you want to, video yourself giving the talk.



VIDEO AND LISTENING: DOCUMENTARY GAMIFICATION

7



- 1 Look at the stills from the video. What do they have in common?

- 2 Watch the video and check your answers in exercise 1.

- 3 Watch the video again. Decide if the following statements are true (T) or false (F). Correct the false ones.

- 1 The periodic table was one of the earliest examples of gamification.

- 2 QR codes used in classrooms can provide students with additional information and opportunities to earn points.

- 3 Gamification is only popular with young learners.

- 4 Materials designed with gamification principles always replace traditional classroom activities and exams.

- 5 Gamified learning can help students retain information and improve their cognitive abilities.

- 6 Apps for gamified learning focus primarily on academic subjects and rarely include practical skills.

- 4 Match the descriptions 1–6 with concepts A–F. Then watch the video again and check your answers.

- 1 A school where traditional lessons and exams have been replaced with games and missions. _____
 - 2 The natural tendency that gamification uses to make learning more engaging and rewarding. _____
 - 3 A benefit of gamification for students with learning differences or disabilities. _____
 - 4 One of the long-term advantages of gamification for brain development. _____
 - 5 An example of how gamified materials make classroom activities interactive. _____
 - 6 A modern tool that allows learners to use gamification for independent practice. _____
- A Learning apps D Interactive missions
B Cognitive benefits E Accessibility features
C Gamified schools F Play and competition

- 5 Match the words in the box with their meanings.

chemical elements chemistry educator
feedback lecture theatre productivity
self-study vocational course

- 1 the amount of work someone gets done in a certain period of time _____
 - 2 a person who teaches, such as a teacher or professor _____
 - 3 training focused on learning specific job-related skills _____
 - 4 the subject that teaches about substances, their properties, and how they interact or change _____
 - 5 a large room for giving presentations or teaching large groups _____
 - 6 pure substances with only one type of atom, like oxygen or gold _____
 - 7 information given to someone to improve learning or their performance _____
 - 8 learning independently, without a teacher _____
- 6 Go online and find five facts about the Quest to Learn school in New York City.

7 WRITING A FORMAL EMAIL

- 1 Read the email. Tick (✓) the information that Alesha asks about.

- 1 days and time of work experience
- 2 preparation for work experience
- 3 rules and dress code
- 4 which entrance to the building to use
- 5 length of work experience
- 6 documents needed

New message

To workexperience@angelradio.com

Subject Work experience

Dear Sir / Madam

My name is Alesha and I am in year 10. I am writing because I hope to study journalism when I leave school and I have been told that your radio station offers work experience opportunities. I would be ¹g_____ if you could give me more information about this.

Firstly, I would ²I_____ to know if it is possible to work on Saturday or Sunday afternoons. Could you ³I_____ me know if I could do this?

Secondly, students have to spend about five hours a week on work experience. Could you ⁴t_____ me if this is possible?

Finally, if I can go ahead with my application, I would ⁵a_____ it if you could tell me which other information, including any certificates, you might need.

Many thanks in advance for your help.

Yours faithfully,

Alesha Parker

SEND

Writing strategy

- 2 Look at the phrases that Alesha uses to make polite requests. Complete the email with one word in each gap.



Writing task

- 3 EXAM Write a formal email asking for information about the work experience opportunities in the advert below. Write 120–130 words.

STUDENTS!

NEW WORK EXPERIENCE OPPORTUNITIES



THIS SUMMER!

- Studying sciences? Pharmolab is looking for enthusiastic students in August and September.
- Young journalists! Come and take a look at a TV newsroom! Only a few places are available. Don't miss out!
- Are you up for a challenge? Join Planet Protectors, a new organization putting together big plans for a better environment. Come and make a difference to YOUR future!

Writing guide

Think and plan

- 4 Look at the advert. Think of some questions to ask about one of the positions. Use these ideas to help you.

- exact dates
- location
- working hours
- documents and applications
- rules and dress code
- size of organization
- preparation
- facilities

- 5 Organize your ideas into paragraphs.

Paragraph 1: explain why you are writing.

Paragraphs 2–4: ask your questions politely.

Paragraph 5: thank the person you are writing to. Close and sign off in a polite way.

Write and check

- 6 Write your email. Use the paragraph plan to help you and include some of the Useful phrases from the Student's Book.

- STUDENT'S BOOK Pages 88–89

- 7 Check your email. Have you ...

- started and finished your email appropriately?
- organized your ideas into paragraphs?
- included some of the Useful phrases?
- checked your spelling and grammar?

REVIEW

GRAMMAR

7

- 1 Write the parts of sentences in the correct order to form complete sentences. Add commas if necessary.

1 vocational courses / have become more popular / which / lead to a career in business / in recent years

2 will be taking / my brother / leaving school in June / who is / a gap year

3 a flight attendant / job involves / looking after aeroplane passengers / whose / is a person

4 the school / we might work / where / we'll visit / next week

- 2 EXAM Choose the correct answers.

Jorg Do you know¹ ___ I can find Miss Layton?

Freya I'm not sure. Have you got a problem² ___ I can help you with?

Jorg Maybe. I can't figure out the French assignment³ ___ she gave us. And Tuesday,⁴ ___ it's due in, is only in two days' time. Isn't there a boy in our class,⁵ ___ name I can't remember, that speaks French?

Freya I found it difficult too. But yes, it's Theo⁶ ___ speaks French really well. He helped me too! Let's go and find him.

Jorg Thanks Freya!

- 1 A where B when C which D who
2 A where B when C which D who
3 A who B that C where D whose
4 A where B which C that D when
5 A who's B who C whose D that
6 A who B whose C who's D that

VOCABULARY

- 3 Complete each sentence with two of the words in brackets.

1 Most ___ live on ___ in their first year at university. (commuters / campus / place / undergraduates)
2 You really can ___ your exams if you ___ cracking on your revision early. (learn / get / start / ace)

3 Students can zone ___ if a(n) ___ is long and complex. (application / in / out / lecture)

4 Her ___ was high because her answer was ___ on. (degree / grade / focused / spot)

5 This ___ on robotics is for students who are ___ for a challenge. (grade / up / on / module)

- 4 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Use 3-5 words, including the word in brackets.

1 It was hard to find the solution to the maths problem. (figure)

I was hard to _____.

2 I'm afraid difficulties will always appear in life. (run)

I'm afraid that in life we will always _____.

3 Can you understand this sentence? (sense)

Does this _____?

4 She spent her childhood in Scotland. (grew)

Scotland is the place _____.

5 I will never be able to remember and say this poem exactly. (heart)

I will never be able to _____.

Evaluate

- 5 Read the statements and give yourself a score from 1 (I need more practice) to 4 (I can do this very well) for each one.

1 I can summarize the main ideas of a text. ___

2 I can identify the difference between facts and opinion. ___

3 I can give a clearly structured talk. ___

4 I can write a formal email. ___



ONLINE PRACTICE

GRAMMAR REFERENCE

STARTER UNIT

S.1 Present simple and present continuous

Form

Present simple

Affirmative			
I / You / We / They	+ infinitive		
He / She / It	+ infinitive + -s		
Negative			
I / You / We / They	+ do not (= don't)	+ infinitive	
He / She / It	+ does not (= doesn't)	+ infinitive	
Questions			
Do	I / you / we / they	+ infinitive	?
Does	he / she / it	+ infinitive	?

Present continuous

Affirmative				
I	am ('m)	infinitive	-ing	
He / She / It	is ('s)	infinitive	-ing	
You / We / They	are ('re)	infinitive	-ing	
Negative				
I	am not ('m not)	infinitive	-ing	
He / She / It	is not ('s not / isn't)	infinitive	-ing	
You / We / They	are not ('re not / aren't)	infinitive	-ing	
Questions				
Am	I	infinitive	-ing	?
Is	he / she / it	infinitive	-ing	?
Are	you / we / they	infinitive	-ing	?

Use

We use the present simple to talk about routines and things that are always true.

He wakes up at 6.45 a.m.

School starts at 8.30 a.m.

We use the present continuous to talk about things happening now or around now, and for future arrangements.

I'm enjoying my online French course.

We aren't spending a lot of time together at the moment.
Tomorrow, I'm getting up at 5.00 in the morning!

We don't usually use the present continuous with state verbs. Common state verbs include verbs that describe feelings, thoughts, states and senses.

State verbs

Feelings: hate, like, love, need, prefer, want

Thoughts: believe, know, think, understand

States: be, belong, seem

Senses: hear, taste, sound

I love dancing! (NOT I'm loving dancing!)

Do you know Max? (NOT Are you knowing Max?)

She seems nice. (NOT She's seeming nice.)

Spelling

We sometimes make changes to the spelling of a word when we add -ing. For example, we may ...

- drop the final e.
- change ie to y, and sometimes double the final letter.

1 Complete the sentences with the verbs in brackets in the present simple or present continuous.

- Is Ana getting dressed ? (get dressed)
- I spend the weekends when I can have a lie-in. (prefer)
- Hurry up! The school bus leaves (leave)
- The bus for school leaves at 7.30. (leave)
- What do at the weekend? (you do)

S.2 be / get used to and used to

Form

be / be used to

Affirmative				
I	am / am getting	used to + infinitive	-ing	
You / We / They	are / are getting	used to + infinitive	-ing	
He / She / It	is / is getting	used to + infinitive	-ing	
Negative				
I	am not / am not getting (= 'm not / I'm not getting)	used to + infinitive	-ing	
You / We / They	are not / are not getting (= aren't / aren't getting)	used to + infinitive	-ing	
He / She / It	is not / is not getting (= isn't / isn't getting)	used to + infinitive	-ing	
Questions				

Am	I	used to / getting used to + infinitive	-ing?
Are	you / we / they	used to / getting used to + infinitive	-ing?
Is	he / she / it	used to / getting used to + infinitive	-ing?

used to**Affirmative**

I / You / He / She / It / We / They used to + infinitive

Negative

I / You / He / She / It / We / They + did not (= didn't) use to + infinitive

Questions

Did I / you / he / she / it / we / they use to + infinitive?

