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idiomatic

STUDENT'S BOOK **with ebook**

1

BACHILLERATO
BATXILLERAT
BATXILERGOA
BACHARELATO

Written activities

All the written activities in this book should be completed in your own notebook, and not in this book.

Todas las actividades de carácter escrito propuestas en este libro se deben realizar en un cuaderno aparte, nunca en el propio libro.
Totes les activitats escriptes proposades en aquest llibre s'han de realitzar en un quadern a part, mai en el propi llibre.

Liburu honetan idazteko proposatzen diren ariketa guztiak kuaderno batean aparte bete behar dira, inoiz ez liburuan.

Todas las actividades de carácter escrito propuestas neste libro débense realizar nun caderno aparte, nunca no propio libro.

CAROLINE KRANTZ
DANIEL BRAYSHAW
GRAHAM FRUEN



When you see this symbol go online and find out more

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Starter

VOCABULARY DESCRIBING PEOPLE

Objective: use vocabulary for describing people.

- 1 What three adjectives would you use to describe your personality?

- 2 Do the quiz. Then check the score in the key. Do you agree with the result? Why? / Why not?

The real you!

Take our fun personality quiz to find out who you really are.

- 1 You wake up and you've turned into a giant banana. What do you do?

- A Set up a new channel and become the coolest vlogger on the internet! (1 point)
- B Invent some new dance moves – my body is longer than before. (2 points)



- 2 Your friend tags you in an embarrassing photo. Will you ask them to take it down?

- A Yes! I'm quite **assertive**, so I'm used to saying what I want. (1 point)
- B No! I feel a bit **awkward** and saying nothing is better than losing a friend. (2 points)



- 3 Your parents start following you on social media. What's your reaction?

- A I used to be **self-conscious** about it, but now I'm getting used to reading their comments. (1 point)
- B It's the worst thing that's ever happened to me! I'm blocking them right now. (2 points)



- 4 Your social media accounts get hacked and are posting cat memes now. How do you feel?

- A I love it! I often use cat memes and I'm now more **entertaining** than ever. (1 point)
- B I'm disappointed. Dog memes are the most useful out of all of them! (2 points)

This is your face when your human turns into a banana.



- 3 Translate the highlighted words and phrases in the quiz. Check the meaning if necessary.

- 4 Choose the correct options.

- 1 Selma isn't afraid to express her opinions and desires. She's very **assertive** / **awkward**.
- 2 Leo is **outgoing** / **self-conscious**. He's friendly and enjoys talking to people.
- 3 Ada's always very lively at social events. She's **sensitive** / **the life and soul of the party**.
- 4 Everyone loves spending time with Mia because she's so **entertaining** / **cautious**. She always tells funny stories!
- 5 Mateo is a **risk-taker** / **show-off**. He likes people to know how well he can do things.
- 6 Zsuzsa's usually relaxed and calm. She's **easy-going** / **outgoing**.

Key

Score: 4–5

You're a **PARTY ANIMAL**. You're sociable and **outgoing**, and a bit of a **show-off**. You are often **the life and soul of the party**.

Score: 6

You're a **GO-GETTER**. You're **self-confident** and a **risk-taker**. You'll do anything to achieve your goals.

Score: 7–8

You're a **PEOPLE PERSON**. People like being with you because you're attentive and **sensitive** to their feelings. You're **easy-going**, but **cautious** about what you say.

Your turn!

- 5 Discuss the questions.

- 1 Do your parents follow you on social media? If not, how would you feel if they did?
- 2 Which memes do you use the most?

GRAMMAR REVISION 1

Objective: use the present simple and continuous, *be / get used to*, *used to*, comparatives and superlatives.

A Present simple and present continuous

- 1 Read examples A-B and answer the questions.
- A I'm blocking them right now.
 B I often use cat memes.
- Which tense is used in each example?
 - Which example describes an action in progress?
 - What are the negative and question forms of the sentences?

Watch out! Verbs which describe states or feelings, not actions, e.g. *belong*, *need*, *love*, *remember*, are not usually used in the present continuous, even if the meaning is 'now'.

→ GRAMMAR REFERENCE S.1 WORKBOOK Page 78

B *be / get used to* and *used to*

- 1 Match examples A-C with rules 1-2.

- A I'm getting used to reading their comments.
 B I'm used to saying what I want.
 C I used to be self-conscious about it.
- We use:
- be / get used to* to say that it is no longer new or strange to do something.
 - used to* to say we did something regularly in the past.

→ GRAMMAR REFERENCE S.2 WORKBOOK Page 79

C Comparatives and superlatives

- 1 Read examples A-F and answer the questions.

- A Become the coolest vlogger on the internet!
 B My body is longer than before.
 C It's the worst thing that's ever happened to me!
 D I'm more entertaining than ever.
 E Dog memes are the most useful out of all of them.
 F Saying nothing is better than losing a friend.
- Which examples contain regular comparative and superlative forms?
 - Which examples contain irregular comparative and superlative forms?
 - When do we use *more* and *most*?

→ GRAMMAR REFERENCE S.3 WORKBOOK Page 79

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

- Most weekends we see my cousins. (usually)
 We (...).
- I don't know many people who are more easy-going than my brother. (most)
 My brother is (...).
- Rick still finds it strange to wear glasses. (got)
 Rick still hasn't (...).
- I'm not as sensitive as my best friend. (more)
 My best friend (...).
- I sing in public now, but I didn't before. (use)
 I (...).

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

Beware of extrovert bias!



These days, it is harder to be an introvert than it ¹(...) to be because there is an extrovert bias. This means that society favours people who are outgoing and talkative over those who are quieter and ²(...) sensitive. There is a general feeling that extroverts are smarter ³(...) introverts and they make better leaders. Which, of course, isn't true as the world is full of successful introverts.

President Barack Obama, for example, is an introvert, but he was the ⁴(...) powerful person in the country for eight years. Zendaya is another example of a successful introvert. She was ⁵(...) quietest child in her class, but acting classes helped her ⁶(...) used to speaking in public. Extrovert bias puts people under pressure to try to be someone else when, in fact, everyone is free to be who they really are.

Your turn!

- 3 Take turns to tell your partner about the things below. Ask questions to find out more.

- something you're used to doing after school
- the most successful person in your family
- someone who is more assertive than you

LISTENING AND SPEAKING

FREE TIME

Objective: listen to a podcast about hobbies.



- 1 What hobbies are shown in the photos? What other hobbies do you know?



- 2 01 Listen to a podcast about hobbies. Which three hobbies in the photos are mentioned?



- 3 **EXAM** 01 Listen again and choose the correct answers.

- 1 Oliver learned to cook ...
A by taking a course on the internet.
B when a friend taught him.
C by watching online videos.
D by himself.
- 2 The best word to describe how Xana's parents feel now about her hobby is ...
A unhappy. B excited. C comfortable. D worried.
- 3 According to Jared, using film-making techniques from the past is ...
A pointless when everyone has a computer.
B becoming more and more popular.
C not as fashionable as buying vinyl records.
D not going to be popular for long.

Vocabulary: phrasal verbs



- 4 Match some of the phrasal verbs from the podcast in the box with their meanings 1–6. Then check the meaning of the other phrasal verbs.

catch on cope with die out get carried away
get into hang out (with) mess about
put somebody off show off stick with work out

- 1 spend time with someone
- 2 continue doing something and not stop
- 3 understand or solve something
- 4 successfully handle a difficult situation or problem
- 5 waste time doing unimportant things
- 6 become popular

- 5 **EXAM** Complete the text with the correct forms of some of the phrasal verbs in exercise 4.



Despite the success of video games, board games are ¹(...) again. Although online entertainment is unlikely to ²(...) any time soon because it's so popular, more people are ³(...) with friends at games nights these days. If the idea of competing against others in a game ⁴(...) you (...) playing them, remember that today's board games often involve teamwork. In the game Pandemic, for example, players have to ⁵(...) four deadly diseases that are threatening the world and work together to ⁶(...) how to stop the diseases from spreading. Games like this aren't easy to learn, but if players ⁷(...) the game and continuing playing it, they can have a lot of fun. As with video games, it's possible to ⁸(...) playing the game and forget the time.

Your turn!

- 6 Discuss the questions.

- 1 What do you think are the best hobbies to take up?
- 2 What do you think is the appeal of board games?

→ **SPEAKING TRAINER WORKBOOK Page 122**



GRAMMAR REVISION 2

Objective: use a variety of tenses to talk about the past and present.

A Past simple and continuous

- 1 Read examples A–B and answer the questions.

- A Advances in technology changed everything.
 B Students were using computers to generate images.
 1 Which tense is used in each example?
 2 Which example describes an action in progress and which a finished action in the past?
 3 What are the negative and question forms of sentences A and B?

► GRAMMAR REFERENCE S.4 WORKBOOK Page 80

B Present perfect simple

- 1 Match examples A–C with rules 1–3.

- A I've started my own cooking vlog!
 B I've been interested in food for a long time.
 C I've posted several videos.

Rules

We use the present perfect simple to talk about:

- 1 something which happened at an unspecified time in the past.
- 2 a recent event that has a connection with the present.
- 3 something which started in the past and continues to the present.

► GRAMMAR REFERENCE S.5 WORKBOOK Page 81

C still, already, yet, just, for and since, ever and never

- 1 Read the examples and explain the meanings of the words in bold.

She's **already** replied to my message.

They've known each other **since** 2019.

I've **just** spoken to her.

I **still** haven't contacted him.

Have you **ever** been to Asia?

I've **never** done anything like this before.

Have you watched the movie **yet**?

She's lived in Paris **for** five years.

D Present perfect simple and continuous

- 1 Read examples A–B. Which focuses on 1) the action, and 2) the result of the action?

- A I've climbed this wall several times.
 B I've been doing this activity for five years.

► GRAMMAR REFERENCE S.5 WORKBOOK Page 81

Consolidate

- 1 Complete the article with the past simple, past continuous, present perfect simple or present perfect continuous forms of the verbs in brackets.

Three hobbies you need in life

A hobby that keeps you in shape

Jasmine and Samira ¹(...) (just / get into) hiking. They're in their final year at school, so they ²(...) (feel) stressed recently. They went on their first hike a month ago and they ³(...) (go) three times since then. They already feel much healthier, but in addition, they ⁴(...) (find) they can concentrate better on their schoolwork.



A hobby that helps you stay creative

Luca ⁵(...) (give up) playing the guitar several years ago, but now, he ⁶(...) (start) playing again. He ⁷(...) (practise) the same song for a month and he ⁸(...) (just / manage) to get it right. Right now, he's really proud of his achievement and he ⁹(...) (decide) to join a band.



A hobby that makes you money

Liliana ¹⁰(...) (save up) for a new phone, but she was still a long way off her target. So, she ¹¹(...) (buy) some parts from a second-hand website to build a computer and sell it. She ¹²(...) (make) 150€ from her first computer and since then she ¹³(...) (build) two more. Now she has enough money for a phone and she knows how to run a business.



Your turn!

- 2 Ask and answer questions about a hobby you enjoy with a partner.

1

In the limelight

Learning situation

What are teenagers' reading and viewing habits and how do they compare with those in the past? Conduct a survey and present the results.

Watch the unit preview video.

VOCABULARY

Entertainment, -ed / -ing adjectives, emotions, sensory words



Documentary
Can social media save reading?

GRAMMAR

Past tenses



Grammar animation

READING

A profile article about news influencers

LISTENING

People talking about films and books, a podcast about events in history, a monologue about a personal first



Influencer video

SPEAKING

Showing interest

WRITING

A narrative

1.1

VOCABULARY ENTERTAINMENT

Objective: use entertainment vocabulary.

1 Look at the photos and answer the questions.

- 1 Do you enjoy any of these activities?
- 2 How often do you a) read fiction, b) watch TV and c) go to the cinema?

2 Read the infographic about young people's reading and viewing habits. Complete the gaps with the numbers in the box. Which fact is the most surprising to you? Why?

24 25 50 72

Young people's reading and viewing habits in the UK and USA

Reading habits of 13-17-year-olds



80% of readers prefer print editions



14% of readers prefer e-books



Paperbacks are more popular than hardbacks.



2 (...)% of 16-18-year-olds enjoy listening to audiobooks or podcasts.

Favourite genres



romance



crime and thriller



fantasy and graphic novels

Viewing habits

Favourite topics

YES

relatable content

NO

stories about rich and famous people

plots about friendships
hopeful, uplifting content (e.g. people beating the odds)

romantic relationships
depressing topics

real-life issues

unrealistic storylines

original series

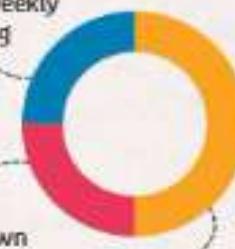
franchises (e.g. Marvel films)

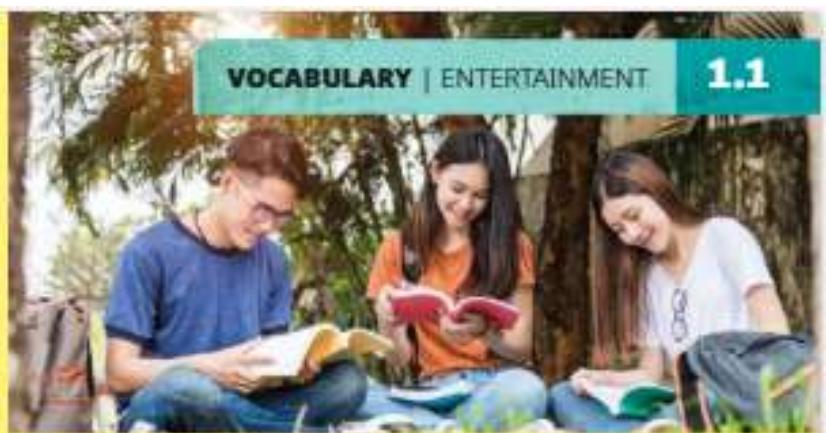
How young people like to watch shows

25% weekly viewing

4 (...)% unknown

2 (...)% binge-watch





- 3 CRITICAL THINKING** How similar or different are the young people's reading and viewing habits in the UK and USA to your own?

- 4** Match some of the highlighted words in the infographic with their meanings 1–6.

- 1 styles or categories of literature, film, music, etc.
- 2 watch several episodes of a TV series over a short period of time
- 3 a book with a thick paper cover
- 4 the story of a film or book (two answers)
- 5 a book which is printed on paper, not digital
- 6 making you feel happier

VOCABULARY TRAINER Page 92

- 5** Read the Vocabulary strategy. Then answer the questions.

Vocabulary strategy

When you learn vocabulary, it is a good idea to write new words and definitions in a vocabulary notebook. You can organize the words in different ways, e.g. by topic (such as entertainment, health) or alphabetically.

- 1 Do you prefer a digital or paper notebook? Why?
- 2 How do you like to organize new words?
- 3 How will you record the words from this lesson?

- 6** Listen to Rose, Taj and Isla talking about films and books and answer the questions.

Which speaker(s) mention ...

- 1 a film that is based on a book?
- 2 a book or film with a romantic plot?
- 3 a TV series?

- 7** Listen again and answer the questions.

- 1 Which version of the *Mortal Instruments* does Rose prefer?
- 2 Which actor was Taj most impressed by?
- 3 Which are Isla's favourite scenes in *Notting Hill*?

- 8** **MEDIATION** Your friend who missed this lesson is preparing a presentation on teenagers and entertainment. Send a text message to them with three pieces of information from this lesson that they should include in their presentation.

Your turn!

- 9** Take turns to talk about a film, TV series or book that you like or dislike. Use the highlighted words in the infographic.



DOCUMENTARY Can social media save reading?

- A** How do you think the reading habits of teenagers have changed over the last 30 years? Discuss with a partner.

- B** Watch the video. Were any of the things you discussed in exercise A mentioned?

- C** Watch the video again and answer the questions.

- 1 What is the difference between 'skim reading' and 'deep reading'?
- 2 What are the benefits of deep reading?
- 3 How can social media encourage reading?

VIDEO AND LISTENING WORKBOOK Page 15

Learning situation

Step 1

Write what questions you would like to include in your survey about teenagers' reading and viewing habits. Use the topics in the box or your own ideas.

books cinema content films plots TV

SPEAKING TRAINER WORKBOOK Page 119

1.2

READING
A PROFILE ARTICLE

Objective: read a profile article.



1 Answer the questions.

- 1 Where do you get your news from?
- 2 What stories have you heard in the news recently?



2 03 Read and listen to the profile article. What do Matt Welland, Murilo Duarte and Kelsey Russell have in common?



THE RISE OF NEWS INFLUENCERS

A How do you get your news? If you are aged between 16 and 24, and use TikTok, Snapchat or other video-sharing platforms, the likelihood is you get it from influencers on these sites. According to a recent report, based on interviews with around 94,000 people from 46 countries, 55% of TikTok and 52% of Snapchat users get their news from 'personalities'. This compares to only 33–42% who get it from mainstream media on those **platforms**.

B One popular influencer or 'content creator' is UK-based Matt Welland. He posts several videos a week commenting on current affairs. He had started posting at the age of seventeen, whilst studying for his A-levels, and only two years later, he gained 2.6 million followers, which was about four times as many as the BBC News TikTok site. The topics that he covers range from issues closer to home, like controversial government proposals to ban mobile phones in schools, to stories which directly impact people of his age group. Each video is around one minute long, delivered at a super-fast pace, and each begins with an eye-catching **headline**.

C Another influencer, with over a million followers, is 28-year-old Brazilian, Murilo Duarte. He streams videos from the neighbourhood in São Paulo where he grew up, giving investment advice and money management tips. With his cool looks, he does not look like a stereotypical financial adviser, but Murilo is more than qualified to give money advice. He lived in extreme **poverty** as a child, but after making some smart financial decisions, he now lives in an **upmarket** neighbourhood, and his company employs ten people. His videos have gone viral as he is so relatable: his charismatic personality, his straightforward language, and, of course, the fact that he had beaten the odds to become successful. One follower, an ex-prisoner, sent him a message to say that after watching his videos he had felt **inspired** to change his life.

D Kelsey Russell, an influencer from New York, with 90,000 followers, has a different mission. Hers, ironically for a TikToker, is to make reading print newspapers cool again. As a student of sociology and education, she said she had felt 'dumb' as she lacked an understanding of the political, economic and social context of the **issues** she was studying. So, for her 23rd birthday she asked her parents for a subscription to *The New York Times* physical newspaper. She then made a series of short videos, each based on what she had learned from an article. Her **lively**, easy-to-understand news summaries have grown in popularity, with some getting millions of views.

E Kelsey says that as well as helping to keep her informed, reading a print newspaper has been beneficial for her mental health. She used to suffer from anxiety and found reading the news online very stressful, as one minute you are reading a story on one social media platform, then you switch to another, then a notification from a news website pops up on your phone, then a message from your mum, and it all becomes very **overwhelming**. But reading a print edition of a newspaper frees you from those distractions. The other thing she enjoys about it is the sense of nostalgia, because as a child she would regularly read the newspaper with her dad.



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

- 1 Influencer Matt Welland has as many followers as the BBC News TikTok site.
- 2 One of the reasons why Murilo Duarte is popular is because he uses simple language.
- 3 When Kelsey was a student, she had a deep understanding of the things she was studying.
- 4 Kelsey started making videos for a school project.

- 4 EXAM** Rewrite the sentences from the profile article in your own words.

- 1 'The topics that he covers range from issues closer to home, like controversial government proposals to ban mobile phones in schools, to stories which directly impact people of his age group.'
- 2 'With his cool looks, he does not look like a stereotypical financial adviser, but Murilo is more than qualified to give money advice.'
- 3 'Kelsey says that as well as helping to keep her informed, reading a print newspaper has been beneficial for her mental health.'

- 5 EXAM** Complete the sentences with information from the text, but using your own words.

- 1 According to a report, the main source of news for people who use social media platforms is (...).
- 2 Matt Welland specializes in (...).
- 3 The writer feels Murilo Duarte is 'more than qualified' to give financial advice because (...).
- 4 Reading a print newspaper improved Kelsey's mental health because (...)

- 6** **Read the Reading strategy.** Then guess the meaning of the words in bold in the profile article. What method did you use for each word?

Reading strategy

When you see a new word in a text, use these strategies to guess the meaning.

- 1 Look at the context (the words before and after the new word).
 - Does it tell you if the word is a noun, verb, adjective, etc.?
 - Does it give you clues about the meaning of the word?
- 2 Look at the new word itself.
 - Is there a similar word in your language?
 - Do you recognize any parts of the word?

- 7 EXAM** Find words in the profile article that mean the following.

- 1 strong probability (paragraph A)
- 2 likely to attract attention (paragraph B)
- 3 transmits something over the internet (paragraph C)
- 4 did not have (paragraph D)
- 5 appears (paragraph E)

- 8** **CRITICAL THINKING** Answer the questions.

- 1 Which of the influencers in the article do you find most inspiring? Why?
- 2 Does it surprise you that many people prefer to get news from influencers? Why? / Why not?

Vocabulary: -ed / -ing adjectives

- 9** Read the sentences and choose the correct options. Then decide whether they describe a situation or an emotion.

- 1 When the ex-prisoner saw the videos, he felt inspired / inspiring to change his life.
- 2 (The amount of news) ... becomes very overwhelmed / overwhelming.

GRAMMAR REFERENCE WORKBOOK Page 83

- 10** Complete the words with -ed or -ing.