Use

We use *be used to* + -ing to say that we are, or aren't, familiar with or accustomed to something.

I'm used to getting up early these days.

I'm not used to having breakfast at 6.00 in the morning.

We use *get used to* + -ing to say that we are becoming, or have become, familiar with or accustomed to something.

We're getting used to living here, but we've only been here three months.

I've got used to hanging out at the beach at weekends now I live in Valencia.

We can also use *be / get used to* + noun.

I'm not used to the sound my new alarm makes.

I'm getting used to my new school.

We use *used to* + infinitive to talk about past habits, states or situations.

I used to go to bed around midnight when I was a teenager.

We used to live in Manchester before we moved here.

2 Choose the correct options.

I ¹**used to / got used to / am used to** get out of bed at 7.30 when we lived near my school. I couldn't wake up, so my mother ²**got used to / used to / is used to** wake me up. My mum and I ³**get used to / are used to / used to** have breakfast together every morning. But then we moved house, so now I have to get out of bed at 6.30. My mum leaves the house at 6.15, and it has taken me a long time to ⁴**get used to / be used to / used to** waking up with an alarm on my phone. I have to get on the bus at 7.00. I didn't ⁵**use to / used to / be used to** get a bus to school; I ⁶**use to / got used to / used to** walk to school with my friends. I'm ⁷**getting used to / being used to / get used to** the bus now – but it took a long time. I ⁸**am not used to / not got used to / got used to** getting home later in the evening, though – that's hard.

S.3 Comparatives and superlatives**Form****Comparative and superlative adjectives****Short adjectives**

Comparatives: Add -er, or just -r if the adjective ends in -e.	tall → taller → tallest long → longer → longest nice → nicer → nicest
Superlatives: Add -est, or just -st if the adjective ends in -e.	
When the adjective ends in one vowel + one consonant, double the consonant and add -er or -est.	bright → brighter → brightest hot → hotter → hottest

Use

We use comparative adjectives to describe how one thing or person is different from another thing or person. We use comparative adjectives with *than*.

We use superlative adjectives to compare three or more things, animals or people. We use *the* before superlative adjectives.

For adjectives with three or more syllables, we use *more* or *most* + adjective. We don't add -er / -est.

beautiful → more beautiful → the most beautiful

difficult → more difficult → the most difficult

Some adjectives with two syllables add -er / -est for the comparative. Others use *more* + adjective.

funny → funnier → the funniest

boring → more boring → the most boring

The adjectives *good*, *bad* and *far* are irregular.

good → better → the best

bad → worse → the worst

far → farther / further → the farthest / the furthest

3 Choose the correct options.

- 1 Jay is **more outgoing / the most outgoing** than Ben.
- 2 Who's **older / the oldest** student in the class?
- 3 Is Maria **the healthiest / healthier than** Bella?
- 4 Theo is **the coolest / cooler** than person I know!
- 5 Who's **the most cautious / more cautious than** person in your family?
- 6 I'm usually **the calmest / calmer** than my sister.

1 In the limelight

VOCABULARY

Entertainment

- 1 Complete the online film review with the words in the box.

beat the odds genre plot storyline
thriller uplifting

CODA

CODA is an ¹ _____ film from 2021. It has a wonderful ² _____ which tells the tale of Ruby Rossi, who is the child of two deaf parents who fish for a living. The ³ _____ starts to become interesting when the coastguard can't communicate with Ruby's parents at sea one day. Unfortunately, they lose their fishing licence and their income. Ruby does everything to change the coastguard's decision. Family drama is not usually a ⁴ _____ that I enjoy, but CODA was an exception. It shows the Rossi family's constant battle to ⁵ _____ just to survive. The use of sign language makes the film more believable as the viewer sees what life is like for people who can't hear or speak. This adds to the suspense, so the film becomes partly a ⁶ _____ because of that. I'd definitely recommend CODA.



Rating and reviews

4.5 ● ● ● ● 350 reviews

- 2 PLUS Translate the sentences.

- I prefer paperbacks to hardbacks.

- What is the difference between plot and storyline?

- People often binge-watch whole film franchises in a weekend.

- Do you prefer e-books or print editions?

- Thrillers are a very popular genre.

-ed / -ing adjectives

- 3 Choose the correct options.

- We thought the film was quite amused / amusing.
- I'm not usually into science fiction, but this novel sounds intrigued / intriguing.
- He's been working too hard. He's exhausted / exhausting.
- My mum was concerned / concerning that the film wouldn't be suitable for my little sister.
- It was supposed to be a horror film, but it was more shocked / shocking than frightening.
- I'm amazed / amazing you read the whole book in a day.

- 4 EXAM Rewrite the second sentence so that it has a similar meaning to the first. Include an adjective formed from the word in brackets.

- Her story made us want to change the world. (inspire)
We found her _____.
- I'm really tired after swimming. (exhaust)
Swimming _____.
- No one expected the film to end that way! (shock)
Everyone _____.
- We found the survey results really interesting. (intrigue)
The survey results _____.
- Is the pain too much for you? (overwhelm)
Are you _____?

- 5 PLUS Complete the sentences with adjectives formed from the verbs in the box.

amaze amuse concern inspire intrigue

- It was a very _____ show. It made me laugh out loud several times.
- It's really _____ how much my arm hurts. I hope it's not broken.
- Everyone's talking about that film at the moment, so I'm _____ to see if it's any good.
- The special effects in the series were absolutely _____.
- The book got such bad reviews that I'm not really _____ to read it.

S.4 Past simple and continuous

Form

Past simple

Affirmative

I / You / He / She / It / We / They	infinitive	+ -ed
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Negative

I / You / He / She / It / We / They	+ did not (- didn't)	+ infinitive
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Questions

Did	I / you / he / she / it / we / they	+ infinitive?
-----	-------------------------------------	---------------

Past continuous

Affirmative

I / He / She / It	was	infinitive	+ -ing
You / We / They	were	infinitive	+ -ing

Negative

I / He / She / It	was not (wasn't)	infinitive	+ -ing
You / We / They	were not (weren't)	infinitive	+ -ing

Questions

Was	I / he / she / it	infinitive	+ -ing?
Were	you / we / they	infinitive	+ -ing?

Use

We use the past continuous to talk about an action in progress at a time in the past.

At 7.30 a.m., she was still trying to wake up.

We also use the past continuous to describe a scene, especially at the start of a story.

We were walking to school and the rain was pouring down.

We use the past simple for completed actions, repeated actions and things that happened one after another in the past.

They woke up to the sounds of birds singing.

She got up, got dressed and made herself some breakfast.

He had a go at the practice activity three times.

We use the past continuous when an action is interrupted or unfinished, and the past simple for finished actions. Compare these two sentences:

I was reading my book on the train. (= I didn't finish it.)

I read the magazine on the train. (= I read the whole magazine.)

We often use the past simple and the past continuous together for actions that happened at the same time. We use the past continuous for the longer action and the past simple for the shorter action.

It was raining. Dad drove me to school.

While I was getting dressed, I texted my friend.

TIP

We usually use the past simple to describe past states.

I hated sports when I was a child.

(NOT I was hating sports when I was a child.)

- 4 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- Mia _____ was leaving _____ the house when Luke _____ arrived _____. (leave, arrive)
- Bea _____ when the alarm ______. (sleep, go off)
- I _____ my dad when my phone battery _____. (call, die)
- I _____ painting furniture while I _____ with my grandparents. (get into, stay)

S.5 Present perfect simple and continuous

Form

Present perfect simple

Affirmative

I / You / We / They	+ have (-'ve)	infinitive	+ past participle
He / She / It	+ has (-'s)	infinitive	+ past participle

Negative

I / You / We / They	+ have not (- haven't)	infinitive	+ past participle
He / She / It	+ has not (- hasn't)	infinitive	+ past participle

Questions

Have	I / you / we / they	infinitive	+ past participle?
Has	he / she / it	infinitive	+ past participle?

Present perfect continuous

Affirmative

I / You / We / They	+ have (-'ve) been	infinitive	+ -ing
He / She / It	+ has (-'s) been	infinitive	+ -ing

Negative

I / You / We / They	+ have not (- haven't) been	infinitive	+ -ing
He / She / It	+ has not (- hasn't) been	infinitive	+ -ing

Questions

Have	I / you / we / they	been	infinitive	+ -ing?
Has	he / she / it	been	infinitive	+ -ing?

Use

We use the present perfect tenses to connect the past and the present.

The email has just arrived. (= It is here now.)

I've never been scuba diving. (= I still haven't been scuba diving.)

She's been looking for him for months. (= She is still looking for him.)

We use the present perfect simple to focus on the result of an action, and we use the present perfect continuous to focus on the doing of the action itself.

I've been waiting for an answer from her for weeks, but she still hasn't replied.

We use the present perfect simple to talk about how much or how many times. We use the present perfect continuous to focus on how long something has taken.

They've met three times.

I've been learning French for six years.

We use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as *all day* and *recently* in these sentences.

They've been meeting a lot recently.

We usually use the present perfect simple, not the present perfect continuous, to talk about states rather than actions with verbs like *be*, *have*, *know*, *seem*.

We've known each other since university. (NOT We've been knowing each other since university.)

Sofia's seemed very awkward in social situations recently. (NOT Sofia's been seeming very awkward in social situations recently.)

We often use the present perfect simple, not the present perfect continuous, to announce news for the first time.

Have you heard? Tom's written a book.