- 1 I was really amaz(...) when I saw the news on TV!
- 2 You look really exhaust(...). Stop reading online news and go to bed.
- 3 She was shock(...) by what she read in the newspaper.
- 4 It's an intrigu(...) article. I'll share it online.
- 5 I read a really amus(...) news story the other day.
- 6 I'm concern(...) about the increase in fake news.

VOCABULARY TRAINER Page 92

Your turn!

- 11** **Discuss the questions.**

- 1 Who are the most famous news influencers in your country?
- 2 What kind of news stories are you most interested in?
- 3 Do you prefer short, fast-paced news videos or longer ones?

Learning situation

Step 2

- Look online and find three facts about where teenagers in Spain get their news from. Write short notes about these facts for your infographic.

1.3

GRAMMAR TALKING ABOUT THE PAST

Objective: use a variety of tenses to talk about the past.

Watch the video and then do the activities.

A Past simple and past perfect simple

Read the examples. Then answer the questions.

A Murilo Duarte **streamed** videos from the neighbourhood where he **had grown up**.

B Before Kelsey Russell **subscribed** to *The New York Times* she **had felt** she lacked an understanding of political and economic issues.

- In each sentence, which action happened first?
- Which verb is in the past simple and which is in the past perfect simple?
- Which tense do we use when we are talking about the past and want to talk about an earlier past time?

B Past perfect simple and past perfect continuous

Read the examples. Then choose the correct options.

- Before Kelsey became an influencer, her family **had given** her a newspaper subscription for her birthday.
- An ex-criminal sent Murillo a message to say he **had been considering** returning to a life of crime.

Rules

We use the past perfect **'simple / continuous'** to describe an action in the past which was completed before another action in the past.

We use the past perfect **'simple / continuous'** to describe an action which was in progress before or up to the time of a second action.

C Past simple, used to and would

Read the examples. Then choose the correct options.

- She **used to suffer** from anxiety.
- People **used to watch** the news together.
- She **bought** a magazine yesterday.
- She **would read** the newspaper with her dad.

Rules

We use **used to** and **would** to talk about **'single / repeated actions** we did in the past.

We can only use **used to** (not **would**) with **'state / action verbs** (e.g. **be, think**).

We use the past simple to talk about a **'single / repeated past action**.

Practice

- 1 In each sentence, choose one past simple and one past perfect simple form.

- She didn't like / hadn't liked the present that I had bought / bought her.
- I recognized / had recognized the actor because I saw / had seen him in another film.
- He was / had been very proud of what he had done / did.
- We had thrown away / threw away the food that had gone / went off.
- I hadn't brought / didn't bring my bus pass, so I walked / had walked home.

- 2 Read the Watch out! box. Then complete the text with the past simple or past perfect simple form of the verbs in brackets.

Watch out! You only need to use the past perfect simple when you want to emphasize that an action happened before another action.

Zackrydz Rodzi, a student from Malaysia, ¹(...) (wake) up one Saturday morning and was surprised to discover his phone ²(...) (disappear). His first thought was that somebody ³(...) (steal) it, but there was no evidence of robbery in the house. He ⁴(...) (search) high and low, but couldn't find it. Then his brother ⁵(...) (call) his phone and eventually he ⁶(...) (hear) it ringing in a jungle behind his house. He ⁷(...) (open) the photo gallery and there was the evidence: the thief ⁸(...) (take) lots of selfies, including some videos of him trying to eat the phone. The thief turned out to be a monkey! Zackrydz posted the hilarious photos on social media, where they ⁹(...) (go) viral.



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

- He was exhausted because he (...) (play) tennis for hours.
- We were very concerned when we arrived because the airline (...) (lose) our luggage!
- I was embarrassed because I (...) (forget) to brush my hair.
- The ground was wet because it (...) (rain) for days.
- We were good friends and (...) (know) each other for years.
- When I heard the final score, I was really pleased my team (...) (win) the match.

- 4 EXAM Read the news article and complete the gaps with the past perfect simple or past perfect continuous form of the verbs in the box.

get have join learn need not bring

Mountain rescue

Seventeen-year-old Matthew Knapman became one of Scotland's youngest mountain rescuers last month after he answered an emergency call to assist an 83-year-old man who ¹(...) into difficulty while he was walking in the mountains. It had got dark and the man ²(...) a torch or any food with him. Matthew arrived and helped him to safety. Matthew ³(...) the rescue team recently as a volunteer. He said he wanted to 'give something back' after he himself ⁴(...) a serious mountain bike accident two years earlier, and ⁵(...) to be rescued. He felt proud to be able to put into practice the skills he ⁶(...) for the last few months to help people in difficulty.



- 5 04 Listen to a news story about a vase and answer the questions.

- 1 How much did Jessica pay for it? How much did she sell it for?
- 2 What did she do with the money she made?

- 6 04 Listen again and decide if the sentences can be completed with *would*, *used to* or both.

- 1 Jessica (...) live in a cold house.
- 2 When Jessica was young, her mum (...) take her to charity shops.
- 3 Jessica loves telling people she (...) own a vase designed by Scarpa.
- 4 Jessica (...) wash everything by hand as she had no dishwasher.
- 5 Jessica and her mother (...) go to charity shops regularly.

Challenge yourself!

Write five sentences about a recent news story. Use as many of these forms as possible: past simple, past perfect, past perfect continuous and *would* or *used to*.

Consolidate

- 7 Read the article and choose the correct options.

My horse saved my life

Fiona Boyd, a Scottish farmer ¹was / had been working with cows for 20 years and had never had any problems until one day, a cow ²attacked / had attacked her. She ³led / had been leading a baby calf out of a field, when suddenly it ⁴began / was beginning to cry out loudly. Its protective mother, a huge 600 kg cow, charged angrily into Fiona. She ⁵knocked / used to knock her to the ground and would not let her get up again. Fiona was screaming, but no one heard. She ⁶almost lost / had almost lost hope when, suddenly, Kerry Gold, Fiona's horse, who ⁷had heard / was hearing her screams, ran over from the other side of the field and began kicking the cow, until eventually it ⁸moved / had moved away. Thanks to Kerry, Fiona escaped with only minor injuries. Kerry Gold died eight years later. During those years, according to Fiona, Kerry continued to protect her. Whenever she, or anyone else, entered the field of cows, she ⁹would walk / had walked along next to them like a bodyguard.



Your turn!

- 8 04 Complete the sentences in ways that are true for you. Take turns to tell your partner what you wrote.

- 1 When I was younger, I used to ...
- 2 When I woke up this morning, I had been dreaming about ...
- 3 Before I came to school this morning, I had already ...
- 4 When I was little, my friends / parents / classmates would always ...
- 5 Last summer, I ...
- 6 When I ..., I had already decided to ...

Learning situation

Step 3

- 9 Write five questions that you will ask parents or grandparents about their reading and viewing habits when they were teenagers. Also include questions about where they get their news from now.

1.4

LISTENING AND SPEAKING

HISTORIC FIRSTS

Objectives: understand a podcast about historic events and a story, show interest.

- 1 Look at the photos and match them with the historical events of the 20th century in the box.

reaching the world's highest summit
the fall of the Berlin Wall
the invention of a vaccine
the rise of the supergroup

- 2 Read the Listening strategy. Then read the numbers and dates in the box.

Listening strategy

Make sure that you know how dates, times and numbers are spoken so that you can identify them when you hear them.

1.5 42 1955 1965 1989 55,000

- 3 05 Listen to a podcast about the photos below and check what the numbers in exercise 2 refer to.

- 4 05 Listen again. Decide if the following statements are true (T) or false (F).

- 1 The Berlin Wall was constructed in 1961.
- 2 Junko Tabei survived a huge avalanche on her way down from the summit of Everest.
- 3 Thousands of children died of polio every year before the vaccine was invented.
- 4 The Beatles' record-breaking concert in New York was their first ever concert in the USA.

- 5 CRITICAL THINKING Discuss the questions.

- 1 What three new facts did you learn from the podcast?
- 2 How could you check the facts that you heard on the podcast?

- 6 MEDIATION Look online and find three more facts about one of the historic events in exercise 1. Share them with the class.

Vocabulary: emotions

- 7 Match six emotions in the box with meanings 1–6. Then check the meaning of the other emotions.

anxious ashamed astonished confused
delighted disappointed enthusiastic
grateful jealous proud relieved scared
stressed terrified thrilled upset

- 1 happy that something unpleasant has not happened or has ended
- 2 feeling bad about something you have done
- 3 unable to think clearly or to understand something
- 4 extremely surprised
- 5 showing a lot of excitement and interest
- 6 sad because something is not as good as you expected

- 8 05 Listen to the podcast again. Which adjectives does the speaker use to describe how the people in each photo are feeling?

VOCABULARY TRAINER Page 93



Speaking: showing interest



INFLUENCER VIDEO

- 9 06 Listen to Maryam telling a story about something she did for the first time. What did she do? How did she feel before she did it? How did she feel in the end?

- 10 06 Listen again and complete the sentences. Write a maximum of two words.

- 1 My friends had all been bodyboarding before and were really (...) it.
- 2 The first challenge was (...) my wetsuit. It was so tight I could hardly (...).
- 3 The truth is I wanted to (...) and go back, but I knew my friends would be disappointed.
- 4 Initially I stayed in the (...), but gradually I went (...) where the waves were bigger.
- 5 After several tries, I suddenly got (...) right and managed to catch (...) wave.
- 6 I was so proud of myself for overcoming my (...) and grateful to (...) for introducing me to bodyboarding.

- 11 06 Have you ever made yourself do something challenging in order to overcome a fear?

Vocabulary: sensory words

- 12 Complete the table with the words from the recording in the box.

deafening jagged roaring rotten slimy
smooth sparkling stiff stinky tight

Sounds	
Smells	
Touch / Feel	
Sight	

- 13 Complete the sentences with words in the box in exercise 12.

- 1 The fire alarm makes a (...) noise.
- 2 The bin smells of (...) vegetables.
- 3 The animal's fur is as (...) as silk.
- 4 Frogs have (...) skin.
- 5 I'll never forget his (...) eyes.
- 6 He cut his hand on a (...) rock.

VOCABULARY TRAINER Page 93

- 14 Watch two people talking about a memorable experience. Which topic in the box do they talk about? What happened?

doing something for the first time
a minor accident
an occasion when you felt proud
losing something important
getting lost or stuck somewhere
a time you surprised somebody

- 15 Read the Useful phrases. Then watch the video again. Which phrases do the people use?

Useful phrases: showing interest

Exclamations and comments

That sounds great / awful / amazing / scary.

That's nice / sweet / awful / incredible.

Oh no! / What bad luck!

Really? / How come?

How awful! / How amazing! / How annoying!

Not bad!

Expressing surprise

Seriously! / No way!

GRAMMAR REFERENCE WORKBOOK Page 85

- 16 Write five sentences about things you did last year. Take turns to tell your partner and respond using the Useful phrases in exercise 15.

I won a talent competition last March.

Really? That sounds great.

- 17 Take turns to talk about the topics in exercise 14. Listen and respond to your partner's story using the Useful phrases.

SPEAKING TRAINER WORKBOOK Page 123

Objective: write a narrative.

- 1 Read the exam task and look at the photos. What do you think the experience is?

Task: Write about an experience that you will never forget.

- 2 Read the model text and check your ideas in exercise 1.

An experience I'll never forget

Last summer, **while** I was staying at a campsite with my family in the Rocky Mountains in Canada, I had an experience I'll never forget. It was the middle of the night and we had been asleep in our tent for a few hours, **when** all of a sudden, a strange noise woke me up.

It was a kind of heavy sniffing sound. **At first**, I thought it was my dad snoring, but then I realized it was coming from outside the tent and it was moving around. **Then**, I saw the shadow of a bear in the moonlight. I was absolutely terrified and about to let out a scream, but my parents signalled urgently to me to keep quiet. I pulled my sleeping bag over my head and kept completely still. **After a few minutes**, the noise got fainter and more distant and we realized that the bear had gone away. What a relief! **Eventually**, we managed to get back to sleep.

In the morning, we went to get our breakfast, which was in the car. Imagine our surprise when we discovered that the bear had opened the car door and stolen all the bread and cereal! Although it was very scary at the time, it hasn't put me off camping in bear territory. However, in the future, I'll certainly think twice about leaving any food in the car, and definitely not in the tent!



- 3 TEXT ANALYSIS** Read the model text again and answer the questions.

Paragraph 1

- 1 Does the first sentence refer to the title of the narrative?
- 2 Are these questions answered about the background to the story: Who ... ?, Where ... ?, When ... ?, What ... ?
- 3 Which tenses are used to set the scene?

Paragraphs 2 and 3

- 4 Which tenses are used to describe the events?
- 5 How does the writer describe sounds, sights and movement?
- 6 How does the writer describe emotions?

Paragraph 4

- 7 What is the purpose of this paragraph?

- 4** Read the Writing strategy. Then complete categories 1–4 with the highlighted words and phrases in the model text.

Writing strategy

We use **linkers of time** to order events in a story. They help us to list events chronologically.

- 1 To start a sequence of events: *Initially, To begin with, (...).*
- 2 To show how events move on: *after, after a while, shortly after that, just then, (...), (...).*
- 3 To show events happening at the same time: *as, (...), (...).*
- 4 To end a sequence of events: *In the end, (...).*

GRAMMAR REFERENCE WORKBOOK Page 85

- 5** Rewrite the sentences, replacing the phrases in bold with linkers of time in exercise 4.

- 1 Initially, we had no idea how to put up a tent.
- 2 Just then, I became an expert.
- 3 It took a while, but eventually I got to sleep.
- 4 They met at the campsite and a few days later started dating.
- 5 While we were driving along the road, we spotted a bear.
- 6 Some time later, we saw some mountain sheep.

- 6** Complete the Useful phrases with words from the model text in exercise 2.

Useful phrases: a narrative

I had an experience I'll never ¹(...) ...

I clearly remember ...

All of a ²(...), ...

At first, I thought ..., but then I ³(...) ...

What a ⁴(...)!!

Imagine my / our ⁵(...) when ...

Even now ...

I've never forgotten ...

Writing task

- 7 EXAM** Write a narrative about a moment or an experience that you will never forget. Write 120–150 words.

Writing guide

Get ideas

Spend a few minutes thinking about the task. Think of a memorable experience that you or somebody you know has had. You can invent the experience if you like. Make notes about the following.

- When and where did it happen?
- Who was there?
- What happened a) first, b) next, c) finally?
- What happened afterwards?
- How did you feel?
- How do you feel now?

Plan

Organize your ideas into paragraphs.

Paragraph 1: introduce the story and explain the background.

Paragraphs 2 and 3: describe the main part of the story.

Paragraph 4: write how you feel now and how the experience affected you.

Write

Write your narrative. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your narrative carefully. Have you ...

- used the correct past tenses?
- used linkers of time correctly?
- used a range of adjectives and adverbs to describe emotions, sounds, sights and movement?
- included some of the Useful phrases?

WRITING WORKSHOP Page 107

VOCABULARY EXTENSION

WORD FAMILIES: SUFFIXES

Objective: use suffixes to build word families.



- 1 Read the extracts and decide if the highlighted words are a) nouns, b) adjectives or c) adverbs.

Duarte lived in extreme **poverty** as a child ... His videos have gone viral as they are so **relatable**.

That night I felt really upset and **ashamed** of my **carelessness** in losing the ring. It was **awful**.

My parents signalled **urgently** to me to keep quiet.



- 2 Read the Language focus and complete it with examples in exercise 1.

Language focus

Word-building: suffixes

'Word families' are groups of words with the same 'root' words. For example, the word family *happy – happiness – happily* shares the root word *happy*. Suffixes at the end of a word, e.g. *-y*, *-ness* and *-ly* can tell you if the word is a noun, adjective or adverb. You can expand your range of vocabulary quickly by learning the other parts of a word family.

Common noun suffixes are: *-ment* (*entertainment*), *-ty*¹ (...), *-ness*² (...), *-ence* (*confidence*).

Common adjective suffixes are: *-able*³ (...), *-ful*⁴ (...), *-y* (*stinky*), *-ed* / *-ing*⁵ (...) / *uplifting*.

Common adverb suffixes are: *-ly*⁶ (...) and *-ily* (*happily*).

Common verb suffixes are: *-ize* (*realize*), *-en* (*shorten*).



- 3 Complete the table. Use a dictionary to help you.

Noun	Adjective	Verb	Adverb
¹ (...)	amazing, amazed	amaze	amazingly
convenience	convenient	–	conveniently
² (...)	easy	ease	² (...)
enjoyment	enjoyable	enjoy	enjoyably
fright	frightened, frightening	⁴ (...)	frighteningly
preference	preferable	prefer	⁵ (...)
sadness	sad	sadden	sadly
scare	⁶ (...)	scare	scarily
suitability	⁷ (...)	suit	suitably
⁸ (...)	short	shorten	shortly
wonder	wonderful	wonder	⁸ (...)

- 4 Complete the sentences with the correct forms of *fright*.



- It gave me such a (...) when the villain suddenly appeared.
- It was a truly (...) horror film.
- The special effects were (...) realistic.
- When I was young, loud noises used to (...) me.

- 5 Complete the sentences with the correct forms of words in exercise 3.



- To my amaz(...), I found the film very enj(...).
- My brother has a prefer(...) for audiobooks over printed books.
- I get eas(...) distracted when I'm reading and I often have to re-read parts.
- It sad(...) me when I found out the local library was going to close.
- I thought the cast of the film was wonder(...).

- 6 Make word families for the words in the box. Use a dictionary to help you. Then record the words in your notebook.

approve tight

- 7 Listen to the sentences below. How is the *-ed* ending of the words in bold pronounced? Is it /t/, /d/ or /ɪd/?

- He downloaded the podcast.
- I was intrigued by the plot.
- The film ended abruptly.
- I used to love books about superheroes.
- He streamed videos weekly.
- We were shocked by the article.

- 8 PRONUNCIATION Answer the questions.



- How is the *ed* pronounced in *needed*: /t/, /d/ or /ɪd/?
- How is the *ed* pronounced in *stayed*: /d/ or /ɪd/?
- How is the *t* pronounced in *lost*: /t/ or /d/?

- 9 Discuss the questions.

- What is the scariest film you have ever seen?
- What kind of books do you think are most suitable for film adaptation?



1 Learning situation

Conduct a survey

Objective: conduct a survey and present the findings.

Learning situation: what are teenagers' reading and viewing habits and how do they compare with those in the past?

Project: conduct a survey and present the results.

Objective: compare teenagers' reading and viewing habits with those in the past.

Review

1 Review your work from the Learning situation steps in this unit. Check that you have the things below.

- 1 Some interesting questions that you will ask teenagers about their reading and viewing habits.
- 2 Three facts about where teenagers in Spain get their news from.
- 3 Five questions for parents and grandparents.

Decide

2  Read the tips on writing a survey. Then answer the questions in the tips.

How to write a survey



Define the purpose of the survey.

- What do you want to find out?
- Why do you want to know this information?

Identify the target audience.

- Who and how many people will you survey?

Choose the type of survey.

- Will the survey be online or will it be a paper survey?

Decide on the question types.

- Will you use multiple-choice questions, yes/no questions or a rating scale?

Do the survey.

- How will you reach your target audience?
- Will you set a deadline for responses?

Report findings.

- Who will analyse the data?
- How will you present the findings (e.g. using a chart, graph, infographic, etc.)?

3 Work in small groups. Compare your answers with the questions in exercise 2 and make final decisions about your survey. Use the Learning situation skills to help you make your decisions.

Learning situation

Skills

Deciding together

When making decisions as a group, follow these steps.

- 1 Be clear about what you have to decide.
- 2 Brainstorm ideas and make a list of options.
- 3 Discuss the pros and cons of the options.
- 4 Make a decision.
- 5 Assign roles and responsibilities.

Create

- 4 Work in small groups and write your survey questions.
- 5  Do your survey. Then analyse the results.
- 6 Prepare a chart, graph or an infographic to present your findings. Write notes about what you are going to say. Use the Useful phrases to help you.

Useful phrases: presenting survey findings

Introduction

The aim / purpose of this survey was to ...

We surveyed ... teenagers and their parents.

Presenting findings

The majority of students ...

Just over half / a half / over a quarter / three quarters ...

Around / Approximately / About ...

Most / Several / Very few / A significant number ...

Conclusion

In conclusion, it seems / appears that ...

Share

- 7  Present the findings to the class. As you listen to other groups' findings, write any new information. Then share with the class.

Reflect

- 8  Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area

2 – feel good about this 3 – feel very good about this

- 1 I can write and conduct a survey, and present the findings.
- 2 I can compare teenagers' reading and viewing habits with those in the past.
- 3 I can make decisions as a group.

2

Cutting-edge



9 VOCABULARY
TECHNOLOGY



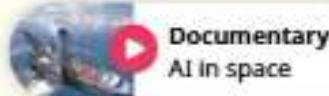
Learning situation

What can we do with the e-waste that we produce?
Film a short advert to promote a school e-waste recycling event.

Watch the unit preview video.

VOCABULARY

Technology, research verbs, prefixes, adjectives to describe gadgets



Documentary
AI in space

GRAMMAR

Future tenses



Grammar
animation

READING

An opinion article about accessible gaming

LISTENING

The results of a tech quiz, people talking about the future of technology, a podcast about e-waste, a radio interview with an expert



Influencer
video

SPEAKING

Describing function

WRITING

An opinion essay

2.1

VOCABULARY TECHNOLOGY

Objective: use vocabulary about technology.

- 1 Read the title of the quiz. Who do you think is a *Gaming Guru*, *Tech Titan* and *Chat Champion*?
- 2 Do the quiz. Did you score mostly As, Bs or Cs? Compare your answers with a partner.

Are you a Gaming Guru, Tech Titan or Chat Champion?

Do the quiz to find out your tech type.

1 What kind of apps do you like to install?

- A Utility apps (payment, maps, weather) are my favourite.
- B I prefer entertainment apps (video, music, gaming).
- C Social media apps are my cup of tea.

4 Choose the ending of this statement about screen time. 'It can be hard to know when ...'

- A to stop what I'm doing, **back up** my files and **log off**.
- B it's "Game over" for today.'
- C to say "Bye" and put down my phone.'

2 You win a competition. Which prize do you choose?

- A a **coding** course
- B a **VR** headset
- C **noise-cancelling earbuds**

5 Choose a statement about your tech use.

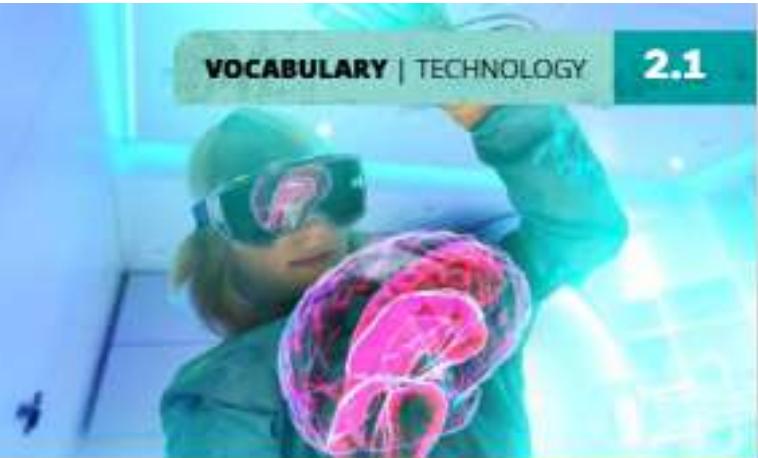
- A From microchips to **hard drives**, I like to get a handle on how my tech works.
- B **Games console** on. **Game controllers** ready. Let's go!
- C Technology is a window into the lives of my friends.

3 Which issue worries you the most?

- A A virus that could **delete** important **files** or cause my computer to **crash**.
- B Losing money or personal data because of **cybercrime**.
- C Missing what my friends are posting on social media.

Idioms

- get a handle on somebody / something
 - understand somebody / something
- not somebody's cup of tea
 - something you don't like
- window into / on something
 - see or understand something better



- 3 08 Listen to the key for the quiz. Are you a *Gaming Guru*, *Tech Titan* or *Chat Champion*? Discuss your results with a partner.
- 4 Check the meaning of the highlighted words and phrases in the quiz. Then complete the sentences with some of the words.
- 1 A virus infects your (...) and destroys important data. This causes your computer to (...).
 - 2 Experience peace and quiet whenever you need it with our new (...).
 - 3 Want to play games with friends and family? Buy one (...) and get a second one half price.
 - 4 Is your (...) under control or do you spend too much time online?
 - 5 Oh no! I've just (...) my homework by mistake and I didn't (...) the file.

VOCABULARY TRAINER Page 94



- 5 09 Read the Vocabulary strategy. Then write example sentences for the words in the quiz that you did not use in exercise 4.

Vocabulary strategy

To make remembering new vocabulary easier, write example sentences using the new vocabulary.

The last app I installed was a fitness tracker.



- 6 09 MEDIATION Your friend who does not speak English is preparing a presentation on how teenagers use technology. Send them a short video message in your own language summarizing the different attitudes mentioned in the quiz results.

- 7 09 Listen to three interviews about the future of technology. Match the speakers (Miko, Fatima and Harry) with the tech types in the quiz (*Gaming Guru*, *Tech Titan* and *Chat Champion*).

Your turn!

- 8 09 Discuss the questions.

- 1 Would you agree to have your brain connected directly to the internet? Why? / Why not?
- 2 How do you think technology and the way you use it will change in the future?



DOCUMENTARY AI in space



- A 09 How do you think artificial intelligence (AI) is used in space exploration? Discuss with a partner.

- B 09 Watch the video. Were any of the things you discussed in exercise A mentioned?

- C 09 Watch the video again and answer the questions.

- 1 What are the main tasks of NASA's Perseverance Rover on Mars?
- 2 What will happen to the data and samples collected by Perseverance?
- 3 What has been the primary mission of telescopes, like Hubble, Kepler, and James Webb?

VIDEO AND LISTENING WORKBOOK Page 25

Learning situation Step 1

Work in small groups. Make a list of any devices and gadgets that you have at home that are no longer used (because they have been replaced by newer versions or are broken). Then find out if there are any such devices and gadgets at your school.

SPEAKING TRAINER WORKBOOK Page 120

2.2

READING AN OPINION ARTICLE

10 MINUTES



Objective: understand an opinion article.

1 Discuss the questions.

- 1 Do you enjoy playing video games? Why? / Why not?
- 2 What equipment do people use to play video games?

2 Read the opinion article, ignoring the gaps. Who are Carlos Vasquez and Becky Tyler?



GAME CHANGERS



1 Carlos Vasquez is a skilled professional gamer and not an opponent you want to take on in an online match. He has competed at EVO, which is one of the largest gaming tournaments in the world. ¹(...)
2 Carlos pushes the limits of gameplay, but not in the ways you might expect. When Rattlehead beats you, he does it without being able to see the screen. Since he went blind at the age of 24, Carlos has taught himself to play using sound only. ²(...) In ¹⁰ my opinion, finding solutions that make gaming more accessible is an important goal for the video game industry.

Data indicates that there are around 46 million disabled gamers in the US alone. ¹³ ³(...) Game designers are working with these gamers to determine their needs. Together, they experiment with solutions and evaluate new features that make regular games more accessible. As far as I am concerned, ²⁰ accessibility should be taken into account from the start of the design process for all new games.

As an accessibility consultant to the video games industry, Carlos uses his expertise to help developers meet the needs of gamers with limited vision.

²⁵ Adapting a game may involve adding text-to-speech commentary, or extra controller vibrations. Additional sound effects help gamers work out position and direction, and detect other players or characters. ⁴(...) Subtitles, and the ability to control their size, font and ³⁰ colour are helpful, as is the ability to alter the volume of different sounds within the game.

Becky Tyler is a young British game developer who plays video games using a controller that follows the movements of her eyes. Though ³⁵ they can be expensive and hard to find, adapted game controllers are an important element of accessibility. ⁵(...) Becky is an ambassador at a charity called Special Effect, which modifies controllers and makes them available to gamers.

⁴⁰ I believe accessibility will improve as technology develops. I predict that AI will play a central role in this. It is my hope that, by the end of the century, experts will have developed ways to link the brain directly to computers. After this happens, physical ⁴⁵ controllers will not be necessary. It is very likely that in the 22nd century, players will be controlling games with the power of their minds alone. In terms of accessibility for gamers, like Carlos and Becky, I think this will be game-changing.



Phrasal verbs

take on – play against someone in a game or contest
work out – calculate

- 3** **EXAM** Read the Reading strategy. Then find words 1–6 in the opinion article. What do they refer to?

Reading strategy

Use reference words to help you understand a text. Reference words link to other parts of a text. They can refer backwards or forwards to a word, a phrase, a whole sentence or an idea.

They include...

- pronouns, e.g. *he, him, it, they, this, that, those*.
- possessive adjectives, e.g. *his, its, their, her*.
- adverbs, e.g. *there, here, then*.
- relative pronouns, e.g. *which, who, that*.
- determiners, e.g. *some, others*.

- | | |
|-------------------|------------------|
| 1 which (line 3) | 4 that (line 18) |
| 2 he (line 8) | 5 who (line 35) |
| 3 their (line 16) | 6 they (line 37) |

Challenge yourself!

Find two more reference words in the article. What do they refer to?

- 4** **10** Complete the article with sentences A–F. Use the reference words in bold to help you. There is one extra sentence you do not need to use. Then listen and check your answers.

- A For **those** with limited hearing, it's important to translate audio information into visual information.
- B The other **ones** can be more difficult to adapt, particularly when there are a lot of characters.
- C Carlos, or Rattlehead as he is known in the gaming community, won several matches **there**.
- D **They** make gameplay easier for gamers like Becky who have limited mobility.
- E **He** does this with the help of 3D sound produced by spatial headphones.
- F **Some**, like Carlos, are visually impaired, while **others** play with limited hearing or low mobility.

- 5** **EXAM** Read the opinion article again and answer the questions.

- 1 What has Carlos Vasquez learned to do?
- 2 What is Carlos assisting games developers with?
- 3 How can audio information be adapted for players with limited hearing?
- 4 What does the organization Special Effect do?
- 5 Why might physical game controllers be unnecessary in the future?

- 6** **EXAM** Find synonyms of the words below in the opinion article.

- | | |
|---------------|------------|
| 1 competent | 4 loudness |
| 2 advisor | 5 part |
| 3 skilfulness | 6 connect |

- 7** **CRITICAL THINKING** Discuss the questions.

- 1 What is something surprising that you learned from the article?
- 2 What is the writer's opinion on making gaming more accessible?
- 3 Do you agree with the writer's opinion? Why? / Why not?

Vocabulary: research verbs

- 8** **EXAM** Match the highlighted verbs in the article with meanings 1–6.

- 1 find something that is not easy to hear or see
- 2 try new ideas or methods, especially in science
- 3 show that something is true or exists
- 4 think carefully about how effective or successful something is
- 5 discover facts about something
- 6 change something to make it suitable for a new use or situation (three verbs)

- 9** Choose the correct options.

- 1 Noise-cancelling earbuds have microphones that **detect / modify** external sounds.
- 2 This controller has been **experimented / adapted** so a player can use it with their feet.
- 3 The study aims to **alter / evaluate** the ways in which screen time can affect sleeping patterns.
- 4 This light **indicates / determines** the remaining battery power in the VR headset.

VOCABULARY TRAINER Page 94

Your turn!

- 10** **M** Can you think of other technologies that improve accessibility in everyday life? Think about the areas of life below. Discuss with a partner.

education entertainment sports travel

2.3

GRAMMAR TALKING ABOUT THE FUTURE

Objective: use a variety of tenses to talk about the future.

Watch the video and then do the activities.

A will, be going to, present simple and present continuous



Read the rules. Then match rules 1–4 with examples A–G. You can use the rules more than once.



Rules

When we talk about the future, we use...

- 1 **will** for general predictions and opinions, and for decisions made at the time of speaking.
- 2 **be going to** for plans and intentions, and for predictions based on present evidence.
- 3 **present simple** for timetabled events, and for talking about the future after time clauses (*when, before, as soon as, after, until*).
- 4 **present continuous** for fixed arrangements.

- A Experts believe accessibility **will improve** as technology develops.
- B After this **happens**, physical controllers won't be necessary.
- C Look, the light is flashing red, so the battery is **going to run out**.
- D My friend **is giving** a presentation on the future of technology next week.
- E That's the doorbell. I'll **answer** it.
- F My sister has decided she's **going to study** robotics.
- G The lecture about driverless cars **is** at 1 p.m.

B Future continuous and future perfect



Read the examples. Then complete the rules with the phrases in the box.



In the 22nd century, players **will be controlling** games with the power of their minds. (future continuous)

By the end of this century, we **will have developed** ways to link the brain to computers. (future perfect)

finished in progress

Rules

- 1 We use the **future continuous** for an action that will be (...) at a specific time in the future.
We form the future continuous with **will / won't + be + (verb) -ing**.
- 2 We use the **future perfect** for an action we expect to be (...) by a certain time in the future.
We form the future perfect with **will + have + past participle**.

Practice

1 EXAM Complete the sentences with the correct form of the verbs in brackets. Then match each sentence with one of the rules 1–4 in exercise A.

- 1 Experts predict that it (...) (not / be) long until AI is as intelligent as an average human.
- 2 We can already see that nanotechnology (...) (revolutionize) medicine in the future.
- 3 That's my phone ringing, sorry! I (...) (not / answer) it now. They will call back if it's important.
- 4 That documentary about the future of communication (...) (be) on Monday at 8 p.m.
- 5 The arrangements have now been finalized – we (...) (meet) outside the technology exhibition at 9 a.m.
- 6 I've given it a lot of thought and I (...) (tell) her everything next time I see her.

2 Read the dialogue and choose the correct options.

Omar Hi, Dalia. Have you got any plans for the weekend?

Dalia Hey, Omar. Yes. We **1 will go / 're going** to a gaming exhibition in Madrid tomorrow. I can't wait! A games developer **2 is giving / gives** a talk about AI and the future of gaming.

Omar Oh, cool.

Dalia Do you want to come? I think you **3 'll / 're going to enjoy** it.

Omar I'd love to. What time **4 does it start / will it start?**

Dalia At 10 a.m. We **5 take / 're going to take** the 8 a.m. bus to Madrid, before it **6 gets / will get** really busy. We **7 won't be / aren't** back late.

Omar Fantastic! I **8 'll be / am** there.

Dalia Awesome! I **9 'll book / book** you a ticket.



- 3** **11** Listen to three dialogues about future plans and complete the sentences. Write a maximum of five words in each gap.
- 1 Abel and his friends (...) a film **this evening**. They (...) pizzas for dinner.
 - 2 **This weekend**, Samir (...) an exhibition. There (...) workshops on things like how to control a robot.
 - 3 Vanessa is probably (...) game design at university. **Next year**, she thinks she (...) in Australia.
- 4** Write sentences beginning with the words in bold in exercise 3 so that they are true for you.
- 5** **EXAM** Complete the sentences with the correct future continuous or future perfect form of the verbs in brackets.
- 1 At 10 a.m. tomorrow, I (...) (attend) a workshop about 3D printing.
 - 2 Ola (...) (not / work) for her aunt during the summer holidays.
 - 3 Mohammed (...) (buy) a new game controller by 9.30 a.m. tomorrow.
 - 4 (...) (use) the 3D printer in the afternoon?
 - 5 By Friday evening, Inga (...) (complete) a coding course.
- 6** **EXAM** Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets and the present simple, present continuous, future continuous or future perfect tense.
- 1 I'll modify the rules of the game before dinner. (have)
By dinner, I (...) the rules of the game.
 - 2 My presentation starts at 10 a.m. tomorrow. (will)
At 10.05 a.m. tomorrow, I (...), so don't call me.
 - 3 The new games console will be ready by Christmas. (developed)
The new games console (...) by Christmas.
 - 4 We'll arrive at the hotel, and then we'll go to the gaming exhibition. (after)
We'll go to the gaming exhibition (...) at the hotel.
 - 5 There's a sale on VR headsets at TechMart next Saturday. (having)
TechMart (...) a sale on VR headsets next Saturday.
- 7** **1** Work with a partner. Make predictions about the future. Use the time references below and the future continuous or future perfect.
- 1 By the end of this year, ...
 - 2 Next winter, ...
 - 3 By next Sunday afternoon, ...
 - 4 Before our next English lesson, ...
 - 5 At 8 p.m. today, ...

Consolidate

- 8** **EXAM** Complete the interview with the correct form of the verbs in brackets. Sometimes there is more than one possible form.

- Host** Welcome back to the podcast! Later this week, I ¹(...) (talk) to the Head of Robotics from UTS, but today, we ²(...) (discuss) the future of intelligence with Dr Maya Patel, an expert in AI and the singularity. Thank you for joining us. Could you tell us what the singularity is?
- Maya** The technological singularity is the idea that a machine or computer ³(...) (be) more intelligent than humans one day.
- Host** So, by the time the singularity happens, artificial intelligence ⁴(...) (become) as powerful as human intelligence. Is that right?
- Maya** Well, yes, if it happens. Nobody really knows, but Ray Kurzweil, a famous inventor and futurist, thinks it ⁵(...) (happen) in the year 2045.
- Host** Wow, so within our lifetimes.
- Maya** Yes, it's possible that within our lifetimes, we ⁶(...) (live) in a world where we are no longer the most intelligent creatures on the planet.
- Host** And, what ⁷(...) (mean) for the human race?
- Maya** Well, that, Jose, is the big question!



Your turn!

- 9** **1** Take turns to talk about the future. Discuss the things below.

- Arrangements you have made for the next few weeks
- How your life will be different in ten years' time
- Major achievements you expect to be completed by the time you are 40

Learning situation

Step 2

- 1** **1** Work with a partner and plan your school e-waste recycling event. Answer the questions.

- 1 Where and when will the e-waste recycling event take place?
- 2 Which types of e-waste will / won't you be able to accept (size, weight, safety, etc.)?
- 3 What will you have achieved by the end of your e-waste recycling event?

2.4

LISTENING AND SPEAKING

E-WASTE

Objective: understand a podcast about e-waste and a radio interview with an expert talking about reducing e-waste.



- 1 Look at the photo of e-waste below. How could it be harmful to people and the environment?



- 2 12 Read the Listening strategy. Then listen to a podcast about e-waste. What are the three main ideas?

Listening strategy

The first time you listen to something you probably will not understand every word. Instead, try to listen for the main ideas by picking out opinions or concepts which are emphasized or repeated.



- 3 12 Listen to the podcast again and choose the correct answers.

1 Which statistic is true?

- A We discard the equivalent of 12.5 laptops a second.
- B 85% of e-waste is burned or sent to landfills.
- C 800 million tons of e-waste is generated each year.
- D 40 million tons of e-waste is recycled each year.

2 What tip does Elliot give listeners who want to sell their e-waste?

- A Don't try to sell items online.
- B Sell the items back to the shop where you bought them.
- C Offer buyers a discount.
- D Be aware of personal privacy.

3 What warning does Elliot give about taking devices apart?

- A You might burn yourself.
- B You might damage your vision.
- C You might pollute the air.
- D You might poison yourself.

4 Which is not mentioned as a solution to e-waste?

- A Sell it.
- B Trade it in.
- C Upcycle it.
- D Donate it to charity.

- 4 **CRITICAL THINKING** Discuss the questions.

- 1 What is something new that you learned from the podcast?
- 2 Why should people care about the issue of e-waste?
- 3 What else would you like to learn about e-waste?

- 5 **MEDIATION** Your friend buys a new smartphone every time a new model is released. Tell them why this is not a good thing. Use ideas from the podcast.

Vocabulary: prefixes

- 6 13 Complete the words from the podcast with the prefixes in the box. Then listen and check your answers.

dis- e- micro- re- up-

- | | | |
|------------------|------------------|------------------|
| 1 (...)phone | 6 (...)integrate | 11 (...)purpose |
| 2 (...)grade | 7 (...)usable | 12 (...)reader |
| 3 (...)place | 8 (...)buy | 13 (...)book |
| 4 (...)waste | 9 (...)set | 14 (...)assemble |
| 5 (...)wave oven | 10 (...)cycle | |

- 7 Complete the sentences with the correct form of the words in exercise 6.

- 1 It's a fascinating story, but I'm not able to lend it to you as I read it as an (...).
- 2 (...) are safe to use and are a convenient way to prepare food quickly.
- 3 We've (...) your computer and there seems to be a problem with the hard drive.
- 4 Sorana is into upcycling and has (...) her parents' old tablet into a digital photo frame.
- 5 By releasing new models, phone companies are tempting consumers to (...) unnecessarily.



VOCABULARY TRAINER Page 94





- 8 14 Think of how we could reduce the e-waste that we produce. Then listen to a radio interview with an expert. Do they mention any of your ideas?
- 9 14 Listen again. Decide if the following statements are true (T) or false (F). Correct the false ones.
- 1 Jemma explains the connection between promotional activities and e-waste.
 - 2 In Jemma's opinion, the tech companies are not entirely to blame for e-waste.
 - 3 Jemma suggests that we have to learn to do without the items we need.
 - 4 Cameras are mentioned as an example of a versatile electronic device.
 - 5 Jemma says that many members of the public have learned to fix electronic devices.
 - 6 Jemma suggests that it is better to give away your e-waste than to recycle it.

10 7 Discuss the questions.

- 1 What should you consider before you buy a new electronic device?
- 2 Would you use a repair café if there was one in your community? Why?

Vocabulary: adjectives to describe gadgets

- 11 Read the adjectives from the radio interview. Do you remember what each adjective described?

appealing compact durable innovative
portable practical repairable stylish
trendy user-friendly versatile wearable

- 12 Match six of the adjectives in exercise 11 with their meanings 1–6. Then write your own definitions for the other adjectives.

- 1 suitable and comfortable to wear
- 2 something that can be fixed when it breaks
- 3 easy to operate
- 4 having many different uses
- 5 easy to carry with you
- 6 long-lasting

Speaking: describing function



- 13 1 Look at the photos of everyday objects. Discuss the questions.

- 1 Can you identify the objects?
- 2 Have you got any of these objects or anything similar?
- 3 In what ways is each object useful?

- 14 1 Watch the video. Which of the objects in the photos are they talking about?

- 15 1 Watch again and complete the Useful phrases.

Useful phrases: describing function

It's a kind of ¹(...). It's made of ⁴(...).
It makes it easier to ²(...). The idea is that ⁵(...).
This is a thing for ³(...). I use it to ⁶(...).

- 16 Work with a partner. Think about useful objects that you or someone you know owns. Take turns describing them using the adjectives in exercise 11 and the Useful phrases in exercise 15. Then decide which object is the most useful.