5 Complete the sentences with the present perfect simple or the present perfect continuous form of the verbs in brackets.

1 'Is the party still going on?' 'No, it _____.' (finish)

2 I love your trainers. _____ them for long? (have)

3 'Why is Jo so tired?' '_____ well recently.' (not sleep)

4 '_____ you _____ the piano for long?' 'No, I haven't.' (play)

5 'How many times _____ New York? They _____ twice.' (they / visit, go)

Present perfect simple with time expressions

Form

We can use the present perfect simple affirmative with *just* or *already* + past participle.

They have already texted twice.

He has just answered my email.

We can use the present perfect negative with *yet* or *still*.

I haven't made a decision yet.

She still hasn't heard from him.

We can form present perfect questions with *yet*.

Have you seen Artur yet?

We can use the present perfect with *for* and a period of time.

I've been best friends with Jaime for twelve years.

We can use the present perfect with *since* and a date, day, time or event.

We haven't seen Maya since last Saturday.

We can form present perfect questions with *How long ... ?*

How long have they known Maya?

We use the present perfect simple with *ever* or *never* + past participle to discuss whether something has happened in the past. In affirmative sentences, we can also use *ever* with a superlative form.

Have they ever visited that town?

It's the nicest present I've ever received.

She's never failed an exam.

Use

We use the present perfect simple with *still*, *already*, *yet* and *just* to talk about recent news and events.

We use *just* in affirmative sentences to talk about very recent news.

I have just met my sister.

We use *yet* in questions and negative sentences to talk about news and events happening up to now.

I haven't decided if I like him or not yet.

Have you read that book yet?

We use *already* in affirmative sentences to talk about news and events that happened before now or earlier than expected.

He's already made a good impression on me.

We use *still* in negative sentences to emphasize that a situation has not changed.

The party is about to start and my boyfriend still hasn't arrived.

We use the present perfect with *for* and *since* to say how long a state or action which began in the past has been going on for.

We use *for* to talk about the period of time up to the present, e.g. *for four years, for two days*.

I've been at the party for an hour.

We use *since* to talk about the time when an activity started. This can be a date, a day, a month, a time or an event, e.g. *since 1903, since yesterday, since May, since 8 a.m., since my birthday, since I was ten years old*.

He's been at the party since 7.00.

We often use the past simple after *since*.

I haven't been bungee jumping since I hurt my back.

We use *ever* to mean 'at any time in your life'.

Have you ever been skiing?

It's the most exciting film I've ever seen.

We use *never* to mean 'at no time in your life'.

I've never been to that museum.

6 Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets and the correct form of the present perfect simple.

- 1 It's not long since I took up acting. (just)
I've just taken up acting.
- 2 She still hasn't planned her birthday party. (yet)
- 3 They've acted in two school plays before. (already)
- 4 We haven't been on the really scary ride yet. (still)
- 5 I haven't been to Germany at any time in my life. (never)
- 6 I know Dave. We met in college. (since)
- 7 I spoke to Kyla last week and I haven't spoken to her today. (for)

-ed adjective	Having a particular feeling	-ing adjective	Having a particular quality
amazed	Sam was amazed when he read what Irena had done.	amazing	It's amazing how brave some people are.
bored	My brother gets bored reading the newspaper.	boring	I sometimes think my life is boring compared to other people's.
interested	I'm really interested in real-life hero stories.	interesting	I think Muhammad Ali's an interesting person.

Use

We use adjectives ending in -ed to talk about a person's feelings. We usually use them after the verb *be*.

I'm amazed that I won the prize.

I'm exhausted because I've been planning a healthy eating campaign at my school.

We use adjectives ending in -ing to talk about a quality somebody or something has. We can use them after the verb *be* or before a noun.

This story's really surprising.

It's a really exciting film.

TIP

We often use a preposition after adjectives ending in -ed.

Lin's annoyed about her exam result.

I'm tired of waiting.

Anna's interested in music and dance.

1 Choose the correct options.

- 1 Have you ever been really **frightened** / **frightening** by anything?
- 2 It was a **bored** / **boring** film, so they switched it off.
- 3 There's a very **interested** / **interesting** interview in this magazine.
- 4 I'm so **excited** / **exciting** that they are going to make a film about her life.
- 5 It's **shocked** / **shocking** when you hear about some of the silly things that people do.
- 6 He was so **bored** / **boring** that Misha started texting her friends.

UNIT 1

1.1 -ed / -ing adjectives

Form

There is a group of adjectives that end in -ed, including *interested, bored, excited* and *surprised*.

There is another group of adjectives that end in -ing, including *interesting, boring, exciting* and *surprising*.

Pairs of adjectives such as *interested* and *interesting* have a very similar form, but the meaning is different.

1.2 Past simple and past perfect simple

Form

We form the past perfect simple with subject + *had / hadn't* + past participle.

The form is the same for all persons.

Affirmative

I / He / She / It / You / We / They	had (d)	+ past participle
Negative		
I / He / She / It / You / We / They	had not (hadn't)	+ past participle
Yes/No questions		
Had	I / he / she / it / you / we / they	+ past participle?

I had read the article.

Jess hadn't read the article.

'Had she read the article?' 'Yes, she had.' / 'No, she hadn't.'

Use

We use the past perfect simple with the past simple when we talk about two actions or events in the past. We use the past perfect for the action that happened first. We often use *already / just* with the past perfect to say when the action happened.

I gave Emma the book, but she had already read it.

I ran home, but my dad had just left.

We use the past simple for the most recent action.

We can use *when* + past simple.

When I got to the cinema, the film had already started.

We can use *when* + present perfect.

When I had finished my drink, I left the café.

We use the past perfect with the past simple to give a reason for a situation. We use the past simple for the situation, and we use *because* + past perfect for the reason.

I was happy (the situation) because I'd sorted out the problem of the missing cat (the reason).

2 Complete the text with the correct past simple or past perfect simple form of the verbs in brackets.

Jim has a puppy called Bibby. One day, he ¹ left (leave) her outside the post office for two minutes, and when he ² came (come) back, Bibby ³ went (go). A thief ⁴ stole (steal) the puppy. Poor Jim ⁵ didn't know (not know) what to do, so he ⁶ called (call) the police. When they ⁷ interviewed (interview) him, they ⁸ posted (post) Bibby's photo online. Jim was amazed when a friend knocked on his door. Joan ⁹ saw (see) the photo and ¹⁰ recognized (recognize) the dog. The thief ¹¹ lived (live) next door to her! When Jim and Joan ¹² got (get) to the police station, the police ¹³ had already rescued (already rescue) Bibby. Jim was very relieved to have Bibby back.

1.3 Past perfect simple and past perfect continuous

Form

We form the past perfect continuous with *had + been + -ing*.

Affirmative

I / He / She / It / You / We / They	had (d) been	+ -ing
-------------------------------------	--------------	--------

Negative

I / He / She / It / You / We / They	had not (hadn't) been	+ -ing
-------------------------------------	-----------------------	--------

Yes/No questions

Had	I / he / she / it / you / we / they been	+ -ing?
-----	--	---------

She had been crying for hours.

Lola hadn't been looking in that direction.

'Had she been waiting long?' 'Yes, she had.' / 'No, she hadn't.'

Question words

Question word	had (d)	I / he / she / it / you / we / they	been	+ -ing?
---------------	---------	-------------------------------------	------	---------

How long had she been crying?

Why had you been reading the book again?

Use

We use the past perfect continuous to show that something happened before something else in the past.

I'd been living in Italy for three years when we first met.

When I woke up, I saw that it had been raining.

We usually use the past perfect simple, not the past perfect continuous, when we are talking about states rather than actions, with verbs like *be, have, know*.

We'd known each other for about five years before we became friends.

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

- I had been reading a frightening book so I jumped when Ava knocked on the door. (read)
- The actress was really blonde, but in the film she had dark hair. (have)
- I was standing outside the door because I had forgotten my keys again. (forgot)
- They had moved house all day and were exhausted. (move)
- The old lady hadn't had any visitors and didn't have any biscuits in the house. (not expect)

1.4 Past simple, used to and would

Form

Affirmative

I / He / She / It / You / We / They	used to / would ('d)	+ infinitive
-------------------------------------	----------------------	--------------

Negative

I / He / She / It / You / We / They	did not (didn't) use to / would not (wouldn't)	+ infinitive
-------------------------------------	--	--------------

Questions

Did	I / he / she / it / you / we / they	use to	+ infinitive?
Would	I / he / she / it / you / we / they		+ infinitive?

I used to sing in the school choir.

People would write each other letters.

People didn't use to have smartphones.

Mrs Cole wouldn't go to the post office every day.

'Did you use to play in the park?' 'Yes, I did.' / 'No, I didn't.'

'Would she go to the post office on Mondays?' 'Yes, she would.' / 'No, she wouldn't.'

Use

We use *used to* + infinitive to talk about regular actions that we did in the past but don't do now.

Kate used to read three books a month. (= But she doesn't now.)

We don't use *used to* when the action only happened once.

She watched a horror movie once. (NOT She used to watch a horror movie once.)

We also use *used to* + infinitive to talk about past states.

Jenna Logan used to be a really famous actress.

We also use *used to* to talk about situations that were true in the past but are not true now.

People used to buy more books.

We often use *used to* to compare the past and the present.

People used to go to the cinema more often than they do nowadays.

We don't use *used to* to talk about one period of time or the number of times.

Lisa acted in films for two years. (NOT Lisa used to act in films for two years.)

We use *would* + infinitive to talk about past actions.

She would go and see every new film that came out before she met Harry.