Learning situation Step 3

Work individually. Write a paragraph in which you explain the dangers of e-waste and why it should be disposed of properly.

SPEAKING TRAINER WORKBOOK Pages 122 and 126

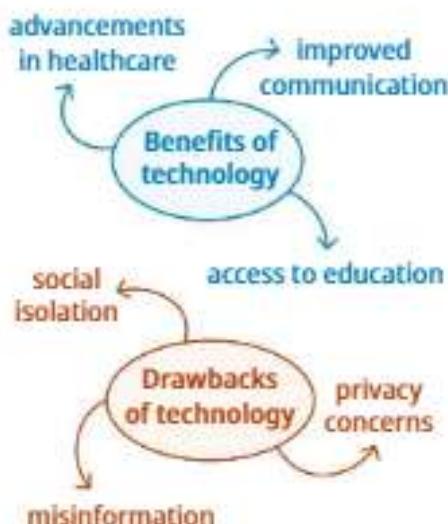
2.5

WRITING

AN OPINION ESSAY

Objective: write an opinion essay.

- 1 What are the benefits and drawbacks of technology? Add two more ideas to each section of the mind map.



- 2 **EXAM** Read the exam task and discuss your answer.

Task: Some people say that the advancement in technology has brought more harm than good. Discuss.

- 3 Read the model text. What is the writer's opinion? Is it the same as yours?



Can you imagine life without your phone or the internet? Technology has fundamentally changed the way we communicate and **also** how we learn. However, some people think it causes more problems than it solves. My point of view is that it does more good than harm.

Firstly, it is a fact that technology has greatly improved communication. It allows us to connect and share information with people from all over the world instantly. This encourages collaboration and understanding among different cultures. **What is more**, mobile technology ensures that communication is possible anytime and anywhere, allowing us to stay in touch at all times.

Secondly, it is widely acknowledged that technology has revolutionized education. We now have immediate access to vast amounts of information **as well as** interactive tools that make studying more engaging. **Furthermore**, online courses and virtual classrooms have broken down geographical barriers, allowing students to learn from anywhere in the world.

To sum up, I believe that the benefits of technology outweigh the drawbacks. As I see it, technology helps us communicate and learn more effectively. If we use it ethically and responsibly, technology can be a powerful force for good.



- 4 TEXT ANALYSIS** Read the model text again and answer the questions.

Paragraph 1

- How does the writer grab the reader's attention?
- Which sentence states the writer's opinion?

Paragraphs 2 and 3

- What is the aim of these paragraphs?
- Does the writer present both sides of the issue?

Paragraph 4

- Does the writer present any new opinions?
- What is the purpose of the final sentence?

- 5** **Read the Writing strategy.** Then study the words in bold in the model text. How do you say them in your language?

Writing strategy

You can improve the way you present written information by using **linkers of addition** to add ideas to support your main point.

- 6** Complete the rules with the words in bold in the model text.

Rules

We use these **linkers of addition** to introduce additional information or arguments: *additionally, moreover, 1(...), 2(...), 3(...), 4(...)*.

They usually come at the beginning of a sentence and are followed by a comma.

- 7** Write four sentences to answer the question below. Use linkers of addition in exercise 6.

What are the benefits of technology in entertainment?

GRAMMAR REFERENCE WORKBOOK Page 88

- 8** Complete the Useful phrases with words from the model text in exercise 3.

Useful phrases: expressing opinions

Stating your opinion

My point of ¹(...) is ...

Personally, I feel that ...

I strongly believe that ...

Supporting your opinion

It is a ²(...) that ...

It is widely ³(...) that ...

(Additionally / Furthermore ...), it is clear / true that ...

Experts believe that ...

Studies show that ...

Summarizing and concluding

To ⁴(...) up, / To conclude, / In conclusion, ...

As I ⁵(...) it, / In my view, / I am convinced that ...

Writing task

- 9 EXAM** Some people think there should be regulations that prevent technology companies from releasing new models of their devices every year. Discuss. Write 120–150 words.

Writing guide

Get ideas

Spend a few minutes thinking about the task. Do you agree or disagree with the statement? Make a list of reasons to support your opinion.

Plan

Organize your ideas into paragraphs.

Paragraph 1: introduce the topic and state your general opinion. Don't forget to grab the readers' attention.

Paragraph 2: give the first reason to support your opinion. Explain the reason and give an example, a relevant fact or more details.

Paragraph 3: as above, for your second reason.

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

Write

Write your opinion essay. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your opinion essay carefully.

Have you ...

- structured the essay properly?
- given reasons for your opinion?
- used linkers of addition correctly?
- included some of the Useful phrases?

WRITING WORKSHOP Page 108

VOCABULARY EXTENSION

UNDERSTANDING PREFIXES

Objective: understand the meanings of prefixes.

- 1 Complete the extracts with the prefixes in the box. Can you remember the general meaning of each prefix?

e- micro re up

¹(...)waste can also be obsolete, or nearly obsolete items that are no longer in general use, like fax machines, ²(...)phones and MP3 players ...

³(...)cycling is all about ⁴(...)purposing items to give them a new life. Could you turn that old tablet into an ⁵(...)reader for your ⁶(...)books?

- 2 Read the Language focus. Then complete the table with the general meanings in the box.

again go past or beyond too much
incorrectly or badly reverse, remove, not

Language focus

Word-building: the meaning of prefixes

Some words are made up of a prefix (e.g. *re-*) and a root word (e.g. *fresh*). The prefix + the root word produces a new word (e.g. *refresh*).

A lot of prefixes carry a general meaning. Here are five of the most common prefixes and their meanings:

Prefix	Examples	General meaning
re-	replace, recyclable	¹ (...)
over-	overestimate, oversized	² (...)
un-	unpack, unsafe	³ (...)
mis-	misunderstand, mismanage	⁴ (...)
out-	outsell, outdated	⁵ (...)

- 3 Read the definitions and complete the words with the correct prefixes from the Language focus.

- (...)information (n) – information that is wrong or inaccurate
- (...)do (v) – to cancel the effect of something
- (...)usable (adj) – something that can be used more than once
- (...)leading (adj) – giving the wrong idea or impression and making you believe something that is not true
- (...)think (v) – think about something too much
- (...)grow (v) – stop doing something or lose interest in it as you become older
- (...)trieve (v) – bring something back, especially from a place where it shouldn't be
- (...)used (adj) – not used at the moment

- 4 EXAM Complete the text with words in exercises 2 and 3.

Welcome to my unboxing video! Today, I'm going to ¹(...) and demonstrate this brand-new laptop. According to the makers, it is the most popular one on the market and ²(...) all their other models. But first, a word about e-waste. I decided to ³(...) my old laptop because it's ⁴(...). Many parts of it are ⁵(...), but e-waste can be ⁶(...) if the recycling process is ⁷(...). That's why I'm going to take it to a trusted e-waste recycling point. They will ⁸(...) any parts that are ⁹(...) and recycle the rest safely. Much better than leaving it ¹⁰(...) in the back of my wardrobe! OK, let's start unpacking!

- 5 B Write example sentences about your life or your own opinion using the words in the box.

misleading misunderstand outsell oversize overthink unused

- 6 PRONUNCIATION 15 Listen to the sentences. Is the stress of the word in bold different for the noun and the verb? Write the sentences in your notebook and mark the main stress on each word.

- A Upgrade (n) available!
B Upgrade (v) your software.
- A Do you wish to perform a reset (n)?
B Reset (v) your phone now.
- A This is only an experiment (n).
B Experiment (v) with different styles.
- A Do some research (n).
B Research (v) before you buy.

- 7 EXAM PRONUNCIATION Answer the questions.

- Which word has a different number of syllables?
outsell, undo, overthink, unpack
- How is -ed pronounced in *outdated*: /tʃ/, /d/ or /ɪd/?
- Which verb has a different syllable stress pattern?
delete, damage, adapt, reset
- For which word are the noun form and the verb form pronounced the same?
experiment, upgrade, research, reset

PRONUNCIATION Page 131

- 8 D Discuss the questions.

- Which tech brands and fashion brands outsell others in your country?
- What common single-use items are easy to replace with something reusable, e.g. plastic shopping bags?

2 Learning situation

Film a short advert

Objective: film a short advert to promote a school e-waste recycling event.

Learning situation: what can we do with the e-waste that we produce?

Project: film a short advert to promote a school e-waste recycling event.

Objective: raise awareness of the dangers of e-waste and of safe options for dealing with it.

Review

- 1 Review your work from the Learning situation steps in this unit. Then complete the leaflet with information about your e-waste recycling day.

RECYCLE YOUR E-WASTE FOR A GREENER COMMUNITY



SCHOOL E-WASTE RECYCLING DAY!



- What e-waste is (examples from home and school): (...)
- Why we're organizing an e-waste recycling day: (...)
- Where and when we will be collecting e-waste: (...)
- Items we can accept: (...)
- Items we can't accept: (...)

Decide

- 2 ① Work in small groups and plan your advert using the questions below. Make notes.

Notes     Done

Engaging the viewer

- How will you grab the viewers' attention? Are you going to use a shocking statement or a rhetorical question?

Organizing the content

- Which information from the Learning situation steps and the leaflet do you want to include?
- How do you want to order each part of your advert?
- How long will each part take?

Roles, equipment and filming

- Who is going to prepare and present each part?
- Who is going to film?
- What equipment do you need?
- Where and when are you going to film?

- 3 Write a simple plan of your script. Use your notes from the 'Organizing the content' section in exercise 2.

Create

- 4 Follow your plan in exercise 3 and write your script. Use the Useful phrases to help you.

Useful phrases: writing a script

Starting your script

Have you ever thought about ... ?

Did you know that ... ?

Explaining why you are organizing the event

E-waste can be harmful to ...

Help us to ...

Giving important information

Our e-waste recycling day will take place on ..., at ...

We can / can't accept the following items ...

- 5 Read the Learning situation skills. Then practise the different parts of your script.

Learning situation

Skills

Practising together and giving feedback

- Listen to each other closely as you practise.
- Give each other honest, but respectful feedback, e.g. *I liked it when you ..., I noticed you ... (spoke a bit too quietly). Maybe you could ... (speak a bit louder).*
- Practise until you all feel confident.

- 6 Film your advert. Follow your notes in exercise 2 and the script in exercise 4.

Share

- 7 Play your advert to the class. As you listen to other groups' adverts, make notes about the feedback you want to give.

- 8 Give feedback to the other groups.

Reflect

- 9 ④ Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area

2 – feel good about this 3 – feel very good about this

1 I can plan and film an advert.

2 I can raise awareness of the dangers of e-waste.

3 I can give respectful feedback.

3

Fit as a fiddle



Learning situation

How can students at our school improve their well-being?
Design a leaflet to promote a five-day school well-being challenge.

Watch the unit preview video.

VOCABULARY

Health and well-being, transitive and intransitive phrasal verbs, sleep idioms, extreme adjectives



Documentary
The Healthy Mind Platter

GRAMMAR

Modal verbs



Grammar animation

READING

An article about FOMO and JOMO

LISTENING

The results of a sleep quiz, people talking about their health, an educational talk about the science of sleep, a podcast about sleep



Influencer video

SPEAKING

Asking for and giving advice

WRITING

A review of an app

3.1

VOCABULARY HEALTH AND WELL-BEING

3 LEARNER'S
SCHOOL WORK



Objective: use health and well-being vocabulary.

- 1 9 Do you read health advice online? What are the risks of using online health advice? What can you do to reduce the risks?
- 2 16 Read the quiz and find four fake statements. Then listen and check your answers. Did any answers surprise you?



VS



The internet and social media are full of health information, but should you trust it? A recent study found that 41% of teenagers couldn't tell the difference between true and fake online health advice. How about you? Can you separate the facts from the fakes? Try our quiz to find out!

- 1 Having an inactive lifestyle is bad for your physical and mental well-being.
- 2 Not drinking enough water can shrink your brain and affect your memory.
- 3 Running is bad for the health of your bones.
- 4 A balanced diet is one that is high in protein and low in carbohydrates.
- 5 You should always stretch before you work out.
- 6 Energy drinks can help you to burn calories.
- 7 Sunlight can help to boost your mood and reduce anxiety.
- 8 Eating a lot of processed food can cause health problems.
- 9 You have to sweat during a workout for it to be effective.
- 10 Walking 10,000 steps a day can reduce the risk of illness.





- 3 Check the meaning of the highlighted words and phrases in the quiz. Then complete the sentences with the correct form of the words. There are some words you do not need to use.

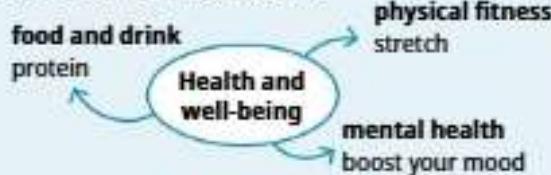
- At the gym, I like (...) on the exercise bike. It really makes me (...), but I love it!
- Spending time with friends is great for your mental (...) and helps to (...) and stress.
- A glass of milk is much healthier than an (...).
- My gran loves doing crosswords. She says they keep her (...) young and help her (...).
- If I'm feeling sad, I find listening to music helps to (...)!

VOCABULARY TRAINER Page 96

- 4 Read the Vocabulary strategy. Then add more words to the word web.

Vocabulary strategy

Use word webs to help you record, organize and remember new words.



- 5 17 Listen to three people talking about their health. Decide if the following statements are true (T) or false (F). Correct the false ones.

- Speaker 1 goes to school on foot.
- She always takes the lift to her apartment.
- Speaker 2 says that sport helps his mental well-being.
- He doesn't usually see his friends at the weekend.
- Speaker 3 and her family belong to a gym.
- She often goes to bed late.

- 6 17 Listen again and answer the questions.

- How does speaker 1 try to have a balanced diet?
- What does speaker 2 do to take care of his mental well-being?
- What does speaker 3 say about going to the gym?

- 7 5 MEDIATION Your friend wants to follow a healthier lifestyle and has asked you for some tips. Text them suggestions based on the recording in exercise 5.

Your turn!

- 8 5 Discuss the questions.

- Do you lead a healthy lifestyle?
- How do you look after your health?
- What could you do to improve your health?



DOCUMENTARY The Healthy Mind Platter

- What do you think is 'The Healthy Mind Platter'? Discuss with a partner.
- Watch the first part of the video and check your ideas in exercise A.
- Watch the rest of the video. What are the seven types of mental activity?

VIDEO AND LISTENING WORKBOOK Page 35

Learning situation Step 1

Work in small groups. Make a list of ideas for a five-day school well-being challenge. Think of things that all students at your school can do to improve their well-being. Put your ideas in the categories below.

Physical fitness: do a different workout each day, ...

Food and drink: make a fruit smoothie each day, ...

Mental health: read a book for ten minutes, ...

SPEAKING TRAINER WORKBOOK Page 120

3.2

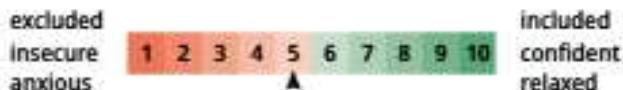
READING
AN ARTICLE

Objectives: learn how to skim and scan a text, read about FOMO and JOMO.

1 Discuss the questions.

- 1 How much time do you spend on social media?
- 2 How does it make you feel?

2 For each pair of adjectives below, choose the number on the bar that corresponds to how you feel. Discuss your answers with a partner.



Goodbye FOMO, hello JOMO!



Have you ever scrolled through your social media and worried that everyone is having more fun than you? Have you felt pressure to attend this party or that social event, even if you did not really want to go? If so, you may have experienced FOMO, or the Fear Of Missing Out.

FOMO affects many young people and is fuelled by the constant stream of carefully curated images and videos on social media. Continually comparing your own life with the seemingly glamorous lives of others can result in feelings of jealousy and anxiety. It can impact self-esteem and lead to disrupted nights, poor eating habits and tiredness at school. It may also trigger feelings of loneliness.

But fortunately, there is an alternative. Enter JOMO, or the Joy Of Missing Out. Instead of constantly trying to be everywhere and do everything, or feeling down about missing out, JOMO encourages us to focus on doing what truly makes us happy. It does not mean that you have to stay in on your own with no social life. It means that you are selective about what you do and do not worry about what others are doing.

So, how does it work? Firstly, let's talk about the pressure to always be connected. It can sometimes feel like we are expected to be available 24/7. But you do not have to be! We should all take a break from technology from time to time.

2 You do not have to give up your phone entirely, but rather you should try to cut down the amount of time you spend online and resist the urge to constantly refresh your social media feeds.

Secondly, JOMO gives you the freedom to prioritize the things that are most important to you. Instead of living from day to day and trying to please everyone else, you should instead focus on activities and relationships that boost your mood and bring you genuine happiness. Whether it is spending quality time with family or close friends, taking up a hobby or binge-watching your favourite TV series, you call the shots!

In conclusion, JOMO is not about being antisocial or boring; it is about looking after your digital well-being and spending your time and energy on the things that truly matter. It is a question of finding balance and setting boundaries that allow you to fully engage in activities that make you happy, while still staying connected with those who matter most to you. So, go ahead – switch off your phone, unwind and enjoy the Joy Of Missing Out. Trust me, you will not regret it!

Idioms

call the shots – be the one who controls the situation

feel down – feel sad or depressed



- 3 Read the Reading strategy. Then answer the questions.

Reading strategy

You can skim and scan a text to find key words and phrases, and general ideas.

Skimming means reading the whole text quickly to get a general idea.

Scanning means quickly searching a text for a particular word or phrase.

- 1 Skim the article. What should you do to experience JOMO?
- 2 Scan the article. What do FOMO and JOMO stand for?

- 4 **EXAM** 18 Read and listen to the article and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 According to the text, people present an idealized version of their lives on social media.
- 2 FOMO can affect people's emotional and mental health.
- 3 JOMO is about saying 'yes' more often.
- 4 JOMO means putting others before yourself.
- 5 The author suggests that you need a large circle of friends to be happy.
- 6 JOMO involves disconnecting from screens of any kind.

- 5 **EXAM** Read the article again and answer the questions.

- 1 What could be some consequences of FOMO?
- 2 According to the article, what is JOMO?
- 3 What should we do to enjoy JOMO?
- 4 What are some examples of JOMO?
- 5 According to the article, what is the main difference between FOMO and JOMO?

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

- 1 Constantly measuring your life against the apparently perfect lives of other people can lead to envy and stress.
- 2 (...) you carefully choose your actions and aren't bothered by what others are up to.
- 3 (...) it means taking care of the impact that online activities have on your health and focusing your efforts on what is most important.

- 7 **CRITICAL THINKING** Discuss the questions.

- 1 Do you identify with any of the issues mentioned in the article? Explain how.
- 2 Is there anything new that you learned from the article?

Vocabulary: transitive and intransitive phrasal verbs

- 8 Find the phrasal verbs in the box in the article. Are they transitive (with an object) or intransitive (no object)? Copy and complete the table.

cut down give up go ahead lead to
miss out stay in switch off take up

Intransitive phrasal verbs	Transitive phrasal verbs
go ahead	lead to

- 9 Replace the words in bold with the correct form of the phrasal verbs in exercise 8. Then answer the questions with a partner.

- 1 Do you have a balanced diet? Is there anything you want to **eat less of** or **stop eating** completely?
- 2 What kinds of problems can an unhealthy diet **result in** later in life?
- 3 If there is a party to **go to**, do you ever feel like **not going out**? Or would you be too worried about **not sharing in the fun**?
- 4 Do you ever **turn off** your phone at night?
- 5 Have you ever thought about **starting** a new hobby? What would it be?
- 6 Has anyone ever told you not to do something, but you have **continued** and done it anyway?

Your turn!

- 10 Discuss the questions.

- 1 What do you do to look after your digital well-being?
- 2 Are there any changes you would like to make to your social media habits after reading the article?

VOCABULARY TRAINER Page 96

Learning situation Step 2

What are the benefits of your chosen health challenge? How will it improve students' well-being? Work in small groups and discuss your ideas. Make a list of the key benefits.

3.3

GRAMMAR MODAL VERBS

Objective: use modal verbs.

Watch the video and then do the activities.

A Ability and permission

1 Read the rules. Which verbs are possible in sentences 1–3?

Rules

To talk about ability, we use *can* and *can't* in the present and *could* and *couldn't* in the past.

We use *be able to* for ability in all tenses and with other modal verbs.

We use *can* / *could* for permission. *Could* is more polite.

- 1 I was so anxious that I (...) sleep last night.
- 2 (...) I borrow your phone, please? I (...) find mine.
- 3 I'm afraid that I won't (...) come to your party.

B Advice, obligation and prohibition

2 Match the forms in bold in A–D with functions 1–4.

- A You **must** / **have to** / **need to** be thirteen to get an Instagram account.
- B You **mustn't** / **can't** use the equipment without permission.
- C You **don't have to** / **don't need to** / **needn't** go to every social event.
- D We **should** / **ought to** take a break from technology.
 - 1 advice (it is a good / bad idea)
 - 2 obligation (it is necessary)
 - 3 lack of obligation (it is not necessary)
 - 4 prohibition (it is not allowed)

C Possibility, probability and certainty

3 Read the examples. Which modal verbs in bold express possibility? Which express certainty?

He's sweating. He **must** be hot.

He's sweating. He **might** / **may** / **could** be feeling ill.

He's playing football. His injury **can't** be very serious.

Try JOMO! It **might** / **may** / **could** make you happier.

D Modal perfects

4 Read the examples. Then choose the correct options in the rules.

Kai looks unhappy. He **might have failed** his exam.