- 4 Complete the text with *used to* or *would* and the verbs in the box. Sometimes there is more than one possible form.

call disappear explore give go have swim

I ¹ used to have wonderful holidays when I was a child. Every year, we ² with my aunt to Lanzarote. We ³ in the sea every day. In those days, adults ⁴ children a lot more freedom, and I remember that us kids ⁵ off for the whole day. We ⁶ all the caves on the beach. My aunt ⁷ for us from the top of the cliff when it was time to come home for dinner. It was wonderful!

1.5 Exclamations

Form

How / What	Article	Adjective	Noun
How		amazing! awful!	
What	a	beautiful awful good	garden! weather! luck! nightmare!

Use

We use *How* + adjective! to reply to good or bad news, and to show interest.

'Maya's going to Canada.' 'How exciting!'

'My car's been stolen.' 'Oh, how awful!'

We use *What* + adjective + noun! to say that something is beautiful, exciting, terrible, etc.

What a beautiful garden!

What awful weather!

We can also use *What* + noun! (without an adjective) when the noun is something that is always beautiful, exciting, terrible, etc.

'The train was three hours late.' 'Oh, what a nightmare!'

1.6 Linkers of time

Use

Linkers of time are words that connect events or ideas of time. We use them to say when or in what order things happen.

- To introduce the first of two actions, we use *before* or *when*.

Wake me up *before* you go.

Don't just open the door. *Before* that, ask who is knocking.

When I opened the door, the dog looked at me and went out. (First I open the door, then the dog goes out.)

- To emphasize that the second action happens immediately after the first one, we use *as soon as* or *the moment*.

Phone me as soon as you see her.

The moment I saw her, I lost control.

- To introduce the second of two actions, we use *after*, *afterwards*, *then* or *later*.

Later suggests an interval of time between both actions. *Afterwards* and *then* can be used when there is an interval of time or when the second action takes place immediately after the first one.

After the music stopped, everything was quiet.
I went out after work.

There was a power cut. Afterwards / Then, everything was quiet.

She had a shower. Later / Afterwards / Then, she went for a walk.

- To show that the second action happens quickly and unexpectedly, we use *suddenly*.

I saw her. Suddenly, I lost control.

- To introduce the first of a series of actions, we use *first*, often used with *then* or also with *second*, *third*, etc.

First, go into the house, then, go upstairs and wait for me.

First, switch it on. Second, search for the channel, and last, adjust the volume.

- To express simultaneous actions if both actions are long, we usually use *while* or *meanwhile*.

While Mary was studying, Peter was painting.

Mary was studying. Meanwhile, Peter was painting.

If one action is long and the other one is short or instantaneous, we use *as*, *just as*, *when* or *while*.

As / When / While I was walking down the street,
I saw a rabbit.

UNIT 2

2.1 will, be going to, present simple and present continuous

Form

In English, we use a number of different forms to talk about the future, and each has its own meaning and use.

Future with *will*: affirmative, negative and questions

I / You / He / She / It / We / They	will (ll)	+ infinitive
I / You / He / She / It / We / They	will not (won't)	+ infinitive
Will	I / you / he / she / it / we / they	+ infinitive?

Future with *be going to*: affirmative, negative and questions

I	am (m)	going to	+ infinitive
You / We / They	are (re)	going to	+ infinitive
He / She / It	is (s)	going to	+ infinitive
I	am not ('m not)	going to	+ infinitive
You / We / They	are not ('re not / aren't)	going to	+ infinitive
He / She / It	is not ('s not / isn't)	going to	+ infinitive
Am	I	going to	+ infinitive?
Are	you / we / they	going to	+ infinitive?
Is	he / she / it	going to	+ infinitive?

Use

We use *will*, *be going to*, the present simple and the present continuous in the following ways.

will

We use *will* to make predictions or give opinions about the future.

People **will** probably live longer as nanobots in our bodies **will** detect any illness early and treat it instantly.

We also use *will* to make an instant choice or decision. This can include promises, offers, plans, refusals and requests.

I think **I'll** get an upgrade on my smartphone.

I'll help you if you like.

I won't ever use a VR headset.

be going to

We use *be going to* to make a prediction for the future based on evidence.

That drone is flying very low to the ground. I think it's going to crash into somebody.

We also use *be going to* to talk about plans or intentions.

I'm going to buy the latest Fitbit.

Present simple

We use the present simple to talk about future events on a schedule or timetable.

Your Skype lesson is at 10.00.

When does the virtual concert start?

Present continuous

We use the present continuous to talk about arrangements and fixed plans when we know the time or place.

My teacher **is taking us** to a technology conference next week.

TIP

We can sometimes use two different forms to talk about the same thing. We can use **will** and **be going to** to make predictions.

My phone **will** probably be outdated by next year.

My phone's **going to** be outdated by next year.

(You know they are bringing out a newer version of your phone.)

We can use **be going to** and the present continuous (but not **will**) to talk about plans and intentions.

I'm **going to** order a new laptop online. (= I intend to do it.)

I'm **getting** my new laptop **delivered** online. (= I have arranged it.)

1 Complete the mini-dialogues with the verbs in brackets, using either **will** or **be going to**.

1 A Have you decided what to do at the weekend?

B Yes, I am going to visit the planetarium. (visit)

2 A Why are you turning your tablet on?

B I am watching the launch of the latest space probe. (watch)

3 A Have you charged your phone?

B No, I forgot! I am doing it right away. (do)

4 A Apparently, it's not good to sleep with the wi-fi on, so I am turning it off tonight. (turn it off)

2 Complete the dialogue with **will**, **be going to**, present simple or present continuous and the verbs in brackets.

Sara Dan, have you seen the advert for volunteers for the technology experiment?

Dan No – what is it for?

Sara It says they ¹ are going to do (do) experiments on brain-to-brain communication on five volunteers.

Dan You mean emailing without a computer or a phone?

Sara Yes. Do you think that ² is (be) possible in the future?

Dan The technology is nowhere near being ready. It ³ isn't happening (not happen) in our lifetime.

Sara It's an interesting idea, though – I think I ⁴ will be volunteering (volunteer) for the experiment.

Dan Really? When is it?

Sara It ⁵ is (be) in the last week of May. Are you ⁶ coming (come) too?

Dan Oh, I can't. I ⁷ am going (go) on holiday then.

2.2 Future continuous and future perfect

Future continuous

Form

We form the future continuous with **will + be + -ing** form.

Affirmative / negative / questions

I / He / She / It / We / You / They	will (-'ll)	be	-ing
I / He / She / It / We / You / They	will not (- won't)	be	-ing
Will	I / he / she / it / we / you / they	be	-ing?

At eight o'clock this evening, I will be having dinner.

In six months time, she won't be living at home.

Will he be doing his exams this time next week?

Use

We use the future continuous to state facts about actions or situations in progress at a point in the future.

This time tomorrow, I'll be doing my exam!

We also use the future continuous to make predictions about actions or situations in progress at a point in the future.

This time next week, I won't be worrying about my exams! 'Will you be enjoying life?' 'Yes, I will.'

'Where will you be living next year?' 'I'll be living at home.'

We usually use a future time phrase with the future continuous. The time phrase goes at the beginning or the end of affirmative or negative sentences. (Use a comma after a time phrase at the beginning of a sentence.)

This time tomorrow, I'll be doing my exam!

I won't be worrying about my exams this time next week.

The time phrase usually goes at the end of a question.

What will you be doing in five years' time?

3 Read the schedule for the technology conference. Write future continuous sentences for each of the times.

1 8.00 collect name badges

2 9.00 attend welcome talk

3 10.00 have coffee

4 10.30 do workshops

5 12.00 have lunch

1 At 8.00, they will be collecting their name badges.

2 _____

3 _____

4 _____

5 _____

FUTURE PERFECT

Form

We form the future perfect with *will have* + past participle.

Use

We use the future perfect simple to talk about an action completed before a certain time in the future. We often use *by* or *before* + a time expression to say when the action will be finished.

Do you think the rain will have stopped by 3 pm?

They won't have finished the homework before the weekend.

Affirmative / negative / questions

I / You / He / She / It / We / They	will have	graduated	by this time next year.
I / You / He / She / It / We / They	won't have	finished	the essay by Monday.
Will	I / you / he / she / it / we / they	have read	the book by next week?

4 Complete the sentences with the correct future perfect form of the verbs in the box.

buy finish left not cook
not remember run

- How far will she have run by the time she's finished?
- I'm sure I will have breakfast by eight o'clock.
- She will have his name by next week.
- Will you have a new mobile phone before tomorrow?
- He will have dinner by the time we get home.
- The train will have left before we get there if you don't hurry.

2.3 Linkers of addition (adding information and changing topic)

Form

Adding to an idea in ...	Example discourse markers
less formal written and spoken language	also, additionally, alternatively, as well as
formal writing and speaking	moreover, furthermore, in addition
speaking only	besides, too, what's more
Change direction in ...	Example discourse markers
less formal written and spoken language	anyway, as I was saying, by the way, in any case
formal writing and speaking	Incidentally, regarding, with regards to ..., as far as ... is concerned, in terms of ..., talking of ...

Use

We use linkers to help us link ideas together, or indicate what we're going to say next.

We can use linkers in speaking and writing; they can be formal or informal. Some linkers can come at the beginning, middle or end of a sentence depending on our message.

5 Choose the option that is not possible.

- Using tablets in the classroom makes learning more interactive. **Furthermore / Moreover / Too**, it makes it entertaining.
- I don't know much about that, so I can't comment. **Anyway / In any case / In addition to**, what are you doing tomorrow?
- As well as / In addition to / Incidentally** being durable, the watch has many other important features.

UNIT 3

3.1 Modal verbs: ability and permission

Form

We use the form *can* / *could* + infinitive without *to*.

The human brain *can* think creatively.

Computers aren't *able* to feel emotions.

We can also use *be able to* + infinitive. Only *be* changes (*am, are, is, was, were*).