He's not smiling. He **can't have seen** me.

I **could have studied** maths, but I chose English.

I'm tired. I **should have gone** to bed earlier.

Rules

- 1 We use *must* / *might* / *may* / *can't* + **have + infinitive / past participle** to make deductions about past actions.
- 2 We use *could have + past participle* to say that something was **possible / impossible** in the past, but it did not happen.
- 3 We use *should / shouldn't have + past participle* to say that somebody **did / did not** do the right thing.

GRAMMAR REFERENCE WORKBOOK Page 89

Practice

1 Read the text and choose the correct options.

Aitana Bonmatí: a fighting spirit

Aitana Bonmatí led Spain to victory in the Women's World Cup. What can we learn from her success?

1 Never give up

To achieve your goals, you **1 have to** / **may** be determined. Things **2 mustn't** / **might not** always go to plan, but you **3 mustn't** / **don't have to** give up. When Aitana started playing football, she **4 ought to** / **had to** play for a boys' team. The boys used to insult her, but they **5 couldn't** / **shouldn't** stop her enthusiasm.

2 Work hard

You **6 mustn't** / **don't have to** be talented to succeed, but you **7 must** / **can** work hard. When Aitana joined Barcelona's youth academy, she travelled for two hours after school every day, so that she **8 could** / **can** train. Her hard work won her a place in the senior team at the age of seventeen.

3 Think about others

Focus on your goals, but you **9 couldn't** / **shouldn't** forget about others. Aitana is a role model on and off the pitch. She believes that athletes **10 should** / **shouldn't** lead by example and work together for a better and more equal world.



- 2 Read the Watch out! box. Then choose the correct options.

Watch out! We use *could* for general ability in the past. To talk about ability on one occasion, we use *was able to / managed to* or *succeeded in*.

I managed to run eight kilometres today.
NOT I could run eight kilometres today.

- 1 Omar has always been an amazing runner. As a child, he **could / succeeded in** beat anyone.
- 2 I ran ten kilometres at the weekend. It was really hard, but I **could / was able to** finish!
- 3 **Could you / Did you manage to** catch your flight?
- 4 When I was younger, I **couldn't / didn't manage to** eat eggs. They made me ill.
- 5 Great news! I **could / managed to** pass my exams!

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

- 1 You can enjoy a good workout without sweating. (have)
You (...).
- 2 If I were you, I'd cut down on energy drinks. (ought)
You (...).
- 3 She couldn't play tennis due to her injury. (able)
She (...).
- 4 Stretching your muscles after you work out is a good idea. (should)
You (...).

Challenge yourself!

Choose four modal verbs and write sentences for them. Leave a gap for the modal verb and then swap with a partner.

- 4 Complete the sentences. Use a modal verb in the box and the perfect form of the verbs in brackets.

can't could must should shouldn't

- 1 Unfortunately, we missed our train. We (...) (leave) home earlier.
- 2 I (...) (go) to the party last night, but instead I decided to stay in.
- 3 They passed all of their exams. They (...) (work) really hard.
- 4 I thought that I saw Zahra this morning, but it (...) (be) her - she's in Italy at the moment.
- 5 I (...) (eat) so much because now I feel ill!

Consolidate

- 5 **EXAM** Complete the text with the correct modal verbs. Sometimes there is more than one possible answer.

How to win by failing

Many of us see life as something we **1**(...) get right the first time. We don't like to fail. It is embarrassing and can make us feel stupid. But instead of being afraid of failure, we **2**(...) accept it as part of life. Many successful people experienced failure, but were **3**(...) to turn it into success, as these examples show.

Michael Jordan is considered the greatest basketball player ever. However, at school he was told he wasn't good enough for the team. He **4**(...) have been very disappointed. Other players **5**(...) have given up, but not Michael. He became more determined.

Vera Wang is a famous fashion designer, but her dream was to become an Olympic ice skater. However, despite years of hard work, she didn't **6**(...) get into the US team. She **7**(...) have become demoralized, but instead she took up other interests including fashion.

So, remember – failure can be good for you. Just like a baby that is learning to walk, we **8**(...) fall over many times. The important thing is that we are **9**(...) to get up afterwards. As Michael Jordan said, 'I can accept failure. But I **10**(...) accept not trying.'



Your turn!

- 6 **1** Complete sentences 1–5 with the words in the box. Then compare your sentences with a partner.

able to could couldn't had to have to
may might must should

- 1 If you want to succeed, ...
- 2 One day, I ...
- 3 When I was younger, ...
- 4 This summer, ...
- 5 A hundred years ago, a lot of people ...

When I was younger, I had to share a room with my brother.

A hundred years ago, a lot of people couldn't read or write.

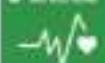
- 7 **CRITICAL THINKING** Do you agree with the points made in the text in exercise 5? Explain your answer.

3.4

LISTENING AND SPEAKING

SWEET DREAMS

3 SLEEP WELL AND STAY WAKE



Objective: understand a talk and a podcast.



1 **Discuss the questions.**

- 1 What time did you go to bed last night? Did you go straight to sleep?
- 2 How long do you normally sleep?
- 3 How do you feel when you haven't had enough sleep?

2 **Read the Listening strategy.** Then read the questions in exercise 3 and underline the key words. What do you think the talk is going to be about?

Listening strategy

Before listening, read the sentences and underline the key words. These are usually nouns, verbs and adjectives. This will give you an idea of the topic of the recording and what you need to listen for.

3 **EXAM** **19 Listen and choose the correct answers.**

- 1 What percentage of secondary school students don't get enough sleep?
A 50% B 60% C 70% D 80%
- 2 The main reason teenagers miss out on sleep is because of their ...
A parents. C social media habits.
B body clocks. D rebellious nature.
- 3 How does melatonin make us feel?
A sleepy B awake C nervous D happy
- 4 What time do many teenagers start producing melatonin?
A 10 p.m. B 11 p.m. C midnight D 1 a.m.
- 5 Dr Miller believes that schools should ...
A finish earlier. C allow a siesta.
B start later. D have longer holidays.

4 **19 Listen again and complete the sentences with one word.**

- 1 Sleep loss can cause health problems when you are older, such as heart (...).
- 2 Our biological clocks change as we enter (...).
- 3 Melatonin is produced in response to (...).
- 4 Later school start times are supported by many doctors and (...) who specialize in sleep.
- 5 Not only would this benefit students' health, it might also result in better (...).

5 **CRITICAL THINKING** Discuss the questions.

- 1 What is something new that you learned from the talk?
- 2 What is your opinion about a later school start time?

Vocabulary: sleep idioms

6 Match the phrases in the box with their meanings 1–10.

be fast asleep be wide awake fall asleep
get out of bed on the wrong side
have a lie-in hit the sack sleep like a log
sleep on it Sleep tight! toss and turn

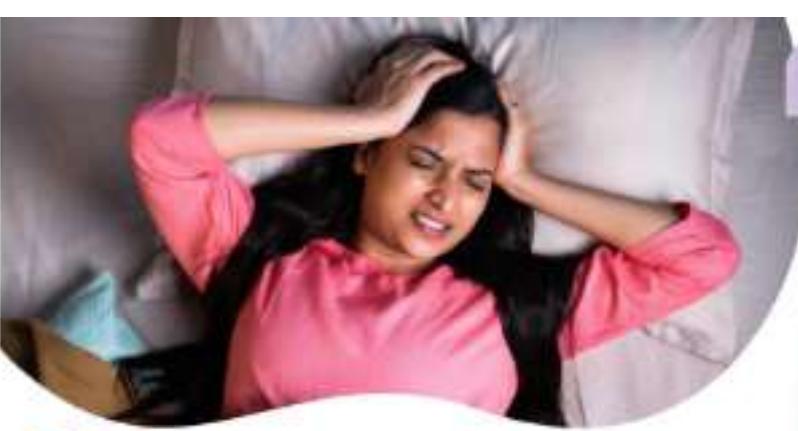
- 1 go to bed
- 2 be completely awake
- 3 be sleeping deeply
- 4 wait before making a decision
- 5 go to sleep
- 6 be in a bad mood for no particular reason
- 7 move around in bed when you can't sleep
- 8 sleep very well
- 9 stay in bed longer than usual
- 10 something you say to somebody to wish them a good night's sleep

7 Choose four words or phrases in exercise 6. Write sentences to illustrate their meaning, but do not include the word or phrase. Then take turns to test your partner.

VOCABULARY TRAINER Page 97

Challenge yourself!

Write three true sentences about your sleep habits using the sleep idioms in exercise 6.



Speaking: asking for and giving advice

INFLUENCER VIDEO

- 8 What do you do when you cannot sleep? What tricks or techniques do you use to help you fall asleep?
- 9 20 Listen to a podcast about sleep techniques. What four techniques did the presenters try?
- 10 20 Listen again and decide if the following statements are true (T) or false (F).
 - 1 When Aiden tried counting sheep, he found it took him longer to get to sleep.
 - 2 Amira didn't want to try the muscle relaxation technique.
 - 3 She began by relaxing the muscles in the upper part of her body.
 - 4 With the sleep app, Aiden fell asleep to the sound of the sea.
 - 5 Amira's final technique included having a warm bath.

Vocabulary: extreme adjectives

- 11 Match the adjectives in box A with the extreme adjectives in box B.

A bad big funny good important
interesting strange surprised tired
unhappy

B amazed awesome awful bizarre
essential exhausted fascinating
hilarious huge miserable

- 12 Complete the questions with adjectives from box B. Then ask and answer with a partner.
 - 1 What is the most (...) you have ever been? Why were you so tired?
 - 2 What is your idea of an (...) holiday?
 - 3 What is the most (...) joke you have heard recently?
 - 4 What is the most (...) thing you have learned recently?
 - 5 Do you sometimes wake up feeling (...) and in a bad mood?
 - 6 In your opinion, what is (...) for a good night's sleep?

VOCABULARY TRAINER Page 97

- 13 Watch a video of Emma asking her friends for advice and answer the questions.

- 1 What advice is Emma asking for?
 - 2 Which do you think is the best advice and which is the worst? Why?
- 14 Complete the Useful phrases. Then watch the video again and check your answers.

Useful phrases: asking for, giving and accepting advice

Asking for advice

Can I ask you for some ¹(...)?

What do you think I ²(...) do?

Giving advice

If I ³(...) you, I'd ...

I ⁴(...) you should ...

Accepting advice

(That sounds like a) good ⁵(...).

I'll ⁶(...) that a try / go.

- 15 **MEDIATION** Your friend is having problems sleeping and has asked you for some tips. Based on the podcast in exercise 9 and the conversation in exercise 13, give them two pieces of advice.

- 16 Read sentences 1–4. Take turns to ask your partner for advice. Use the Useful phrases to help you.

- 1 You keep falling asleep in class.
- 2 You are exhausted because your friends keep messaging you in the middle of the night.
- 3 You want to have a lie-in this weekend, but your parents want you to get up early.
- 4 You like to hit the sack early, but when you are with friends, you feel pressurized to stay up late.

SPEAKING TRAINER WORKBOOK Page 124

3.5

WRITING

A REVIEW OF AN APP



Objective: write a review of an app.

- 1 **EXAM** Read the exam task and discuss the questions.

Task: write a review of a fitness app. Write 120–150 words.

- 1 Do you use any health or fitness apps? Which is your favourite and why?
- 2 Do you normally read reviews before you download or buy something? Why? / Why not?
- 3 **TEXT ANALYSIS** Read review 1 again and answer the questions.

Paragraph 1

- 1 What is the aim of this paragraph?
- 2 What tense does the writer use to describe the app?

Paragraph 2

- 3 Does this paragraph describe positive or negative aspects of the product?

Paragraph 3

- 4 What does the reviewer mention in this paragraph?

Paragraph 4

- 5 Does the reviewer recommend the product?

- 4 Complete the Useful phrases with words from the model text.

Useful phrases: a review of an app

Positive aspects

It's perfect / ideal for ...

It's easy / simple / straightforward to ...

What I ¹(...) like is that ...

Another excellent ²(...) is ...

Negative aspects

I wasn't impressed / was disappointed by ...

It's (much) too / rather / a bit ...

One / My main ³(...) of (the product) is that ...

Overall impressions and recommendations

Overall, ... / All in all, ...

It's good / excellent value for money.

I'd definitely ⁴(...) it.



1 The seven-minute challenge

Great for busy days



'The seven-minute challenge' is a fitness app with a difference – each workout is designed to be completed in just seven minutes! It is based on the science of High-Intensity Interval Training (HIIT) and combines short periods of intense exercise with a brief period of recovery.

What I particularly like about 'The seven-minute challenge' is that it is so convenient. I downloaded it because I wanted to improve my health, but did not have a lot of free time. **Although** the exercises are short, I find they give me a really good workout. The app is easy to use and there is a 'robot trainer' that demonstrates each move. Another excellent feature is that you can track your progress and compete in fun challenges with friends.

Despite the app being free to download, my main criticism is that you have to pay a monthly subscription to unlock all of the exercises, like yoga and meditation, which makes it expensive. The robot trainer's voice is also rather annoying after a while. **However**, at least you only have to listen to it for seven minutes!

Overall, in spite of the limited number of exercises on the unlocked version, 'The seven-minute challenge' is a great app. It may not be as much fun as a game of basketball or a bike ride with friends, but it is perfect for working out on busy days. I would definitely recommend it.

11 of 11 people found this review helpful.

2 The seven-minute challenge

Brilliant!



Excellent app. Great for a quick workout and guaranteed to make you sweat! Free to download!

1 of 9 people found this review helpful.

- 5 **Read** the Writing strategy. Then study the words in bold in the model text. How do you say them in your language?

Writing strategy

Improve the way you present your opinions and ideas by using **linkers of contrast**. These words help to communicate ideas by connecting opposing information.

- 6 **Copy** and complete the rules with *however*, *although* or *despite / in spite of*.

Rules

- 1 After (...) we use a subject + verb. It can be at the beginning or middle of a sentence.
- 2 After (...) we use a noun, a pronoun (*this*, *that*, etc.) or a verb + -ing. It can be at the beginning or middle of a sentence.
- 3 (...) needs a comma after it. It is used to contrast with an idea in the previous sentence.

GRAMMAR REFERENCE WORKBOOK Page 91

- 7 Complete the sentences with the correct linkers of contrast.

- 1 I'm really impressed with this app (...) the price.
- 2 The app includes lots of great recipes. (...), not many are for vegans.
- 3 (...) the visuals are amazing, the navigation is really confusing.
- 4 The app claims to be for teenagers. (...), it seemed very childish to me.
- 5 (...) I'm very particular about what I eat, this app gave me lots of new ideas!
- 6 The workouts are OK for beginners, (...) more experienced users might get bored.

- 8 **EXAM** Rewrite the sentences without changing the meaning. Use the words in brackets.

- 1 Although the app tracks your runs, it doesn't track any other type of exercise. (*despite*)
- 2 Despite enjoying the stories, I'm not sure they helped me to fall asleep. (*However*)
- 3 In spite of having received some good reviews, the app didn't impress me. (*although*)
- 4 Although I didn't like the app, I thought the videos were entertaining. (*in spite of*)

Writing task

- 9 **EXAM** Write a review of a health app. Choose from the ideas in the box. Write 120–150 words.

fitness app healthy eating app
relaxation app sleep app
water consumption app

Writing guide

Get ideas

Choose an app that you are familiar with. Make a list of vocabulary that you will need to describe the app, and a list of positive and negative aspects. Decide if you will write a mainly positive or negative review.

Plan

Organize your ideas into paragraphs.

Paragraph 1: describe the app and what it does.

Paragraphs 2 and 3: for a mainly positive review, describe at least three positive aspects of the app and one or two negative aspects.

For a mainly negative review, give at least three reasons why you do not like the app and include one or two positive aspects.

Include personal examples of your experience of using the product.

Paragraph 4: give your overall opinion of the app. Say whether you would recommend it and who would find it useful.

Write

Write your review. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your review carefully. Have you ...

- included some of the Useful phrases?
- used linkers of contrast correctly?

WRITING WORKSHOP Page 109

Learning situation Step 3

- Work in small groups. What other details do you need to think about for your challenge, e.g. date, location, prizes, how to register, etc.?

Objective: use transitive and intransitive verbs.

- 1** Read sentences A-C from the unit and answer questions 1-3.

- A I always switch my phone off at night!
 B What do you do to look after your health?
 C You should always stretch before you work out.
 1 Which sentence does not have an object?
 2 In which sentence does the object come between the two parts of the phrasal verb?
 3 In which sentence does the object come after the phrasal verb?

- 2** Read the Language focus. Match the three types of phrasal verbs with examples A-C in exercise 1.

Language focus
The grammar of phrasal verbs

A phrasal verb is a combination of two or three words: a verb and at least one particle (a preposition or an adverb). The particle changes the meaning of the verb.

There are three main types of phrasal verbs:

- 1 Intransitive – these verbs do not need an object.
- 2 Transitive, separable – the object can come before or after the particle. Pronouns always come before the particle.
- 3 Transitive, inseparable – the object always comes after the particle. All three-part phrasal verbs are inseparable.

- 3 EXAM** Read the text and match the phrasal verbs with their meanings A-H.

I tried Veganuary!

Veganuary is an annual challenge that encourages people to try a vegan lifestyle for the month of January. I decided to do it. Here's my diary!

Week 1: I'm doing the challenge because I'm curious to ¹try out a different kind of diet. I don't know how I'll ²get on, but wish me luck!

Week 2: It isn't easy to ³cut out all animal products – eggs, cheese, milk and so on. I ⁴looked up some recipes online and found lots of good ideas.

Week 3: So far, I've managed to ⁵stick to the diet. I thought it might be hard to ⁶eat out, but these days most restaurants have a vegan menu.

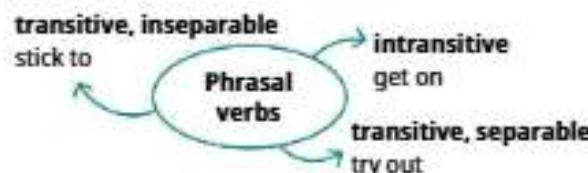
Week 4: I ⁷went round to a friend's house for dinner. He forgot about the challenge and cooked chicken! I ate it anyway! It was delicious!

Final day: I enjoyed the challenge, but a month without meat was long enough. I'm ⁸looking forward to a nice steak!

- A be excited about something that is going to happen
 B eat in a restaurant

- C stop eating or drinking something
 D manage or survive
 E continue with something despite difficulties
 F try something to see if you like it
 G look for information in a book or on a computer
 H visit somebody in their home

- 4** Complete the word web with the phrasal verbs in exercise 3.



- 5** Put the words in the correct order and add a particle to complete each sentence.

- 1 you / could / to see / go / Grandad / how / is / ?
- 2 sleep app / the new / you / did / with / get / how / ?
- 3 so we / there / at / home, / was / ate / no food
- 4 sleep / routine / I'm / to stick / a healthy / trying
- 5 good / looking / I'm / sleep / forward / a / night's

- 6 PRONUNCIATION** 21 Write the silent letter in each word. Listen and check your answers.

- | | | |
|-----------|-------------|-------------|
| 1 mustn't | 3 might | 5 hour |
| 2 should | 4 scientist | 6 knowledge |

- 7 EXAM PRONUNCIATION** Answer the questions.

- 1 How is the a pronounced in awesome: /ə/ or /ɔ:/?
- 2 How is the z pronounced in bizarre: /s/, /z/ or /ʒ/?
- 3 How is the -ed pronounced in looked: /t/, /d/ or /ɪd/?
- 4 How is the -ed pronounced in tried: /t/, /d/ or /ɪd/?

PRONUNCIATION Page 131

- 8** Discuss the questions.

- 1 Do you ever make New Year's resolutions? How good are you at sticking to them?
- 2 How are you getting on with your choice of school subjects this year?
- 3 What is your favourite place to eat out?
- 4 What are you looking forward to doing this weekend?

3 Learning situation

Design a leaflet

Objective: design a leaflet to promote a five-day school well-being challenge.



Learning situation: how can students at our school improve their well-being?

Project: design a leaflet to promote a five-day school well-being challenge.

Objective: motivate students to look after their well-being.

FIVE-DAY SCHOOL WELL-BEING CHALLENGE



Are you tired of spending hours on your phone or computer every day?

Do you want to spend more time doing fun stuff with your friends and family?

Then join our five-day challenge:

TOTALLY UNPLUGGED

- Reduce FOMO!
- Improve friendships!
- Sleep better!

Day 1
Spend a maximum of 30 minutes on your phone!

Day 2
Spend a no-phone day outside with friends!

Day 3
Play a board game with your family!

Review

- 1 Review your work from the Learning situation steps in this unit. Then complete the notes with information about your five-day challenge.

◀ Notes



Done

Five-day healthy school challenge

Date of challenge: (...) to (...)

Activities:

Day 1: (...) Day 3: (...) Day 5: (...)

Day 2: (...) Day 4: (...)

Benefits: (...)

Other details: (...)

Decide

- 2 Read the leaflet. What kind of information does it include?
- 3 Work in small groups and decide what to include in your leaflet. Read the Learning situation skills and discuss points 1–4. Make notes.

Learning situation

Skills

Having effective discussions

Show that you respect someone's ideas by listening to and acknowledging what they are saying. You can also use certain phrases (e.g. *Sorry to interrupt, but ...*, *Can I just add something here? What do you think?*) to show you want to express your view or include someone else during a conversation.

- 1 Agree on a name or slogan for your challenge.
- 2 Express your view on the benefits of the challenge.
- 3 Communicate clearly what students have to do during the challenge.
- 4 Discuss other details (date, sign up, etc.).

Create

- 4 Use your notes in exercises 1 and 3 to create your leaflet. Use the Useful phrases to help you.

Useful phrases: writing a leaflet

Getting someone's attention

Do you want to improve your (physical fitness / dietary health / mental health)?

Then sign up for our five-day challenge!

Talking about benefits

It's a great way to ...

Practical information

To sign up, go to www ...

Scan the QR code to register.

Encouraging participation

You can do it!

Don't delay, sign up today!

Share

- 5 Display your leaflets in your classroom. Vote for the challenge and leaflet you like the best. Could you organize the challenge at your school?

Reflect

- 6 Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area 2 – feel good about this
3 – feel very good about this

- 1 I can design a leaflet to promote a school challenge.
- 2 I can motivate students to look after their well-being.
- 3 I can have effective discussions.

4

Drop me a line



Learning situation

How do we communicate with different people? Record a podcast featuring interviews with guest speakers.

Watch the unit preview video.

VOCABULARY

Communication, idioms, meeting people, dependent prepositions



Documentary
Native languages
in the UK

GRAMMAR

Reported speech



Grammar
animation

READING

An academic article about the role of women in language innovation

LISTENING

A discussion about communication, an interview with an expert, a podcast, people making small talk



Influencer
video

SPEAKING

Making small talk

WRITING

An informal email

4.1

VOCABULARY COMMUNICATION

Objective: use communication vocabulary.

- 1 In the history of communication, what do you think have been the most important inventions and why?
- 2 Complete the facts with the words in the box. Then match them with photos A-G. There is one extra word that you do not need to use.

Morse code pigeons postal system smoke signals
social media apps telephone text message virtual reality



From smoke signals to smartphones

Before the internet, how did people communicate with each other over long distances?

- 1 In China, guards on the Great Wall used (...) to warn of enemies. This was faster than sending a soldier to deliver the message.
- 2 For centuries, (...) were the quickest way to spread important news. The Ancient Greeks even used the birds to notify people of the winners of the Olympic Games!
- 3 (...) allowed messages to be sent quickly using electricity, with each letter coded and translated by an operator.
- 4 The (...) revolutionized communication. People that were separated by great distances could suddenly interact in real time.
- 5 The first (...) was sent in December 1992. It simply said 'Happy Easter.' Now people don't only message each other; they also attach photos, videos and more.
- 6 With (...) such as Instagram or TikTok, we can update our friends and family by sharing photos and videos from anywhere in the world.
- 7 How will communication evolve? Some say that (...) will let us see, talk to, and even experience the touch of our loved ones!





- 3** 22 One of the facts is incorrect. Which one do you think it is? Listen and check your answers.
- 4** Read the Vocabulary strategy. Then complete the table with the highlighted words in exercise 2 and the corresponding nouns.

Vocabulary strategy

When you learn a new word, use a dictionary to learn other words from the same family, for example, the noun, verb or adjective form. It is a good way to expand your vocabulary.

Verb (base form)	Noun
warn	warning

- 5** Complete the sentences with the correct form of words in exercise 4.
- To silence (...) on your phone, tap this switch.
 - The Meteorological Office has issued a (...) of a heatwave this weekend.
 - The police are giving an (...) tomorrow on the progress of their investigation.
 - The company offers free (...) on online orders of over €100.
 - They wrote to each other during their (...).
 - I can't open the (...) in your email. Could you send it again, please?

VOCABULARY TRAINER Page 98

- 6** 23 Listen to three teenagers talking about how they communicate with friends or family members. What is the main communication tool that they each use and why?
- 7** 23 Listen again and complete the sentences with one word in each gap.
- Video calls help Henry and his grandparents to solve the (...) of keeping in touch.
 - Martina's sign language is improving and she's learning more and more (...).
 - Cassie uses social media to maintain her (...) with Isabella.
 - The presenter says that communication is a (...) vehicle for bringing people together.

- 8** **MEDIATION** Imagine your friend missed this week's podcast in exercise 6. Tell them what the show was about.

Your turn!

- 9** Discuss the questions.

- How have smartphones changed the way that people communicate?
- How do you think people will communicate in the future?



DOCUMENTARY Native languages in the UK

- A** Do you know which native languages are spoken in the UK? Discuss with a partner.
- B** Watch the video and check your ideas in exercise A.
- C** Watch the video again and answer the questions.
- How many people speak English?
 - How many people are native English speakers?
 - Which of the Celtic languages is most spoken?

VIDEO AND LISTENING WORKBOOK Page 45

Learning situation Step 1

Work in groups. Make a list of all the different forms of communication that you use and who you use them with. Decide on the ones you will discuss on your podcast.

SPEAKING TRAINER WORKBOOK Page 120

Objective: understand an academic article.

1 Discuss the questions.

- 1 What are some recently invented words in your language?
- 2 What is your favourite new word or phrase and why?

2 24 Read and listen to the academic article. Why do women play such a big role in language evolution?

The role of WOMEN in language innovation

Language is constantly evolving to reflect our changing lives. New words and phrases appear, while others **fall by the wayside**. As new technologies or socio-cultural trends emerge, people often invent a whole new set of vocabulary to go with them. Words, such as emoji, selfie or blogging meant nothing a few years ago, but are now an integral part of everyday language.

There is one group of people in particular that are the **driving force** of language innovation: young women. In the early 2000s, the linguist William Labov observed that women led 90% of linguistic change. Recently created words and phrases, such as Swiftie (a follower of Taylor Swift) and goblin mode (lazy, self-indulgent behaviour) were inspired or invented by young women, demonstrating their influence on contemporary language.

It is not always possible to know exactly how new words are invented or by whom. However, young women are typically the first to adopt and popularize them. Women have been **ahead of the game** for centuries. A team of linguists looked at 6,000 letters written between 1417 and 1681 and noted that women had been more experimental in their writing than men and had been the first to use modern words, such as does and has in place of their older equivalents doth and hath.

The role played by women in the evolution of language is not confined to English. It also extends to other languages. Professor Isabel Molina Martos, at the University of Alcalá in Spain, researched the trend for including the question tag ¿sabes? at the end of a sentence in Spanish. She concluded that women had started using it first and then men **jumped on the bandwagon** later.

There are various reasons why women **take centre stage** when it comes to language evolution. In her book *Because Internet: Understanding the New Rules of Language*, the linguist Gretchen McCulloch explained that women typically had larger social networks and interacted with a greater variety of people, which allowed new language to spread more quickly. She also pointed out that women traditionally played a greater role in childcare and therefore had a unique opportunity to pass on new language to future generations.

With the widespread use of social media, linguistic change is happening faster than at any other time in history. The global connectivity provided by the internet has **given rise to** a surge in communication. New words and phrases and new types of slang are generated and circulated at an astonishing rate. The transition from doth to does took centuries, whereas today, changes can happen within a year.

In conclusion, the evolution of language is a dynamic process, constantly shaped by the changing landscape of society, technology and culture. Young women in particular play a prominent role in this evolution, driving linguistic innovation and popularizing new words and phrases that reflect contemporary fashions and experiences.



- 3 EXAM Read the academic article again. Decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 Women have slightly more influence than men on how languages change over time.
- 2 In the past, female letter-writers were more willing than male letter-writers to change the way they wrote.
- 3 Women's contribution to linguistic innovation is unique to the English language.
- 4 Throughout history, language has always evolved very quickly.

- 4 Read the Reading strategy. Then find the topic sentence in each paragraph. In which paragraphs is the topic sentence not the first one?

Reading strategy

Topic sentences are key to answering comprehension questions because they summarize the main idea of a paragraph or section. The topic sentence is usually, though not always, the first sentence in a paragraph and is often followed by details and examples which support the idea. Identifying topic sentences can help you quickly understand the text, which allows you to provide more precise and relevant answers to comprehension questions.

- 5 EXAM Answer the questions in your own words and based on the ideas in the academic article. Do not copy from the article.

- 1 How do changes in society affect language?
- 2 Apart from inventing new words and phrases, what role do women play in the evolution of language?
- 3 According to Gretchen McCulloch, why do women have a bigger impact on language innovation than men?
- 4 What impact has the internet had on language evolution?

Challenge yourself!

Write a paragraph with a topic sentence followed by details and examples.

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

- 1 appear (paragraph 1)
- 2 fashion (paragraph 4)
- 3 closely connected groups of people (paragraph 5)
- 4 very informal language (paragraph 6)
- 5 of the present time (paragraph 7)

- 7 CRITICAL THINKING Discuss the questions.

- 1 What is something new that you learned from the academic article?
- 2 What examples of language change does the author give?

Vocabulary: idioms

- 8 Find the idioms in the box in the academic article. Then match them with their meanings 1–6.

ahead of the game fall by the wayside
give rise to jump on the bandwagon
take centre stage the driving force

- 1 be more advanced, prepared, or successful than others in a particular area
- 2 somebody that has the power to make things happen
- 3 be more important than anyone else
- 4 be no longer used
- 5 cause something to exist
- 6 do something because everyone else is doing it

Your turn!

- 9 Discuss the questions.

- 1 Why do some words change in meaning over time? How have these words changed in meaning: *mouse, cloud, viral, web*?
- 2 What role do trade and migration play in language change? What examples are there in your language of words that have come from other countries?
- 3 How has your own language evolved over the years?

VOCABULARY TRAINER Page 98

Learning situation Step 2

Think about your podcast and decide who you are going to interview as guests on the programme. What forms of communication is each guest going to talk about? Make a list of questions that you could ask them.

4.3

GRAMMAR REPORTED SPEECH

Objective: use reported speech.

Watch the video and then do the activities.

A Reported statements



1 Read the summary of the academic article. Then complete the rules with the correct tense or verb form.

The writer said that languages **were evolving** all the time and that women **played** a major role in that process. She explained that women **had led** the way for centuries and that even in the 15th century, women **had experimented** with language more than men. She said that languages **would continue** to evolve and that changes **could happen** really fast.

Rules

When we change direct speech to reported speech, the verb tenses usually go back one tense.

Present simple → ¹(...)

Present continuous → ²(...)

Past simple / Present perfect → ³(...)

Will → ⁴(...)

Can → ⁵(...)

We also make changes to time, place and pronouns in reported speech.

Rules

In reported questions ...

- we use **if** or **whether** in 'open / closed' questions.
- we ² use / **don't use** the auxiliary verbs **do** or **did**.
- we ³ change / **don't change** the word order.

C Reporting verbs and structures



1 Decide which pattern A–E the reporting verbs in the box follow. Some may follow more than one pattern.

add advise ask convince explain invite
offer order promise recommend remind
reply suggest warn

A reporting verb + **to** + infinitive (I agreed to do it.)

B reporting verb + object + **to** + infinitive (I asked her to do it.)

C reporting verb + (preposition) + **-ing** (She insisted on doing it.)

D reporting verb + **(that)** + clause (She admitted that she did it.)

E reporting verb + object + **(that)** + clause (She told us that she did it.)

GRAMMAR REFERENCE WORKBOOK Page 93

B Reported questions



1 Read the examples. Then choose the correct options in the rules.

Direct: 'Do you use a lot of slang?' Leo asked.

Reported: Leo asked me if/whether I used a lot of slang.

Direct: 'What's your favourite word?' asked Zoe.

Reported: Zoe asked me what my favourite word was.

Practice



1 EXAM Read the news story and then rewrite statements 1–6 in reported speech. Change the pronouns and adverbs if necessary.



Chat with your cat? There is an app for that!

A new app can translate what your cat is saying into English. Reporter Ezra Moore investigated.

1 'The app uses AI technology to understand the sounds that cats make,' the inventor told Ezra.
The inventor told Ezra that (...).

- 2 'The app can then translate the sounds into English,' he added.
He added that (...).
- 3 'I downloaded it last week to use with my cat, Oscar,' Lucy (12) told Ezra.
Lucy told Ezra that (...).
- 4 'We had to train the app to understand what Oscar is saying,' Lucy's parents said.
Lucy's parents said that (...).
- 5 'We hope that the app will change how people interact with their pets,' the developers told Ezra.
The developers told Ezra that (...).
- 6 'Since we launched it, there have been more than 20 million downloads,' they added.
They added that (...).

- 2 Read the Watch out! box. Then correct the mistakes. Do not change the verbs in bold.

Watch out! Use an object pronoun (*me*, *you*, *her*, etc.) with **tell**, but NOT with **say**.

I don't believe Max. – He said that he didn't believe Max.
The test is easy. – She told us that the test was easy.

- 1 Megan **told** that she would meet us after school.
- 2 Danny **said** me that he was hungry.
- 3 Pat **said** he was eighteen, but Lola **told** to us he was lying.
- 4 Susie **told** he that she had been playing chess.
- 5 The teacher **said** they that they could go home.

- 3 EXAM Rewrite the questions in reported speech.

- 1 'How many languages do you speak?'
He asked me (...).
- 2 'Did you learn English at primary school?'
She asked us (...).
- 3 'What's the hardest language to learn?'
They asked her (...).
- 4 'Have you ever visited an English-speaking country?'
I asked her (...).
- 5 'Do you think you'll live abroad?'
He asked them (...).
- 6 'Where would you like to go on your next holiday?'
She asked me (...).

- 4  Interview your partner using the questions in exercise 3. Then write their answers in reported speech.

Iker told me that he spoke three languages: Spanish, Catalan and English.

Challenge yourself!

Write down three things that people said to you today and change them into reported speech.

- 5 EXAM Rewrite the sentences in reported speech. Use the verbs in brackets and a gerund or infinitive.

- 1 'You should go home,' he told me. (advise)
- 2 'Don't cycle without a helmet,' she told them. (warn)
- 3 'Why don't we have lunch?' he asked her. (suggest)
- 4 'Sit down!' she told us. (order)
- 5 'You should watch that film,' they said. (recommend)
- 6 'Could you help me, please?' I asked him. (ask)
- 7 'Don't be late!' my friend told me. (remind)
- 8 'I'll pay you back soon,' he said. (promise)

Consolidate

- 6 EXAM Choose the correct answers.

Teacher bans slang words in class

A teacher's letter to her students went viral after it was published online. In the letter, the teacher said that she ¹(...) 32 slang words and phrases from the classroom. She ²(...) her students that the words were unsuitable for an academic environment and ³(...) harm their chances of success. She advised ⁴(...) to use more appropriate language instead.

The words she warned her students ⁵(...) included 'Bef' (I agree), 'That's cap' (That's a lie) and 'Just vibe' (Relax).

The letter generated a passionate debate. Many people asked ⁶(...) a teacher had the right to control how students speak. One critic ⁷(...) that slang was part of young people's identity. Instead of a ban, he suggested ⁸(...) a discussion with the students to agree what was and wasn't suitable.

However, other people supported the teacher. Some people asked why ⁹(...) only some and not all slang words. Others said the letter showed the teacher cared and that her students ¹⁰(...) thank her for her actions later in life.

- | | | |
|--------------------|------------------|---------------------|
| 1 A is banning | B was banning | C had been banning |
| 2 A said | B told | C asked |
| 3 A could | B can | C were able |
| 4 A they | B their | C them |
| 5 A to avoid | B avoiding | C that they avoided |
| 6 A what | B whether | C where |
| 7 A said | B told | C said to |
| 8 A to have | B have | C having |
| 9 A had she banned | B she had banned | C did she ban |
| 10 A were | B will | C would |

Your turn!

- 7 CRITICAL THINKING Should teachers be allowed to ban slang words from the classroom? Explain your answer.

- 8  Work with a partner. Do the following tasks.

- 1 Ask your partner what they do in their free time.
- 2 Suggest a good place to visit to your partner.
- 3 Explain to your partner how to do something (e.g. make a cake, fix a bike).

- 9 Change partners. Report what you and your first partner talked about. Use reporting verbs.

4.4

LISTENING AND SPEAKING

GOOD IMPRESSIONS

Objectives: understand a radio programme and a podcast, make small talk.



- 1 Read the words in the box. Which of these things do you notice most when you meet somebody for the first time? Are there any other things you notice?

body language clothes facial expression hairstyle
listening skills personality posture self-confidence
shared interests smile voice



- 2 25 Listen to the radio programme. Which things in exercise 1 do they mention?



- 3 25 Read the Listening strategy. Then listen again and choose the correct answers.

Listening strategy

The information that you need to understand in the recording may be expressed differently in the task.

Listen for synonyms of key words in the task. Key words are content words, such as adjectives, nouns and verbs.

- What does research say about first impressions?
 - People take several minutes to form a first impression.
 - We often change our minds about people after we first meet them.
 - First impressions are not important in most social interactions.
 - Our first impressions usually last forever.
- According to Yasmine, when we meet somebody for the first time we should ...
 - try hard to impress them.
 - be natural and not try too hard.
 - avoid trusting them too quickly.
 - be ready to change our minds about them.
- If you smile too much, you can ...
 - appear false.
 - make people uncomfortable.
 - look as if you are not interested.
 - seem too relaxed.
- If you want to be an 'active listener,' which of these things shouldn't you do?
 - Give your full attention.
 - Make little sounds to show interest.
 - Express your opinion.
 - Ask open questions.
- What does Yasmine say about starting a conversation with somebody?
 - Prepare questions beforehand.
 - Start by telling a joke.
 - Talk about things that you both enjoy.
 - Avoid talking about football.



Vocabulary: meeting people

- 4 Match 1–5 with A–E and 6–10 with F–J to make verb phrases.

- | | |
|----------|--------------------------------------|
| 1 make | A it off with somebody |
| 2 be | B a good / bad / great impression |
| 3 hit | C yourself |
| 4 give | D across as friendly / sincere, etc. |
| 5 come | E somebody your full attention |
| 6 put | F the ice |
| 7 have | G somebody at ease |
| 8 break | H things in common with somebody |
| 9 change | I somebody a compliment |
| 10 pay | J your mind about something |

- 5 **CRITICAL THINKING** Complete the questions with the correct verb phrases in exercise 4. Then ask and answer the questions with a partner.

- What do you think are good topics to (...) the ice when you meet somebody new, to help put them at (...)?
- Have you ever changed your (...) about somebody who didn't make a good first (...) on you? What happened?
- Can you be friends with somebody that you don't have anything in (...) with?

VOCABULARY TRAINER Page 98

- 6 What are some examples of good and bad manners?



- 7 26 Listen to a podcast. What three examples does the speaker give of occasions when a British person might say sorry?
- 8 26 Listen to the podcast again and decide if the following statements are true (T) or false (F).
- When she moved to the UK, Suzi was surprised by how often British people said sorry.
 - The woman on the tube said sorry because she had accidentally touched Suzi.
 - The average British person says sorry eighteen times a day.
 - The social anthropologist wanted to find out how people would react when she said sorry to them.
 - Research in the US showed that people were more likely to trust a stranger with their phone if he said sorry first.

Vocabulary: dependent prepositions

- 9 Complete the extracts from the podcast with the missing prepositions.
- It's not that Americans don't believe (...) apologizing, but British people seem to insist (...) saying sorry even when there's nothing to be sorry (...)?
 - So I smiled (...) her and said it was OK.
 - I've even heard people say sorry when they're asking (...) the check in a restaurant.
 - He broke the ice by apologizing (...) the weather.

- 10 Complete the phrases with *on, for, at, about* or *with*.
- | | |
|-----------------------|-----------------------|
| 1 prepare (...) | 6 deal (...) |
| 2 hear (...) | 7 argue (...) / (...) |
| 3 thank (...) | 8 depend (...) |
| 4 concentrate (...) | 9 worry (...) |
| 5 laugh (...) / (...) | 10 stare (...) |

- 11 26 Complete the questions with the correct prepositions. Then ask and answer with a partner.
- How often do you argue (...) your best friend? What do you usually argue (...)?
 - What is the difference between laughing with somebody and laughing (...) them?

VOCABULARY TRAINER Page 99

Speaking: making small talk

- 12 Look at the photo of students meeting for the first time. What do you think they are talking about?

INFLUENCER VIDEO

- 13 Watch the video and answer the questions.
- What are they talking about?
 - Do they know each other?
- 14 Look at the Useful phrases and add one example from the video to each category. Then watch the video again and check.

Useful phrases: making small talk

Asking a factual question

Is this seat free?

Asking a personal question

Is this your first time in the UK?

Giving a compliment

I love your trainers.

Checking information

You're new here, aren't you?

- 15 Read the situations. Practise the conversations using the Useful phrases.

Situation A: you are at school and you see somebody new in your class. Start a conversation with the person.

Situation B: you are visiting friends abroad. Your friend introduces you to somebody new. Start a conversation with them.

- 16 **MEDIATION** Imagine you are telling a family member about your day. Tell them about the person you met in exercise 15 and the conversation you had.

SPEAKING TRAINER WORKBOOK Page 126

Objective: write an informal email.

- 1 EXAM** Read the exam task and discuss the questions.

Task: Write an email to a relative or friend who you have not seen for a while. Tell them about a new friend you have made. Write 120–150 words.

- What different types of communication do you use to keep in contact with your relatives?
- Do you ever send emails? When and why?
- Read the model email from Sasha to her cousin, Lucas. Why has Sasha not written recently? What is her main piece of news?

- 3 TEXT ANALYSIS** Read the model email again and answer the questions.

Greeting

- 1 What greeting does Sasha use? What other informal greetings could you use?

Informal language

- 2 Match the highlighted informal words in Sasha's email with their meanings A–F.