I *wasn't able to* finish the 10 km run at the weekend.

When we are talking about the future, we use *will be able to* + infinitive.

In the future, we *will be able to* talk to robots.

He *won't be able to* work out at the gym today.

Use

Ability

We use *can* and *be able to* to talk about abilities. *Can* is more common when we are talking about abilities in the present, and with verbs such as *see, hear, smell*, etc.

Can you ski?

I can smell gas.

We can use *could* and *couldn't* to talk about what people in general *could do* in the past.

In the 1880s, you *couldn't exercise* using electronic gym equipment, but you *could exercise* with weights.

Be able to can be used in the present and past, but it sounds more formal than *can* / *can't* and *couldn't*.

Scientists *are able to* understand many things about the human body and brain.

The swimmer *was not able to* race because of his hip injury.



Can is not an infinitive. When we need an infinitive, we use *be able to*.

I'd like to be able to climb better.

We use *be able to* when we are talking about abilities in the future.

I will be able to climb better after the course. (NOT *I will can climb better*....)

But when we have decided about something in the future, we usually use *can*.

I'm free tomorrow, so I can do the test then. ('I will be able to do the test' sounds more formal.)

Permission

We use *can* / *could* to talk about what is permitted or allowed. We also use *may*, but this is less common and more formal.

Students can use the gym for free.

Could I borrow a pencil, please?

1 Complete the sentences with the correct form of *can* / *could* or *be able to*. Sometimes there is more than one possible answer.

- 1 Dogs can't smile, but they can wag their tails to tell you that they're happy.
- 2 I can't sleep last night; so I concentrate today.
- 3 You explain how the human nervous system works, because I understand it?
- 4 You can borrow books from the library if you have a library card.

3.2 Modal verbs: advice, obligation and prohibition

Form

We use the modal + infinitive without *to*.

Use

We use modal verbs (e.g. *must*, *can*, *could*, *might*, *should*) in a number of ways. We also use some non-modal verbs e.g. *have to*, *need (to)*, *ought (to)* in similar ways. These uses include the following.

Advice and obligation

We use *should* / *shouldn't* and *ought* / *oughtn't* to give advice. We use *must*, *mustn't* and *have to* to express obligation and necessity. We usually use *have to* to talk about rules or obligations that come from somewhere else.

You should drink lots of water during exercise. (= This is advice.)

You have to stop the running machine before you step off it. (= This is a rule.)

We mustn't be late for yoga. (= This is an obligation.)

Lack of obligation

We use *don't have to* or *don't need to* to talk about what we are not obliged to do or what is not necessary.

Needn't is also possible but is less common. We do not use *mustn't*.

You don't have to go to the gym to be fit. It's just one way of being active.

You don't need to play / needn't play football with us if your foot is still hurting.

Prohibition

We use *can't* to talk about what is prohibited or not allowed. To give more emphasis, we can use *mustn't*.

You can't / mustn't eat in the pool.

2 Decide if the modal expresses advice, obligation, lack of obligation or prohibition.

- 1 Do I have to wear a tie to the party? obligation
- 2 You needn't shower before you go into the gym. lack of obligation
- 3 He should warm up before running. He's going to injure himself. advice
- 4 You mustn't dive into the pool in the shallow end. prohibition
- 5 She ought to go to bed earlier. She looks exhausted. advice
- 6 You must tell me if you start to feel ill. obligation

3.3 Modal verbs: possibility, probability and certainty

Form

We use an infinitive without *to* after *could* / *must* / *might* / *may*. The form of each of these modal verbs is the same for every subject.

Affirmative		
subject	could / might / may / must	+ infinitive without to
Negative		
subject	could not (couldn't) / cannot (can't) might not (mightn't) may not must not (mustn't)	+ infinitive without to

She might need to see a doctor.

They may not know where we are.

Use

We use *could*, *may* and *might* to express possibility in the present and to express certainty / uncertainty. Their meaning is basically the same, though *might* and *could* can suggest more uncertainty than *may*.

She could / might / may need to see a doctor – she can't walk on her ankles. (about the present)

We can use *couldn't* but not *could* to talk about particular possibilities in the past. We use *was / were able to* instead of *could*.

When I was at school, I couldn't play badminton very well, but now I can.

I couldn't get seats for the football match on Saturday, but I was able to get some for the match on Friday.
(NOT ... I could get some for the match on Friday.)

Were you able to see the doctor today? (NOT Could you see the doctor...?)

We can use *must* to express higher probability than *could / might / may*.

It could be raining. There are grey clouds outside.

It must be raining. The ground looks wet.

We use *must* and *can't* to express certainty. We use *must* when we are certain something is true, and we use *can't* when we are certain something is impossible.

The instructor must be mad. He's made us run on the spot for 20 minutes now!

The gym can't be closing already.

We also use *could, may* and *might* to express possibility in the future.

In the future, there *could / might / may* be many more sick people in hospital because we're living for longer.

We can use *may not* and *might not* when we are uncertain if something is true, but not *couldn't*. We use *couldn't* when we are certain that something is not true.

This *might / may not* be Kate's tennis racket - I think hers has got a grey handle.

This *couldn't* be Kate's tennis racket - I'm sure hers has got a grey handle.

We can ask questions about present and future possibilities with *could*.

Jenny can't find her bag. Could this one be hers?

3 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

1 I'm certain Lucy is at the gym. (*must*)
Lucy *must be at the* gym.

2 It's possible that the muscle is damaged. (*may*)
The muscle .

3 There's a chance that we will win the beach ball tournament this year. (*might*)
We tournament this year.

4 There's no way that he'll be able to run a marathon next month. (*can't*)
He a marathon next month.

3.4 Modal perfects

Form

We form modal perfects with *may / must / can't / might / could + have + past participle*.

Use

Modal perfects of deduction

We can use modal perfects to make deductions about something in the past.

We use *must have + past participle* to express a certainty or make a logical deduction about the past.

James isn't in his room. He *must have* just left.

I didn't know Olivia was a member at this gym. She *must've joined* quite recently.

TIP

In speaking and informal writing we generally use *'ve* instead of the full form *have*.

He *must've been* mistaken.

They *might've got* lost.

We use *can't / couldn't have + past participle* when we are certain something *didn't happen* or *wasn't true*.

He *can't have known* about it.

You *couldn't have seen* Alice today. She's in Dubai.

Modal perfects of regret

We use *should have + past participle* to express regret or disapproval about something that *wasn't done* or *didn't happen* in the past.

I *should have waited* before I sent the email.

I *should never have tried* bungee jumping.

We use *shouldn't have + past participle* to express regret or disapproval about something that *happened in the past* that we wish *hadn't happened*.

You *shouldn't have said* anything to him. He's really upset now.

Modal perfects of necessity

We use *needed to / had to + infinitive* to say that something *was necessary* in the past.

We *needed to speak to* the instructor before we *could join* the class.

We use *didn't have to / didn't need to + infinitive* when something *was not necessary*. It can mean that it *did happen* or that it *didn't happen*.

They *didn't have to take* an exam at the end of the course.

We *didn't need to bring* shampoo. There *was some* in the showers.

We use *needn't have + past participle* when something *was not necessary*, but it *happened anyway*.

We *needn't have got up* so early. Our first lesson was *cancelled anyway*.

Emotions

- 6** Write the correct emotions. Use the words in the box.

ashamed astonished confused jealous
relieved terrified

- 1 There's my smartphone! Thank you so much for finding it! _____
- 2 How do you play this game? What am I supposed to do? How can I score points? _____
- 3 I'm so sorry that I didn't get you a present! I feel awful! _____
- 4 Look at her necklace! I wish it was mine! _____
- 5 Help! Help! Someone's trying to get in my window! _____
- 6 Oh my goodness! Look, there's a really famous actor over there! _____

- 7 EXAM** Read the article and choose the correct answers.

Amanda Hocking: self-publishing success story

By early 2010, 26-year-old Amanda Hocking had written seventeen novels. She often wrote for twelve hours a day, had little money or social life and felt constantly ¹ _____. Yet every time she sent her book to a publisher, she received a rejection letter and was left feeling ² _____.

One day, feeling ³ _____ that she couldn't afford to go on a trip, Hocking made a decision: to publish her novels herself as e-books. By January 2011, she was ⁴ _____ to discover that she had sold over half a million copies. Hocking was ⁵ _____ and wrote a blog post thanking the people who had bought her books or posted reviews online. She told her fans that she would always be ⁶ _____ to them for their support.

Hocking is now a best-selling author, best known for the *Trylle Trilogy*, a series of novels for young adults. Although she feels ⁷ _____ of her work, she believes that she was also in the right place at the right time. It's important to write the kinds of books that you feel ⁸ _____ about, she says, but if that genre is popular, that definitely helps.



- | | |
|------------------|----------------|
| 1 A scared | C stressed |
| B delighted | |
| 2 A disappointed | C relieved |
| B grateful | |
| 3 A jealous | C upset |
| B terrified | |
| 4 A ashamed | C confused |
| B astonished | |
| 5 A thrilled | C scared |
| B disappointed | |
| 6 A proud | C grateful |
| B jealous | |
| 7 A delighted | C thrilled |
| B proud | |
| 8 A astonished | C enthusiastic |
| B relieved | |

Sensory words

- 8** Choose the correct options.

- 1 There was a roaring / sparkling fire, and everyone was warm indoors.
- 2 'Eugh! What's that smell?' 'Sorry, my cheese is very stinky / slimy!'
- 3 Be careful with that broken bottle. You might cut your finger on the tight / jagged edge.
- 4 The noise of the waterfall in the background was smooth / deafening.
- 5 I can't open this window! It's so stiff / rotten.
- 6 The light of the moon is sparkling / slimy on the water.

- 9 PLUS** Complete the sentences with sensory adjectives.

- 1 These apples are r_____ . Let's throw them away.
- 2 My socks were really s_____ because I had been running.
- 3 It's a beautiful dress, but it's a little too t_____. Have you got a bigger size?
- 4 This silk scarf is so soft and s_____ to touch.
- 5 The seaweed felt so horrible and s_____ that he didn't want to touch it.
- 6 There was a d_____ noise when the thunderstorm started.



4 Correct the errors in the sentences.

- 1 The party was fun - you shouldn't have going to bed.
The party was fun - you shouldn't have gone to bed.
- 2 He was smiling, but he might had been pretending.
- 3 Paul was yawning - he must having been very tired.
- 4 You should had told us you were feeling ill so that we could have took you to the nurse.

5 Complete the sentences with the verbs in brackets in the correct modal perfect form. Sometimes there is more than one possible form.

- 1 I feel sick now - it was a bad idea to eat more cake! I feel sick now - I shouldn't have eaten more cake! (eat)
- 2 It wasn't necessary for Chi to call me when she arrived at the airport, but she did anyway. Chi called me when she arrived at the airport, but she did anyway. (call)
- 3 John is on a yoga holiday until Sunday - it was definitely not him you saw today. John is on a yoga holiday until Sunday - it wasn't him that you saw today. (not be)

3.5 Adverbs: **very, really, much, a bit, rather and quite**

Form

Subject + verb	+ adverb	+ adjective
Positive aspects		
I'm	very / really / quite	stylish.
He's	much	more stylish than you.
Negative aspects		
It's	too / very / really / rather / quite / a bit	expensive.
They're	not very	appealing.

Use

We use the adverbs *very* or *really* before an adjective to make the adjective stronger.

The gamers were *very* happy with the new equipment.

That device is *really* innovative.

We use the adverb *quite* before an adjective to make the adjective less strong.

My laptop is *quite* heavy.

We can use *very* (but not *quite* / *really*) in negative sentences.

This speaker is *not very* user-friendly.

We can use the adverbs *a bit*, *rather* or *too* before adjectives that describe negative qualities (but NOT positive qualities).

It was *a bit* bizarre, actually. (NOT *far* *a bit* *happy*.)

I bought some *rather* expensive headphones.

We use *much* + comparative adjective + *than* when we compare two people or things.

Much makes the comparison stronger.

Driverless cars will be *much* safer than cars with drivers.

Tom had a *much more* compact case than Emma.

6 Choose the correct options.

- 1 My Fitbit isn't very / much user-friendly.
- 2 Personally, I think driverless cars are a bit / much more dangerous than cars with drivers.
- 3 The device is rather / much expensive and I can't afford it.
- 4 Virtual reality is rather / really fantastic fun and a great experience for everyone.
- 5 The battery life is not very / quite long and it runs out of charge quickly.

3.6 Linkers of contrast

Form

Although I can download books onto my e-reader, I still prefer to read printed books.

Even though we bought the latest equipment, the previous version was better.

In spite of having all the latest gadgets, John was bored.

I like playing computer games, while my brother prefers sports.

Use

Contrast clauses describe how something contrasts with information in another clause in a surprising or unexpected way. They often begin with *although*, *though* and *even though*. A contrast clause can come before or after the clause it contrasts. We separate the contrast clause from the main clause with a comma.

He pretended to be a scientist, although he had no qualifications.

Although he had no qualifications, he pretended to be a scientist.

Especially in speaking, we can use *though* (but not *although* or *even though*) with a meaning similar to *however* or *nevertheless*.

More formally, contrast clauses can begin with *in spite of* and *despite*. We use different forms after these phrases:

- *despite* / *in spite of* + the fact (that) + clause

Despite / In spite of the fact that it was very expensive, she decided to buy the drone.

- *despite* / *in spite of* + -ing + clause

Despite / In spite of being very expensive, she decided to buy the drone.

• **despite / in spite of + noun**

Despite / In spite of the cost, she decided to buy the drone.

We use **whereas** or **while** in a contrast clause to show a contrast in factual information to the main clause.

Whereas the first laptops were really heavy, the latest ones are very light and portable.

I always wanted to be a gamer, while my sister wanted to be a scientist.

7 Choose the option that is not possible.

- 1 Even though / Although / Despite my laptop is heavy, it's very portable.
- 2 My main priority is cost, whereas / though / while your main priority is versatility.
- 3 In spite of / Despite / However the many advantages, we chose another option.

He said it was a great idea. OR He said that it was a great idea.

We can use **ask** to report questions. We can use **ask** with or without a personal object. We always use a question word with **ask**.

She asked what I did in the evenings.

She asked me what I did in the evenings.

(NOT She asked that I did in the evenings.)

TIP

We sometimes do not change the tense. This is usually when something is still true or important.

She said they'll be ten minutes late.

The pronoun can also change (e.g. from *I* to *he* or *she*, or from *we* to *they*).

'I really like the new ad.' Anne said. →
She said she really liked the new ad.

Words which talk about time and place may also sometimes change when the reporter's 'here and now' is different from the original speaker's.

Direct speech	Reported speech
here	there
this	that
these	those
now	then
next week	the following week
today	that day
tonight	that night
tomorrow	the following day
yesterday	the day before
last week	the week before

I saw him here yesterday. → He said that he'd seen him there the day before.

1 Read the dialogue. Then complete the summary in reported speech.

Zak: You often get messages from your grandpa.

Leda: I know! He likes to know what I'm doing and he tells me what he's doing too. Last week, he went to a tech conference! Look! He's attached some photos! He's going on a trip next week too, and he said he'll take me. You can come too if you like!

Leda agreed that she often ¹ _____ messages from her grandpa. She said that he ² _____ to know what she ³ _____ and that he told her what he ⁴ _____. The week before, he ⁵ _____ to a tech conference and he ⁶ _____ some photos. She said that he ⁷ _____ on a trip next week too, and he ⁸ _____ Leda. Leda said that Zak ⁹ _____ too if he liked.

UNIT 4

4.1 Reported statements

Form

When we use reported speech, the tense usually moves back one tense. This helps to show that the words were spoken in the past.

Direct speech	→	Reported speech
present simple	→	past simple
present continuous	→	past continuous
present perfect simple	→	past perfect simple
past simple	→	past perfect simple
past perfect simple	→	past perfect simple
<i>will</i>	→	<i>would</i>
<i>can</i>	→	<i>could</i>
<i>must</i>	→	<i>had to</i>

'It's a great idea.' (present simple direct speech) → He said it was a great idea. (past simple reported speech)

'I've never been there.' (present continuous direct speech) → She said she'd never been there. (past perfect simple reported speech)

Use

We use reported speech to report what somebody has said.

We often use the reporting verbs **say** and **tell**.

Tell must have a personal object.

She told me ... I told them ... He told us ...

Say does not have a personal object.

He said ... (NOT He said me ...)

We use **say** and **tell** with or without **that**.

4.2 Reported questions

Form

We report Wh-questions with a question word (*when*, *where*, *what*, etc.).

We use a question word (*not that*) with *ask* / *want to know*.

'What were you doing yesterday evening?' → She asked me what I was doing yesterday evening. (NOT She asked that I was doing yesterday evening.)

We report yes/no questions with *if* / *whether*.

'Did you understand?' → She asked us if we'd understood.

'Do you read a lot?' → He asked whether I read a lot.

Reported questions have the same word order as affirmative sentences. We do not invert the subject and auxiliary verb, and we do not use the auxiliary verb *do*.

Use

We use reported questions to say what somebody asked. We usually use the reporting verb *asked*. We can use *asked* with or without a personal object.

He asked me what.... OR He asked what....

We can use *wanted to know* instead of *asked*. We don't use a personal object with *wanted to know*.

He wanted to know what I was doing.

When we use reported questions, the tense usually moves back one tense. This helps to show that the words were spoken in the past.

'What do you do in the evenings?' → He asked what I did in the evenings.

2 Rewrite the questions in reported speech.

- 1 'What are you two arguing about?' asked our teacher.

Our teacher asked us what we were arguing about.

- 2 'What are the best qualities in a friend?' Jose asked Lily.

- 3 'Do you want a hug?' Mum asked.

- 4 'No, I can't come round to your house,' Philip said to Luca.

- 5 'No, I don't know where the money has gone.' James told his dad.

4.3 Reporting verbs and structures

Form

Reporting verbs are followed by a number of different structures.

Verb	+ to	+ infinitive	
agree, ask, demand, offer, promise, refuse, threaten			
Verb	+ object	+ to	+ infinitive
advise, ask, convince, encourage, invite, order, persuade, remind, tell, warn			
Verb	(preposition)	+ -ing	
admit, apologize for, deny, insist on, suggest			
Verb	(that)	+ clause	
add, admit, argue, claim, complain, deny, explain, mention, predict, promise, recommend, reply, suggest, think, warn			
Verb	+ object	(that)	+ clause
assure, convince, inform, promise, reassure, remind, tell, warn			
Jana agreed to come with us.			
Xavier advised me to talk to my teacher.			
He didn't apologize for being late.			
Helen promised (that) she wouldn't be late.			
I assured him (that) I would be on time.			

Use

We can use reporting verbs to report what was said, e.g. *He promised ...*, *She offered ...*, *He suggested ...*

We often use the verbs *tell*, *say* and *ask* to report what people say. However, we can also use other reporting verbs to report offers, apologies, promises, etc.

'I'll help you with your homework if you like.' → He offered to help me with my homework.

3 Match 1–6 with A–F.

- 1 She warned D

- 2 The shop assistant recommended __

- 3 He apologized __

- 4 The child explained __

- 5 She suggested __

- 6 My mum offered __

- A to talk about my problem with my best friend with me.