- | | |
|-----------|------------------|
| A quite | D strange |
| B relaxed | E doing |
| C boy | F lots of things |

Contractions

- 3 Find examples of contractions in the email. What are the full forms?

Direct questions

- 4 In informal emails, we often ask direct questions, as if we were having a conversation. Find some examples.

Endings

- 5 Which phrases could we use to end an informal email instead of *All the best*?

- | | |
|-------------------|----------------|
| A Yours sincerely | C Best wishes |
| B Bye for now | D Kind regards |
| E Take care | |

New Message

To: LucasG@loh.es
Subject: Latest news

Hey, Lucas!

How are things? Sorry I haven't been in touch lately. I've been really busy, so it's been hard to find the time to write. Hope all's well.

I think I told you I was starting a new school. It's all going well and I've made some good friends already. There's this guy called Alex, who I met in my first week. I was sitting on my own at lunch, feeling pretty awkward, when he just wandered over and asked if he could join me. We hit it off right away and ended up chatting about everything from music to video games! We've since discovered that we have loads in common – we're both into hiking, love indie rock and have a weird obsession with '80s movies! He told me the other day that his favourite movie was *Back to the Future*. Guess what? Mine is too! It's great to meet somebody who's so laid-back and easy to talk to. We spend most of our time cracking jokes and making each other laugh. Anyway, what about you? What have you been up to lately? Got any exciting news or had any crazy adventures?

Looking forward to hearing from you soon!

All the best,
Sasha



- 4 Read the Writing strategy. Then rewrite the examples in bold in Sasha's email so that they include the omitted words.

Writing strategy

In informal English, we sometimes leave out both the subject pronoun and the auxiliary verb at the beginning of a sentence when it is obvious who and what we are talking about, e.g. *Want a coffee?* = *Do you want a coffee?*

This technique is called **ellipsis** and we can use it in an informal email to make it sound more chatty and conversational.

Challenge yourself!

Write five sentences using ellipsis. Then swap with a partner and add the omitted words.

- 5 Read the Useful phrases. Which are in Sasha's email?

Useful phrases: an informal email

Starting the email

Thanks for your email.

Great to hear from you.

How are things?

Sorry I haven't been in touch.

Responding to or giving news

Glad / Sorry to hear ...

I think I told you ...

By the way, did you hear that ... ?

Asking for news

Anyway, what about you?

What have you been up to lately?

Hope you're enjoying ...

Ending the email

Looking forward to hearing from you.

Must go now.

Be in touch soon.

Writing task

- 6 EXAM Write an email to a relative or friend who you have not seen for a while. Tell them about a new friend you have made. Write 120–150 words.

Writing guide

Get ideas

Imagine that you are writing to a person you know. This will make it easier to write in a natural way and will give you more ideas.

Make notes about your new friend. Again, it may be easier to write about a real friend. Think about ...

- when and how you met.
- what you said to each other.
- what your first impression was.
- what you have in common.

Plan

Organize your ideas into paragraphs.

Paragraph 1: add a greeting and opening sentences.

Paragraphs 2 and 3: give news and describe your friend (one or two paragraphs).

Paragraph 4: ask for news and add closing sentences.

Write

Write your informal email. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your email carefully. Have you ...

- used informal language?
- used contractions?
- asked direct questions?
- used ellipsis?
- used reported speech?
- included some of the Useful phrases?

WRITING WORKSHOP Page 110

Learning situation Step 3

Plan the podcast introduction. Make notes of what the podcast is going to be about and who your guests are. Podcasts often use informal language – note down any phrases from this page that might be useful.

VOCABULARY EXTENSION

DEPENDENT PREPOSITIONS

Objective: use dependent prepositions.

- 1 Complete the sentences from the unit with the missing prepositions.

- A People may think you're not interested (...) them.
 B I smiled (...) her and said it was OK.
 C We both have an obsession (...) '80s movies.

- 2 Read the Language focus. Then answer the questions about sentences A-C in exercise 1.

Language focus

Dependent prepositions

Dependent prepositions are prepositions that come after certain verbs, nouns or adjectives. There is often no logic to which prepositions come after which words – you just have to memorize them.

In which sentence does the preposition come after ...

- 1 a verb? 2 a noun? 3 an adjective?

- 3 Read the text and choose the correct options.

Fictional languages

David Peterson is a conlanger – a person who specializes¹ at / in / on inventing languages. He is responsible² for / from / of inventing more than 50 languages for TV shows, games and films.

David became a conlanger as the result³ from / to / of a competition. A TV network needed a fictional language for their new series, *Game of Thrones*. David took part⁴ in / of / on the competition – and won!

David is proud⁵ from / of / with his work, but he never dreamed⁶ in / of / on becoming a full-time language creator. There is a big demand⁷ of / on / for his skills from film and TV studios.

One of the languages in *Game of Thrones* became so popular⁸ with / between / in fans that David produced a course on a popular language app for people who were keen⁹ for / in / on learning it!

But what is the point¹⁰ at / from / of learning a fictional language? According¹¹ to / at / with David, it can help you to learn a real language. Plus, you never know when you might need to speak¹² at / to / of a dragon!



- 4 Decide which prepositions go with each group of verbs, nouns and adjectives. Choose *for*, *in*, *of*, *on*, *to* or *with*.

Verb	Noun	Adjective	+ prep
1 consist	knowledge	frightened	+ (...)
2 agree	problem	bored	+ (...)
3 depend	ban	keen	+ (...)
4 wait	reason	famous	+ (...)
5 believe	increase	interested	+ (...)
6 belong	solution	married	+ (...)

- 5 Complete the questions with the correct prepositions. Then ask and answer the questions with a partner.

- 1 Should there be a ban (...) violent video games?
 Why? / Why not?
 2 What would your perfect holiday consist (...)?
 3 What is the solution (...) plastic pollution?
 4 What is something that your town or city is famous (...)?

- 6 Write the noun form of the adjectives.

- | | | |
|---------------|--------------|-----------|
| 1 responsible | 3 bored | 5 famous |
| 2 proud | 4 frightened | 6 popular |

- 7 PRONUNCIATION 27 Read at each pair of words. Which word has a short vowel sound? Which has a long vowel sound? Listen and check your answers.

- | | |
|------------------|---------------|
| 1 chat wait | 4 belong told |
| 2 speak spread | 5 touch argue |
| 3 remind deliver | |

- 8 EXAM PRONUNCIATION Answer the questions.

- 1 Which two of these verbs have the stress on the first syllable? depend, agree, belong, argue, invent, concentrate
 2 In which two words are the underlined letters pronounced /ɪ/ as in *big*? women, identity, pretty, smile, tried
 3 Which two words contain a silent *g*? foreign, signal, design, recognize, signature

PRONUNCIATION Page 131

- 9 Discuss the questions.

- 1 Can you think of any other films that feature a fictional language?
 2 Would you be keen on learning a fictional language? Why? / Why not?

4 Learning situation Record a podcast

Objective: record a podcast featuring interviews with guest speakers.

Learning situation: how do we communicate with different people?

Project: record a podcast featuring interviews with guest speakers.

Objective: show how people like to communicate.



Review

- 1 Review your work from the Learning situation steps in this unit. Then complete the notes with information from the steps.

A screenshot of a digital note-taking application. The title bar says 'Podcast'. Below it, there's a section for 'Episode 1: how do we communicate with different people?'. Underneath, there are several notes:

- Forms of communication to be discussed (e.g. sign language, instant messaging, group chat, email, etc.)
- (...)
- Guests
- (...)
- Questions
- (...)

On the right side of the screen, there are icons for 'Notes', a timer, a notepad, and a 'Done' button. Below the notes, there's a graphic of a microphone and a notepad with 'PODCAST' and 'NEW EPISODE' written on it.

Decide

- 2 Work in small groups. Compare your notes in exercise 1 and decide what you want to include in your podcast. Discuss the questions below.

- 1 Which forms of communication would be most interesting to our listeners?
 - 2 Who will we interview?
 - 3 Which questions will we ask?
 - 4 How many parts will our podcast have?
 - 5 How long will each part be?
 - 6 Who will be the presenter(s)?
- 3 Write a simple plan for your podcast. Use the answers to the questions in exercise 2.

Create

- 4 Follow your plan in exercise 3 and write your script. Use your introduction notes from step 3 on page 53 and the Useful phrases to help you.

Useful phrases: writing a script

Starting a podcast

Hi, everyone! Welcome to ...

In today's show, we're talking about ...

Our guests today are ...

Introducing each guest

Let's start with ...

Moving on to our next guest, ...

Now, let's hear from ...

Ending a podcast

Well, listeners, that's all we've got time for today.

Join us next week for another episode.

- 5 Read the Learning situation skills. Then practise interviewing your guest(s).

Learning situation Skills

Listening actively

Active listening is about engaging with the speaker and showing that we understand. We can do this by ...

- encouraging the speaker to continue, e.g. *Can you tell me more about ... ?*
- expressing understanding or lack of understanding, e.g. *I see. I get it. I don't quite follow you.*
- empathizing, e.g. *I'm sorry to hear that.*
- summarizing the facts, e.g. *So, the situation is ...*

- 6 Record your podcast. Follow the script in exercise 4.

Share

- 7 Play your podcast to the class. As you listen to other groups' podcasts, write one new thing that you learned and one surprising fact. Then share with the class.

Reflect

- 8 Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area 2 – feel good about this
3 – feel very good about this

- 1 I can prepare and record a podcast.
- 2 I can show how people like to communicate.
- 3 I can listen actively.

5

Hit the road

Learning situation

How can we reduce the environmental impact of tourism? Design a website to encourage people to travel locally.

Watch the unit preview video.

VOCABULARY

Travel and transport, phrasal verbs, adjectives for describing places, compound adjectives



Documentary
Sustainable tourism
on El Hierro

GRAMMAR

Passive voice



Grammar
animation

READING

An opinion article about TV and film locations

LISTENING

People talking about travel and transport, a radio interview with a travel journalist, a radio discussion



Influencer
video

SPEAKING

Describing places

WRITING

A for and against essay

5.1

VOCABULARY

TRAVEL AND TRANSPORT

Objective: use travel and transport vocabulary.

1 Discuss the questions.

- 1 What forms of transport do you use most often?
- 2 What annoying things do people do on public transport?

2 Read the article. Does it mention any of the annoying behaviour that you discussed in exercise 1? Which ones do you think are the worst?



Dude, that's rude!

Want to be the most annoying person on public transport? I've got some tips for you!

Never wait to board a train, just jump the queue and push your way to the front. When the train doors open, don't let the other passengers get off first, just barge in. Go ahead and sit wherever you want. If a seat's reserved for disabled passengers, sit there anyway.



Take up as much space as you can, especially during **rush hour** when the train's packed with commuters. If the window seat is free, sit on the **aisle seat** and place your **rucksack** on the window seat next to you, so nobody else can get to it. Don't bother with the overhead **luggage rack**. Feeling lazy? Put your feet up on the seat opposite you and don't forget to take your shoes off!



Be a 'manspreader' and take up more space by sitting with your knees wide open.

Feeling hungry? Go to the **buffet car** and get the smelliest, crunchiest, and messiest food you can. If the smell of your food in an enclosed carriage makes people feel ill, especially those who suffer from **travel sickness**, that's their problem. When you've finished, leave the litter on the seat. A member of the train crew can deal with it.



Play your favourite music, at high volume. Don't use **headphones**, especially in the **quiet carriage**. If a fellow passenger asks you to turn the volume down, suggest they mind their own business.



Phrasal verbs

barge in – enter a place in a rude way

take up – fill a space



- 3 **EXAM** Find words in the article that mean the following.

- 1 a separate section of a train for carrying people
- 2 people who work on public transport
- 3 people who travel to and from work
- 4 rubbish left in a public place
- 5 get on (a train, plane, ship, etc.)
- 6 go to the front without waiting



- 4 **MEDIATION** Your classmate missed this lesson. Email them the main points from the article and the class discussion.



- 5 **STAR** Read the Vocabulary strategy. Then complete the sentences with some of the highlighted compound nouns in the article.

Vocabulary strategy

A compound noun is made up of two words. They can be written as single words, two separate words or two words joined with a hyphen. If you understand each part of the compound, you can usually guess its meaning.

- 1 Do you carry your things in a (...)?
- 2 Do you prefer over-ear (...) or in-ear ones?
- 3 Do you ever get (...) in a car or boat?
- 4 Does your local public transport get very crowded at (...)?
- 5 Do you usually choose to sit in a window or (...)?

VOCABULARY TRAINER Page 100



- 6 **PAIR WORK** Ask and answer the questions in exercise 5 with a partner.



- 7 **LISTENING** Listen to three people talking about travel and transport. Which question A–C is each person answering?

- A What is your favourite form of transport and why?
- B Do you often use public transport? What do you like or dislike about it?
- C What do you think is the most environmentally friendly way to travel? Why?

Your turn!

- 8 **ASK AND ANSWER** Ask and answer the questions in exercise 7 with a partner.



DOCUMENTARY Sustainable tourism on El Hierro

- A **DISCUSS** What do you know about tourism in the Canary Islands? Discuss with a partner.

- B **WATCH** Watch the video. Were any of the things you discussed in exercise A mentioned?

- C **WATCH AGAIN** Watch the video again and answer the questions.

- 1 Why are locals unhappy about tourists coming to the Canary Islands?
- 2 What is special about El Hierro?
- 3 What is a geopark?

VIDEO AND LISTENING WORKBOOK Page 55

Learning situation Step 1

Work in small groups. Decide on three sections that you would like to include on your website to encourage people to travel locally. Use your own ideas or some of the ideas in the box.

famous buildings food and drink
natural wonders places to stay
responsible tourism social customs
transport transport etiquette wildlife

SPEAKING TRAINER WORKBOOK Page 120

5.2 READING AN OPINION ARTICLE



Objective: read an opinion article.

1 Discuss the questions.

- Which places in the world have become famous because of films or TV series?
- What problems do you think are faced by people who live near famous locations?

2 EXAM 29 Read and listen to the opinion article. Then answer the questions.

- Which films and TV shows are mentioned? Where were they filmed?
- What kind of problems related to overtourism are mentioned?



When film and TV locations become HOT TRAVEL DESTINATIONS

Have you ever wanted to travel to a place where your favourite film or TV series was shot? 'Location vacations' or 'set-jetting' (a play on 'jet-setting') is nothing new. New Zealand, for example, has attracted *Lord of the Rings* fans since the early 2000s. But this travel phenomenon has really taken off in the last few years. A recent travel trends report found that streamed films and TV series are now the top sources of travel inspiration, at 44%, way ahead of social media at 15%. Travel experts attribute this trend to the growth of streaming services and the increasing popularity of extended TV drama series.

Destinations that have benefitted from this trend include Romania, the filming location for supernatural comedy *Wednesday*, where visitor numbers shot up when the series came out.

But while film tourism boosts the economy, it can cause problems for residents. Often places are chosen as film locations precisely because they are quiet or off the beaten track. These areas cannot cope with the sudden increase in visitors.

Take, for example, the Glenfinnan viaduct in Scotland. This stretch of railway was made famous by the iconic Hogwarts Express train in the *Harry Potter* films. This picturesque area is inhabited by just 150 people, who have to put up with over 500,000 visitors turning up annually to see the famous bridge and take photos of the steam train as it passes over the viaduct. British Transport Police have warned that fans are risking their lives by wandering across the railway. The local authorities have expressed concern about the possibility of accidents due to overcrowding and dangerously parked vehicles.

And then there is Maya Bay, the once quiet beach in Thailand, made famous by the film *The Beach*, starring Leonardo DiCaprio, which had to be closed off to all



- » visitors for three years so it could recover from damage caused by tourists. It is estimated that 80% of the coral around
- » the bay was destroyed by pollution from litter, boats and suncream. Since the bay has reopened, certain restrictions have been put in place to protect the restored coral. For example, tourists can only visit for an hour; swimming and motorboats are banned from the bay.

In the Bronx, in New York, the stone staircase where Joaquin Phoenix did his famous dance down the steps in the film *Joker* has become a popular tourist destination. So many fans have flooded to the steps to take selfies or re-enact the dance scene, that visitors have been requested by local authorities to stay away from the landmark because of complaints that their presence is causing an obstacle to local commuters trying to go to work. The locals also object to the fact that fans have no desire to check out the other attractions or restaurants in the neighbourhood. Instead, they just head straight to the steps, take selfies, then go away again, without hanging around long enough to spend any money in the area. Some locals have expressed their feelings in the form of graffiti, saying, 'This is real life. Not a movie.'

This is very true. They and others living near location tourism hotspots have good reason to complain. But the set-jetting trend is also very real. The responsibility lies with the set-jetters to respect the locals, the environment, and to contribute to the economy, so everybody can benefit.

3 CRITICAL THINKING

- Discuss the questions.
- What is something new that you learned from the opinion article?
 - Do the people who live close to location tourism hotspots have good reasons to complain?

4 MEDIATION A friend wants to visit a popular film location, but they are worried about the impact of their visit on the local community and environment. You have read this article which would be useful to them. Give them some advice using the information in the article.

5 EXAM Read the Reading strategy. Then answer the questions in your own words. Use complete sentences.

Reading strategy

Remember that comprehension questions will not contain exactly the same words as in the text. You need to identify key words and phrases in the questions, then search for paraphrases in the text, e.g. ...

- synonyms, e.g. *inspiration* → *influence*.
- the same word in a different form, e.g. *inspiration* → *inspirational*.
- use of the passive, e.g. *it was reported* → *a report found*.

- What is 'set-jetting' and where does the name come from?
- Why has set-jetting become so popular in recent years?
- How can tourists put themselves in danger when visiting a film location, according to the text?
- How is the Maya Bay beach being negatively affected by tourism, according to the text?
- Why might residents of the Bronx be late to work because of set-jetters?
- Why might the owner of a restaurant near a famous location disapprove of set-jetters coming to the area?

6 EXAM Read the opinion article again and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- A recent survey has indicated that there has been a 44% rise in travel to film and TV locations.
- The people who live close to the Glenfinnan viaduct are worried about accidents caused by road congestion.
- As a result of damage caused by tourists at the famous beach in Thailand, the beach is now closed to tourists.
- One of the complaints against fans at the *Joker* steps is that they spray graffiti on the steps.

7 EXAM Find a sentence in the opinion article that means what has been paraphrased below.

The people who live there also complain that visitors do not want to see any of the other tourist attractions in that area of the city.

8 EXAM Find words in the opinion article that mean the following.

- people or things that cause or provide something (paragraph 1)
- far from other people and houses (paragraph 3)
- worry (paragraph 4)

Vocabulary: phrasal verbs

9 Phrasal verbs can have a literal (clear) meaning or a figurative (unclear) meaning. Find the phrasal verbs in the box in the opinion article and decide which two have a literal meaning.

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

10 Replace the words in bold with the correct form of some of the phrasal verbs in exercise 9.

- She arrived late at the airport and missed her flight.
- Let's not wait here too long – this place looks scary.
- When will the film be released?
- I haven't investigated the new café yet.
- Hotel prices have increased enormously.
- 'Coolcations,' taking a holiday in cold places, have really become popular.

VOCABULARY TRAINER Page 100

Your turn!

11 Discuss the questions.

- Which of the places mentioned in the article would you like to visit and why?
- Is there a place you have seen in a film or TV series that you would like to visit?
- Are there any places where you think there are too many tourists?

Learning situation Step 2

Do some research and find five local places that everyone should visit. Check if there are any popular film locations. In your groups, decide on three places to include on your website.

5.3

GRAMMAR THE PASSIVE

Objective: use the passive voice.

Watch the video and then do the activities.

A The passive: use

1 Read examples 1–3 from the opinion article on page 58. Then complete the rules with the words in the box.

- 1 This picturesque area is inhabited by just 150 people.
- 2 Have you ever wanted to travel to a place where your favourite film or TV series was shot?
- 3 Visitors have been requested by local authorities to stay away from the landmark.

by does happens

Rules

We use the active voice to describe what someone or something ¹(...) and the passive voice to describe what ²(...) to something or someone.

If we want to say who or what does / did the action (the agent) in a passive sentence, we can use ³(...). We only use the agent (by + noun) when it is important to say who did the action.

B The passive: form

1 Read the examples. Then choose the correct options in the rules.

Active: Location scouts choose places as film locations because they are quiet.

Passive: Places are chosen by location scouts as film locations because they are quiet.

Rules

When we change an active sentence to a passive sentence, ...

- we use the verb *be* + ¹past participle / present participle.
- the ²object / subject in the active sentence becomes the ³object / subject in the passive sentence.
- the ⁴object / subject in the active sentence becomes the agent in the passive sentence.

GRAMMAR REFERENCE WORKBOOK Page 94

Practice

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

SIX TRANSPORT FACTS

- 1 In Dubai, police cars can (...) (drive) at 430 km/h.
- 2 In 1922, the writer Ernest Hemingway, lost his entire life's work when it (...) (leave) on a train by his wife.
- 3 The first traffic lights (...) (introduce) eighteen years before the car (...) (invent).
- 4 Each year, 11,000 keys (...) (lose) on London's underground and buses.
- 5 In Rome, 7,575 streets (...) (name) after men, but only 580 after women.
- 6 In 1883, the English Channel (...) (cross) on a floating tricycle by a man called Jack Ferry.