- B that she hadn't meant to break the window.

- C that I go for a long walk before doing any more studying.

- D me not to go into town alone at night.

- E for forgetting to call me.

- F that I tried the trousers in a different colour.

4.4 Ellipsis

Form

(Have you) Seen my gloves anywhere?

(Are) You ready yet?

Yes. (I'm) Ready now. (I'm) Sorry to keep you waiting.

Use

When we do not need to mention somebody or something because it is obvious from the immediate situation, we use situational ellipsis. In informal conversation or writing, we can leave out both a subject pronoun, such as *I* or *you*, and an accompanying auxiliary verb at the beginning of a clause when the meaning is obvious. This is most common in questions.

4 Write the missing words in the sentences.

1 Hope you have a nice holiday.

2 Finished with the newspaper?

3 Sorry to keep you waiting.

4 You going to the match on Saturday?

Use

We use the passive to say what happens to somebody or something.

The bus was knocked over in the storm.

We most often use the passive to avoid saying who or what does the action. This is usually because this person or thing is not known, or is obvious or unimportant.

Tickets can be booked in advance.

1 Rewrite the second sentence so that it has a similar meaning to the first. Omit the agent (*by*) if possible.

1 People call the London Underground the tube.

The London Underground _____ is called the tube.

2 The Metropolitan Railway company opened the first line in 1863.

The first line _____

3 Private companies funded the tube until the 1930s.

The tube _____

4 The tube carries about 1.35 billion passengers every year.

It _____

5 You can pay for your trips with an Oyster card.

Trips _____

UNIT 5

5.1 The passive

Form

We form the passive with *be* + past participle.

Tense	Active	Passive
Present simple	enjoy	→ is enjoyed
Present continuous	is enjoying	→ is being enjoyed
Past simple	enjoyed	→ was enjoyed
Past continuous	was enjoying	→ was being enjoyed
Present perfect simple	have enjoyed	→ have been enjoyed
Past perfect simple	had enjoyed	→ had been enjoyed
Future	will enjoy / going to enjoy	→ will be / going to be enjoyed
Modal verbs	can / might, etc. enjoy	→ can / might, etc. be enjoyed

They cancel hundreds of flights every day. → Hundreds of flights are cancelled every day.

They had changed the flight time without telling me. → I wasn't told that the flight time had been changed.

If we want to say who or what does the action, we use *by*.

The London Underground map was designed by Harry Beck.

5.2 Impersonal passive

Form

We form the impersonal passive with *It / They + be + past participle + that ...*

It is estimated that 80% of the coral around the bay was destroyed.

Use

We use the impersonal passive to talk about general facts or expert opinions. It is often used in formal, written English or in news reports.

We often use it with verbs like *think*, *believe*, *estimate*, *report*, etc.

It is believed that driverless cars will be the norm very soon.

2 Rewrite the second sentence so that it has a similar meaning to the first.

1 They estimate that around 8 million people fly every day.

It _____

2 People believe that the first transport methods date back over 5,000 years.

It _____

3 The report says that walking is one of the most common ways to travel.

It _____

4 They think that travel can reduce stress and improve mental well-being.

It _____

UNIT 6

6.1 Conditionals

Form

We form conditional sentences with an *if* clause + a result clause.

Conditional	<i>If</i> clause	Result clause
Zero	<i>If</i> + present simple	present simple / imperative
First	<i>If</i> + present simple	<i>will</i> / <i>might</i> + infinitive
Second	<i>If</i> + past simple	<i>would</i> (<i>d</i>) + infinitive
Third	<i>If</i> + past perfect simple	<i>would have</i> (<i>would've</i>) + past participle

If it's chilly, put on a jumper.

If she has her way, she will run for President.

If I had a lot of money, I would help the homeless.

If it hadn't been foggy, they would have driven.

We put the *if* clause before or after the result clause.

We use a comma after the *if* clause when it comes before the result clause.

If I run out of water, I'll buy some more.

I'll buy some more water if I run out.

Use

Zero conditional

We use the zero conditional to describe the usual consequences of a real situation.

If you heat water, it boils.

First conditional

We use the first conditional to describe the consequences of a possible or probable action or situation in the present or future.

If we improve literacy rates, we might see less unemployment.

We can also use the first conditional to give advice.

If you take an umbrella, you won't get wet.

If we aren't certain about the result, we can use *might* / *might not* instead of *will* / *won't*.

If you ask your parents, they might let you attend the protest.

Second conditional

We use the second conditional to express something that is imaginary.

The *if* clause talks about an unlikely or impossible situation, and the result clause talks about the imaginary result.

If a stranger needed my help, I'd help them.

When we are not sure about the result, we can use the modal verbs *might* or *could* instead of *would*.

If I were braver, I might swim with sharks.

We can also use *could* to mean 'would be able to'.

If it wasn't raining, we could go for a walk.

In the *if* clause, with *I* / *he* / *she* / *it*, we often use *were* instead of *was*. This is more formal and is sometimes called the subjunctive.

If I were older, I'd vote in the local elections.

We also use *were* in certain fixed expressions, e.g.

If I were you (used to give advice).

If I were you, I'd attend the march.

Third conditional

We use the third conditional to talk about situations that didn't happen in the past. We use it to talk about situations or events that are the opposite of what actually happened.

If it hadn't been so cold, we would have gone swimming.
(It was cold. We didn't go swimming.)

We can also use the modal verbs *could* or *might* instead of *would*.

If you had been at the party, you might have seen Ariana.

1 Complete the sentences with the first conditional form of the verbs in brackets.

1 If you _____ Rav, _____ him to join us later? (see / tell)

2 We _____ for a run if it _____ boiling hot. (go / not be)

3 If they _____ the wrong decision, it _____ far-reaching consequences. (make / have)

4 Population growth _____ if birth rates _____. (slow down / drop)

2 Complete the dialogue with the second conditional form of the verbs in the box.

be feel go it / be know not go

A I¹ _____ wouldn't go _____ on the march if I² _____ you.

B Why not?

A It might be dangerous.

B³ _____ better if I⁴ _____ with Dad?

A Yes. If I⁵ _____ you were with Dad, I⁶ _____ much happier.

3 Correct the mistakes in the sentences.

- 1 If he hadn't start the campaign, we wouldn't have received the funding.
If he hadn't started the campaign, we wouldn't have received the funding.
- 2 If you have watched carefully, you would have seen me on the news.
- 3 Mike wouldn't been so badly hurt if he'd worn an extra-protective bike helmet.
- 4 If I hadn't had taken part in the Action Performance course, I wouldn't have met so many amazing people.

6.2 unless, in case, as long as, only if / even if

Form

When we use conditional linkers such as *unless*, *in case*, *as long as* and *only if / even if*, we usually follow them with a present tense. The main clause can be a present or a future form.

You should take your umbrella *in case* it rains.

Unless my friend arrives in the next five minutes, I'm going home.

Even if we see a tiger, you probably won't be able to get a very good photo of it.

You can watch the birds *as long as* they don't see you.

Use

When talking about the future, we can use conditional linkers such as *unless*, *even if / only if*, *in case* and *as long as* to link two ideas in the same sentence.

Don't walk on those rocks *unless* you want to get hurt.

4 Choose the correct conditional linkers.

- 1 Unless / In case he finds a job, he'll become homeless.
- 2 As long as / Even if we get to the hospital in the next 20 minutes, he should be fine.
- 3 Don't get out of the safari vehicle, as long as / even if you need the toilet.
- 4 Unless / Only if we teach young people to respect animals, many species will probably die out.
- 5 Even if / In case there is an emergency, the first-aid kit is under the driver's seat.

UNIT 7

7.1 Defining relative clauses

Form

A defining relative clause can refer to the subject of the sentence ...

Subject	Defining relative clause	Main clause
I / You / He / She / It / We / They	relative pronoun / adverb	verb phrase
Somebody	who avoids technology	is called a technophobe.
The blog	that Kevin writes	is really interesting.

... or it can refer to the object of the sentence.

Main clause	Defining relative clause	
I / You / He / She / It / We / They + verb	relative pronoun / adverb	verb phrase
A technophobe is somebody	who	avoids technology.
Kevin writes a blog	that	is really interesting.

We can leave out the relative pronoun if it is the object of the verb.

The first school (that) I went to was a single-sex school.

We cannot leave out the relative pronoun if it is the subject of the verb.

Is that the politician who visited your school? (NOT Is that the politician visited your school?)

Use

Defining relative clauses give us essential information about a person or thing. We can't understand what the sentence is about without this information.

We use the relative pronoun *who* for people.

Do you know anybody who is studying Italian?

We use the relative pronouns *which* or *that* for things.

You take a test that shows if you're clever enough to go to university.

We use the relative pronoun *whose* for possessions.

Isn't that the lecturer whose lectures you found interesting?

We can also use the relative pronouns *where* and *when* in defining relative clauses.

Is this the hotel where the graduation ball was last year?

May and June are the months when students take their exams.

We use *which* or *that*, not *where*, to talk about a place that is the subject of the defining relative clause.

The museum which I visit most often is the Prado.

(NOT The museum where I visit most often is the Prado.)

1 Complete the text with the words in the box.

that where which which who (x3) whose

Memento is a film¹ which came out a few years ago. It's about a man² whose wife was killed and³ he now suffers from short-term memory loss as a result of an injury he got trying to help her. It is set in the small town⁴ where the man, Leonard Shelby, and his wife lived. Shelby is a man⁵ who can no longer make new memories. Every day he investigates his wife's death, taking photos and making notes⁶ which he tattoos onto his body in the hope that he will remember what they mean when he wakes up. But the tattoos⁷ that he makes are useless, as he has forgotten what they mean the next day. He calls another man, called Sammy Jankis,⁸ who also has short-term memory loss. Their lives seem connected, but Leonard can't work out how.

7.2 Non-defining relative clauses

Form

A non-defining relative clause can give extra information about the subject of a sentence ...

Subject	Non-defining relative clause	Main clause
I / You / He / She / It / We / They	relative pronoun	verb phrase
Otto,	who died in 2016,	was a student.

... or it can give extra information about the object of the sentence.

Main clause	Non-defining relative clause		
I / You / He / She / It / We / They + verb	object	relative pronoun	verb phrase
I'm researching King Felipe.		who	studied in Madrid.

Use

We use non-defining relative clauses to give extra information about a person or thing. The sentence also makes sense without the extra information.

Harvard, which is in the USA, is one of the world's top universities.

Harvard is one of the world's top universities.

2 Do these sentences contain defining or non-defining relative clauses? Write D or N and add commas where necessary.

- Roedean where my friend went to school is a private boarding school. Roedean, where my friend went to school, is a private boarding school.
- I studied at the Sorbonne which is in Paris. _____
- York is the university where I want to study. _____
- My mum who is a teacher is called Pam. _____
- That's the new suitcase my parents gave me. _____

7.3 Omitting relative pronouns

It is possible to leave out the relative pronouns which, who or that if it is the object of the verb in a defining relative clause. However, you cannot leave out these relative pronouns if it is the subject of the verb in a defining relative clause, or if it appears at the start of a non-defining relative clause.

3 In which sentences can you omit the relative pronoun?

- Do you know the boy who she's talking to? _____
- Can you recommend a film which is exciting to watch? _____
- I haven't listened to any of the music that I downloaded. _____

7.4 Indirect questions

Form

We form indirect questions with a question phrase and a question word.

Indirect Wh- questions

Question phrase	Question word	
Can you tell me	where	the language school is?
Could you tell me	when	the course starts?
Would you mind telling me	how	to apply for a scholarship?
I'd like to know	where	I can find some part-time work.

We use if in place of a question word when the answer is yes or no.

Indirect yes/no questions

Question phrase	If		Short answer
Can / Could you tell me	If	the students go on trips?	Yes, they do.
Would you mind telling me			
I'd like to know		you provide accommodation?	No, we don't.

Use

We use indirect questions to sound polite, especially when we speak to somebody we don't know, e.g. to ask for directions.

Could you tell me where the school is, please?

Indirect questions begin with a question phrase (e.g. *Could you tell me ...*, *Would you mind telling me ...*, *I'd like to know ...*).

After the question phrase, the word order is like a statement. We don't use an auxiliary verb (*do / does / did*) and we don't change the order of the subject and the verb.

Could you tell me which colour you like best? (NOT Could you tell me which colour do you like best?)

We use a question phrase + *if* (not a question word) when the answer is yes or no.

I'd like to know if children are allowed in the cafe?

Please could you tell me if the market is open today?

We often use *please* with indirect questions that start with *can*, *could* or *would*. *Please* goes at the start or end of the question.

Please could you tell me where the university is?

Could you tell me what time the theatre opens, please?

4 Rewrite the sentences as indirect questions.

1 What time does the lesson start tomorrow?

2 Where can I find more information about the course?

3 Will I be staying in private accommodation?

4 How many students are in a typical classroom?

A April Fools' Day is 1 April in many countries and regions. For several centuries, it has been a tradition to play practical jokes on people on this day. However, the development of television, newspapers and social media meant that jokers could target an even greater numbers of victims, and media companies were quick to join in the fun with some amazing hoaxes.

B One of the most famous examples was back in 1957, when British TV viewers watched an intriguing documentary about the Swiss spaghetti harvest. It showed farmers collecting spaghetti from trees. At the time, Italian food was not common in Britain, so many people didn't know that spaghetti is made from flour and water. A lot of people contacted the TV company to ask how they could grow their own spaghetti tree, and were very embarrassed when they learned the truth.

C Another successful hoax was carried out in 1965, by a Copenhagen newspaper which reported that the Danish parliament was considering a new road safety law. Owners of black dogs had to paint them white so that when the dogs were out at night it wouldn't be too difficult for drivers to see them. Several dog owners protested. They thought that paint manufacturers wanted the new law in order to increase sales.

D A publication in Hong Kong SAR also came up with a hoax story in response to a severe water shortage. It was April 1982, and there had been no rain there for several months. The South China Morning Post announced that scientists had found a solution: powdered water. They said that if the dry powder was added to a pint of water, it would turn into ten pints of drinkable water.

E Back in the UK, the BBC were able to produce a whole news report in 1984, which showed a hairy animal, the Lirpa Loof, from the eastern Himalayas, that was a new arrival at London Zoo. In the report, a well-known naturalist, David Bellamy, told viewers that he had read about the creature when he was a child, but was really delighted to finally see it. The Lirpa Loof imitated anything that it saw people doing, and crowds of astonished people stood in front of its cage trying to make it do different things. When they clapped, the Lirpa Loof would clap. When they touched their noses, the Lirpa Loof would touch its nose. Of course, the Lirpa Loof was actually a very short actor in an animal costume. Alert viewers noticed that 'Lirpa Loof' is 'April Fool' spelled backwards.

F Nowadays, people expect online news platforms to post hoaxes on 1 April, so it is much harder for them to fool the public. However, people still enjoy going through their online feeds and deciding which stories are true and which are just April Fools.

Reading

- 1 Read the article and decide if the following sentences are T (true) or F (false). Provide evidence from the text to justify your answers.

1 Many people believed the spaghetti harvest documentary. _____

2 According to the newspaper, scientists in Hong Kong SAR were using powdered water to make rain. _____

3 The BBC news report used an expert to help persuade people that the Lirpa Loof was real. _____

- 2 Rewrite the following sentences from the text in your own words. You may keep the grammatical words and phrases in brackets.

1 Another successful hoax was carried out in 1965, by a Copenhagen newspaper which reported that the Danish parliament was considering a new road safety law.

(In 1965 / successfully / reporting that) _____

- 2 Of course, the Lirpa Loof was actually a very short actor in an animal costume.

(in fact / dressed) _____

- 3 Find words in the article that mean the following.

1 untrue stories, designed to fool people
(paragraph A): _____

2 very bad or extreme (paragraph D): _____

3 not enough of something (paragraph D): _____

- 4 Answer the questions.

- 1 How is 'ou' pronounced in *flour*: /əʊ/, /aʊ/ or /eɪ/?
2 How is 't' pronounced in *publication*: /tʃ/, /s/ or /t/?
3 How is 't' pronounced in *pint*: /i:/, /ɪ/ or /aʊ/?
4 How is 'g' pronounced in *cage*: /g/, /dʒ/ or /tʃ/?

1 _____

2 _____

3 _____

4 _____

2 EXAM PRACTICE DRONES: LOVE THEM OR HATE THEM?

A Drones, or unmanned aerial vehicles (UAVs) to give them their proper title, are increasing in sophistication, while decreasing in size and in price. The length of time they can stay in the air and the quality of the videos they take have both improved greatly in recent years. All this has led to an explosion in their popularity, with one UK seller reporting sales of tens of thousands over the Christmas period.

B However, not everyone is happy with the increase in drone ownership, mainly because of the potential to damage property, invade people's privacy or even commit crime. While most drones are flown by responsible people who just want to take aerial videos of landscapes, there are people who fly them irresponsibly. Some pilots have reported seeing drones dangerously close to their planes while taking off or landing at major airports. Although it is illegal to fly a drone near an airport, it is very difficult to catch a drone and find out who is controlling it. There have also been news stories about people using drones to spy on their neighbours or to fly forbidden articles such as mobile phones into prisons.

C The news about drones is not all bad, however. In Australia, they are an important tool in keeping the country's beaches safe. Drones take photos of sharks in the waters off the coast and send the images to a central computer. Operators then track the sharks and can let swimmers and surfers know if the water is safe.

D Drones are also very useful when there are disasters, such as earthquakes. It is often dangerous for rescue workers to enter disaster areas. They can now send drones to help them look for survivors instead, and, as a result, they can send assistance to the right places more quickly.

E In some countries, drones are helping to replant trees in areas of deforestation. Forestry workers send drones to take photographs and soil samples in areas where all the trees have been cut down or destroyed by fire. Scientists analyse the nutrients in the soil and use the data to produce maps of the best places to plant new trees. Drones then fly to these places and drop seeds.

F In a more commercial use for drones, Amazon successfully trialled its drone delivery service. A drone delivered a TV-streaming stick and a bag of popcorn to the garden of a customer who lived near the warehouse. Similar drone delivery services are being planned, including one company in Germany which wants to deliver medical supplies to a small island in the North Sea.

G With all their many uses, from the very practical to being purely for entertainment, it looks like drones are going to be part of our lives more and more, whether we like it or not!

Reading

1 Read the article and answer the questions.

1 Why have drones become very popular?

2 Why isn't it simple to stop people with drones from breaking the law?

3 How do rescue workers in disaster areas use drones?

2 Find sentences in the text that mean what has been paraphrased below.

1 All of this has made them much more popular.

2 ..., they play a key role in ensuring the safety of the country's beaches.

3 Choose the correct answers.

1 Most people who use drones ...

- A use them for illegal purposes.
- B fly them responsibly.
- C are irresponsible.

2 People in Australia use drones to ...

- A frighten sharks away from the beaches.
- B find injured swimmers.
- C identify shark activity.

3 The first customer of Amazon's drone delivery service ...

- A lived on an island in the North Sea.
- B needed some medicine.
- C didn't live a long way from the warehouse.

Use of English

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

1 People can afford drones now that the price has gone down.

Drones are _____

2 Flying drones near airports is forbidden.

It is _____

3 Jenny survived a shark attack in Australia.

Jenny was _____