2 Which of the facts in exercise 1 did you find most surprising?

3 Add one missing word to each sentence.



- 1 In France, there is a category of car for which no licence needed.
- 2 They called voitures sans permis, or in English, 'cars without licence.'
- 3 They can driven on public roads by anyone from the age of fourteen.
- 4 They are two-seaters and they limited to 45 km/h.
- 5 Originally, these little cars used by older people in rural France.
- 6 Recently, however, since more trendy and electric models have introduced onto the market, they have become popular with teenagers.

4 Find three more passive sentences in the article on page 58. Rewrite the sentences to make them active. Add a subject if necessary.

- 5 EXAM Read the Watch out! box. Then complete the second sentence so that it has a similar meaning to the first.

Watch out! 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.

We form the impersonal passive with *It + be + past participle + that ...*

Active: Reports estimate that 80% of the coral around the bay was destroyed.

Passive: It is estimated that 80% of the coral around the bay was destroyed.

- Reports say that the aviation industry produces about 3.5% of greenhouse gases.
It is reported that about 3.5% of greenhouse gases (...).
- We can visit foreign countries using virtual reality.
Foreign countries (...).
- Virtual reality is revolutionizing the tourist industry.
The tourist industry (...).
- Do you think virtual tourism will ever replace real travel?
Do you think real travel (...)?
- We know that public transport is greener than private transport.
It (...).
- During the pandemic, they didn't allow people to travel abroad.
During the pandemic, people (...).

Challenge yourself!

Write three passive sentences using the verbs below.

close off switch off take up

- 6 30 Listen to the description of a country. Guess which country is being described.

- 7 31 Describe another country that you know or have visited. Answer the questions using the passive voice.

- What is the country known for?
- What food is typically eaten by locals?
- What language(s) is / are spoken there?

Consolidate

- 8 Complete the article with the correct active or passive form of the verbs in brackets.

VR thrills ... and snacks on tracks!



One of the most amazing experiences of my life was when I went on a VR roller coaster ride at the Europa Park, a theme park which ¹(...) (locate) in Rust in Germany. I ²(...) (take) there for my sixteenth birthday last year. The theme park ³(...) (divide) into sixteen mini versions of European countries: Spain, France, Iceland and so on. Each mini 'land' ⁴(...) (contain) replicas of that country's architecture, street scenes and restaurants with typical food that ⁵(...) (eat) there. So, basically, you ⁶(...) (can / transport) to lots of different countries without actually getting on a plane!

But, for me, the VR roller coaster Coastiality was the absolute highlight. Before you ⁷(...) (board) the roller coaster, you ⁸(...) (give) a VR headset to wear while you are on the ride. It's mind-blowing! The rises and sudden falls of the roller coaster train ⁹(...) (accelerate) in VR: everything is faster, clearer and WAY scarier!

Afterwards, we ¹⁰(...) (eat) at the Food Loop restaurant, where food ¹¹(...) (bring) to the table at high speed via a mini overhead roller coaster. During its journey, it ¹²(...) (turn) upside down several times. It's a miracle the food doesn't spill and the fizzy drinks don't explode!

Your turn!

- 9 32 Complete the questions with the correct passive form of the verbs in the box. Then ask and answer them with a partner.

replace represent use

- In your opinion, can real travel (...) by virtual travel?
- Have you ever been to a theme park where different countries (...)?
- Have you ever been to an exhibition where virtual reality (...)?

5.4

LISTENING AND SPEAKING

DISAPPEARING PLACES



Objectives: understand a travel journalist and a radio discussion, describe places.



A Great Barrier Reef

B The Alps

C Venice

- 1 Look at the photos. What do you know about these places? These places are disappearing. What do you think are the reasons for this?
- 2 31 Listen to a talk about disappearing places. Were your ideas in exercise 1 correct?
- 3 Read the Listening strategy. Then read the questions and answer options in exercise 4 and decide which options can be eliminated straight away.

Listening strategy

When you do a multiple choice task, read the options carefully. It is often the case that one option cannot be correct and can be eliminated straight away.

- 4 31 Listen again and choose the correct answers. Use your answers in exercise 3 to help you.
 - 1 What is true about the Great Barrier Reef?
 - A Predictions say that corals will disappear by the end of this century.
 - B It provides habitat to the largest amount of species in the world.
 - C It is 50% smaller than it was in 1995.
 - D Corals are losing their colour due to people bleaching them.
 - 2 What is one major impact that climate change has had on the Alps?
 - A The ski season is now one month shorter.
 - B 70% of animals living there will have to migrate.
 - C The snow cover has increased in the last few decades.
 - D The mountains have become taller due to increased snowfall.
 - 3 What is one reason for the damage to the Great Wall of China mentioned in the text?
 - A Local people have inserted bricks to make it stronger.
 - B Roads that go around and near the wall.
 - C It has been damaged by rain and wind over time.
 - D It has been reinforced to protect against heavy tourist traffic.



D Great Wall of China

Vocabulary: adjectives for describing places

- 5 Check the meaning of the adjectives from the recording in the box. Then decide which adjectives can describe the things in 1–7.

ancient atmospheric
bustling dilapidated
impressive man-made
picturesque steep stunning
touristy unspoilt

- 1 a (...) village
- 2 a mountain with (...) slopes
- 3 an (...) monument
- 4 a (...) area
- 5 some (...) architecture
- 6 a (...) neighbourhood
- 7 a (...) building

- 6 Use the adjectives in exercise 5 to describe the photos in exercise 1.

VOCABULARY TRAINER Page 100



Speaking: describing places



- 12 Do you recognize the places in the photos? What do you know about them? Discuss with a partner.

- 13 Watch the video. What are they trying to decide on? What decision do they make in the end?

- 14 Watch the video again. Make notes about what you can see and do in each place.

- 15 Complete the Useful phrases with the words in the box.

loads loved spot supposed well-known

Useful phrases: describing places

What you have heard about a place

It's said / known / meant / ¹(...) to be ...

It's famous / renowned / ²(...) for ...

Your impressions of a place

The thing that I enjoyed / ³(...) was ...

What I found most surprising / challenging was ...

What you can do / see there

It's a great place / ⁴(...) / location to ... or for ...

There is/are lots / ⁵(...) / a wide choice of ...

- 7 What is your opinion on the statement below?

There should be places on Earth that are off-limits to tourists.

- 8 32 Listen to a radio discussion in which three people give their opinions on the statement in exercise 7. Is each speaker for, against or not sure?

- 9 32 Listen again and answer the questions.

- 1 What examples of the negative impact of tourism in Antarctica does Riley mention?
- 2 According to Kyra, what happens to tourists who don't look after the environment in Palau?
- 3 What natural phenomenon does Musa enjoy close to his home?

Vocabulary: compound adjectives

- 10 33 Check the meaning of compound adjectives 1–6. Match them with nouns A–F. Listen and check your answers.

- | | |
|-----------------|----------------|
| 1 snow-capped | A flight |
| 2 crystal clear | B mountains |
| 3 breathtaking | C destinations |
| 4 long-haul | D sight |
| 5 faraway | E spectacle |
| 6 mind-blowing | F water |

- 11 Write example sentences with the compound adjectives in exercise 10.

VOCABULARY TRAINER Page 101

- 16 Take turns to describe one of the places below. Use the adjectives in exercises 5 and 10, and the Useful phrases in exercise 15.

- a place where you had a memorable holiday
- a place you would love to visit one day
- a place you regularly visit

Learning situation Step 3

Work individually. Choose one of the places in Step 2 (page 59) and write a description of it to put on your website.

SPEAKING TRAINER WORKBOOK Page 122

5.5

WRITING

A FOR AND AGAINST ESSAY

Objective: write a for and against essay.



- 1 34 Look at the photo of 'the swimming pigs' of The Bahamas and answer the questions. Then listen to an extract from a travel podcast and check your predictions.

- 1 How did the pigs get to The Bahamas?
- 2 Why are they swimming in the sea?



- 2 CRITICAL THINKING Would you like to visit this tourist attraction? Why? / Why not?

- 3 EXAM Read the exam task and discuss your answer.

Task: 'The swimming pigs' attract many tourists to The Bahamas. Discuss the advantages and disadvantages of offering this experience to tourists, and give your opinion.



- 4 Read the model text. Is the writer for or against the idea of swimming with pigs?



- 5 Make a list of the arguments for feeding the swimming pigs and the arguments against. Which arguments are stronger in your opinion?

- 1 In recent years, thanks to smartphones, the once little-known swimming pigs of The Bahamas have now become a worldwide sensation and attract large numbers of tourists. However, opinions are mixed about whether allowing tourists to feed and swim with the pigs is ethical.
- 2 On the one hand, there are clear benefits. The unique spectacle of pigs swimming offers a memorable experience for visitors, and attracts people, not just to the island, but to the whole area. This brings in vital income and employment for local residents.
- 3 On the other hand, there are some drawbacks. It can be harmful to the pigs, who may be given food that is dangerous for them to eat. A few years ago, some pigs died after ingesting sand as they were being fed on the beach rather than in the water. It is also feared that the pigs are a threat to the local ecosystem as they damage the environment and compete with other species for food.
- 4 On balance, I believe tourists should be allowed to continue to feed the pigs, since locals rely on the income and employment. However, some strict rules must be followed. For example, the animals should only be given fruit and vegetables and they should not be fed on the beach.



- 6 TEXT ANALYSIS** Read the model text again and answer the questions.

Paragraph 1

- 1 How does the writer introduce the topic?
- 2 What is the purpose of the second sentence?

Paragraphs 2 and 3

- 3 What is the aim of these paragraphs?
- 4 Does the writer give arguments on both sides of the issue?

Paragraph 4

- 5 Which sentence presents the writer's opinion?
- 6 What is the purpose of the final two sentences?

- 7** Read the Writing strategy. Then decide whether A or B in sentences 1–4 is formal. Explain why.

Writing strategy

In more formal written language, we usually do not use ...

- contractions.
- exclamation marks.
- slang or colloquialisms.

We often use ...

- the passive voice, e.g. *It is thought ...*
- impersonal language to distance ourselves from opinions, e.g. *Many people say ...*
- more formal phrases, such as *In my opinion ...* or *There are clearly some benefits ...*

- 1 A I think it's a terrible idea!
B In my opinion, this would not be a good idea.
- 2 A The results are believed to be inaccurate.
B The results are definitely wrong.
- 3 A It really bugs me.
B Many people find it annoying.
- 4 A Lots of people believe that ...
B It is believed that ...

- 8** Complete the Useful phrases with words from the model text in exercise 4.

Useful phrases: for and against essays

In ¹ (...) years ...	On the other hand, ...
Personally, ...	In my opinion, ...
² (...) balance, ...	However, ...
Opinions are ³ (...) ...	Nowadays, ...
On the one ⁴ (...), ...	Many people think ...

Writing task

- 9 EXAM** 'Wildlife tourism does more harm than good.' Write an essay discussing the arguments for and against this statement and give your own opinion. Write 120–150 words.

Writing guide**Get ideas**

Make a list of arguments for and against the statement. Think about ...

- income for local communities and conservation projects.
- negative impact on the environment and wildlife.

Plan

Organize your ideas into paragraphs.

Paragraph 1: introduce the topic and say what people generally think about it.

Paragraph 2: list arguments for the statement and give examples.

Paragraph 3: list arguments against the statement and give examples.

Paragraph 4: state your opinion and summarize the arguments.

Write

Write your for and against essay. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your essay carefully. Have you ...

- structured the essay properly?
- used formal language?
- used impersonal language when it is not your own opinion?
- included some of the Useful phrases?

WRITING WORKSHOP Page 111

Objective: use compound words.

- 1** Read the extracts from the article on page 56. What part of speech are the highlighted words?

Take up as much space as you can, especially during **'rush hour** when the train's packed with commuters.

Don't use **2 headphones**, especially in the **3 quiet carriage**. If a **4 fellow passenger** asks you to turn the volume down, suggest they mind their own business.

- 2** Read the Language focus and find examples of A-C in exercise 1.

Language focus
Compound words

A compound is a word made up of two or more words.

The meaning of the compound word is different from the meaning of its individual parts. Compounds can be written as one word or as separate words (sometimes hyphenated).

The most common compounds in the English language are compound nouns. Typical compound noun combinations are ...

A noun + noun.

B adjective + noun.

C verb + noun.

- 3** Match the words in A with the words in B to make compound nouns.

A bank camper city double-guided high / low holiday lay night package pedestrian self-catering sight

B apartment break crossing decker holiday life out resort season seeing tour (x2) van

- 4** Complete the sentences with some of the compound nouns in exercise 3.

- You get excellent views from the top of a (...) bus.
- Our train doesn't leave till 6 p.m., so there'll be time to do some (...) before we go.
- Hotels and airlines raise their prices in the (...).
- People who work on a (...) often get extra pay.
- I prefer staying off the beaten track to staying in busy (...) by the sea.
- One day I'd love to buy an old (...) and explore the world.

- 5** Look at the compound nouns in bold. Use the two parts of the compound nouns to try to guess their meaning.

- I took a **printout** of my travel documents as a **backup** in case my phone ran out of charge.
- There was a huge **hold-up** on the motorway because of a lorry **breakdown**.
- We could pick up a **takeaway** from the **drive-through** burger place.

- 6** Complete the text message with words in exercises 3, 4 and 5.

Good news! I've booked the accommodation for our **1**(...) in Amsterdam. It's a **2**(...), so we can make our own food. The price is quite reasonable as it's **3**(...). We'll be arriving late on the first night, so if we're hungry we can get a **4**(...) before we go out and explore the **5**(...). I've also booked us onto a **6**(...) for the first day so we get a sense of the **7**(...) of the city. The rest of the trip we can play by ear. Can't wait!



- 7** **PRONUNCIATION** **35** Listen to the words and phrases below. Are the highlighted letters pronounced /tʃ/ (as in *child*), /ʃ/ (as in *ship*) or /k/ (as in *crowd*)?

- | | |
|---------------|----------------|
| 1 rush hour | 5 architecture |
| 2 ancient | 6 actually |
| 3 picturesque | 7 species |
| 4 destination | 8 virtual |

- 8** **PRONUNCIATION** Answer the questions.

- How is the *ch* pronounced in *beach*: /tʃ/ or /ʃ/?
- How is the *s* pronounced in *stunning*: /ʃ/ or /s/?

PRONUNCIATION Page 131

- 9** Discuss the questions.

- Which do you prefer, city breaks or staying in a holiday resort? Why?
- Would you enjoy going on holiday in an old camper van? Why? / Why not?

5

Learning situation

Design a website

Objective: design a website to encourage people to travel locally.

Learning situation: how can we reduce the environmental impact of tourism?

Project: design a website to encourage people to travel locally.

Objective: encourage people to travel locally in order to reduce the environmental impact of tourism.

Review

- 1 Review your work from Learning situation steps 1–3 in this unit. Then complete the notes with information about your website.

website sections	places to visit
(...)	(...)
(...)	(...)
(...)	(...)

Decide

- 2 Work as a group to plan your website using the questions below.

Notes Done

- What title will you give your website?
- Which visuals will you use (photos, videos, VR, etc.)?
- What will be the balance between visuals and written content?
- Which information from the Learning situation steps do you want to include?
- What will be on the home page?
- How will you divide tasks in your group?

- 3 **?** Read the Learning situation skills and make a list of the sources you can use to find information for your website.

Learning situation

Skills

Evaluating sources

Some sources of information are not reliable, and this can lead to people being misinformed. Before choosing sources, check that the information has been published in more than one place. When evaluating sources, ensure that the writer's language is neutral and objective.

Create

- 4 Write the texts for your website. Use your notes in exercise 2, the sources in exercise 3, the descriptions in Step 3 and the Useful phrases.

Useful phrases: describing places

Describing a place

... offers / boasts ... (the best views).

You can usually / easily find ...

... a five-minute walk from ...

... was set / filmed here.

Expressing recommendation

Make sure you is well worth (visiting).

Don't miss ... An excellent way to ...

Be sure to check out ... is to ...

- 5 **?** Design your website. Follow your notes in exercise 2 and use the texts you have written in exercise 4.

Share

- 6 Show your websites to the class. Make a note of the local places that you would like to visit.

- 7 Work in small groups and discuss the places you chose to visit.

Reflect

- 8 **?** Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area 2 – feel good about this
3 – feel very good about this

- I can write content for and design a website.
- I can describe local attractions to encourage people to travel locally.
- I can evaluate sources.

6

On thin ice



Learning situation

How can we help people in our community? Design a series of social media posts to raise awareness of issues affecting our community and encourage young people to get involved in local projects.

6.1

VOCABULARY GLOBAL PROBLEMS

Objective: use vocabulary for global problems.

- 1 Look at the photos. Which global problems do they show?
- 2 Complete the fact file with the words in the box.

age disabilities gender growth home laws
population rainfall read school water work

Global matters

Discrimination

- Ageism is discrimination based on ¹(...).
- Gender discrimination is the unfair treatment of individuals based on their ²(...).
- Ableism is discrimination against people with ³(...), favouring non-disabled people.
- Around 16% of the global population are disabled.
- Advocacy for disability rights has increased, but only 28% of countries have strong ⁴(...) protecting disabled people.



Homelessness and poverty

- About 150 million people worldwide do not have a ⁵(...).



GRAMMAR

Conditionals



Grammar animation

READING

A feature article about activists

LISTENING

Monologues about global problems, a podcast about the weather



Influencer video

SPEAKING

Describing photos

WRITING

A description

Education and literacy

- Over 86% of people around the world can ⁶(...) and write.
- 16% of children and youth do not attend primary or secondary ⁷(...) worldwide.



Population growth

- The ⁸(...) of population has slowed down, and it is currently increasing by around 1% per year.



Environmental issues

- Climate change increases the chances of flooding by intensifying heavy ⁹(...), melting ice caps and raising sea levels.
- Around 32 million people worldwide are impacted by floods each year.
- Rising temperatures also cause droughts and limited ¹⁰(...) availability.



Work

- Youth unemployment rate is the percentage of 15–24-year-olds looking for ¹¹(...).
- The number of youth not in full-time employment is around 14% and has been declining.





- 3 Match the words in box A with the words in box B to make phrases for talking about social and global problems. Then check your answers in the fact file.

A climate disability gender population

B change discrimination growth rights



- 4 Match the headlines with some of the highlighted words and phrases in the fact file in exercise 2. There may be more than one possible answer.

- 1 Number of people sleeping in the park falls sharply after housing scheme success.
- 2 Heavy rain leaves city centre under water.
- 3 Older job applicants rejected by city firm.
- 4 Residents told not to water their gardens this week.
- 5 New public swimming pool not designed with wheelchair users in mind.



- 5 CRITICAL THINKING Which of the global problems mentioned in the fact file are the most significant in your country right now?



- 6 Read the Vocabulary strategy. Then write the pronunciation of five more highlighted words and phrases in the fact file.

Vocabulary strategy

When you record a new word in your notebook, write the pronunciation as well as the meaning. Copy the phonetic script from the dictionary or use your own system.

drought - (/draʊt/)

homelessness - (remember the schwa sound - /ə/)

disability - (dis-a-bil-i-ty)



VOCABULARY TRAINER Page 102

- 7 36 Listen to three people (Ira, Samuel and Thandi) talking about global problems. Which is the main problem that each person talks about?

- 8 36 Listen again and decide if the following statements are true (T) or false (F). Correct the false ones.

- 1 Ira's family make money from farming.
- 2 Samuel suggests people should appreciate literacy more.
- 3 Thandi thinks social injustices are worse now than they were in the past.

Your turn!

- 9 How are the issues mentioned in this lesson relevant, or not, to the community where you live?



DOCUMENTARY Activist art

- Do you think art can influence society or raise awareness of important issues?
- Watch the video. Were any of the things you discussed in exercise A mentioned?
- Watch the video again and answer the questions.

- 1 What was the main purpose of art in the past?
- 2 How did Banksy's artwork contribute to the Extinction Rebellion protests in 2019?
- 3 What are the main messages that Banksy's art conveys?

VIDEO AND LISTENING WORKBOOK Page 65

Learning situation

Step 1

Make a list of the biggest issues affecting your community. Then decide on the three issues that will feature in your social media posts.

SPEAKING TRAINER WORKBOOK Page 120

Objective: read a feature article about activists.



- 1 In what ways could social media help young activists fight for what they believe in?

- 2 37 Read and listen to an article about teenage activists and check your ideas in exercise 1.

The young activists shaping our future



Genesis Butler

After being shocked to discover how chicken nuggets and milk reach supermarket shelves, young Genesis Butler decided to change her life. She recorded her experiences as a vegan child on social

- » media and gathered many followers. As she grew older and more experienced, Genesis learned how to blend her online activism with offline action. She attended protests, spoke at events and appeared in documentaries, all to raise awareness of the impact of animal agriculture on the environment.
- Now, Genesis is one of the world's **best-known** animal rights activists. Her non-profit Genesis for Animals has provided funding to animal sanctuaries and she has collaborated with singer Billie Eilish
- » to promote plant-based school meals. Genesis is proof that digital know-how and social engagement can come together to inspire others, raise money and bring about **much-needed** change.



Mari Copeny

If you wrote to the leader of your country asking for help, do you think they would reply? A few years ago, a **strong-willed** eight-year-old from Flint, Michigan, took a chance and wrote to President

- » Obama about the polluted water supply in her city. Not only did Obama reply, but he visited Flint, then authorized \$100 million to help repair the city's water system. Mari Copeny, the girl who wrote the letter, was suddenly famous and has gone on to become a **well-respected** youth activist. Just like Genesis, Mari uses her social media presence to voice the needs of the young people in her community. Her efforts have helped provide basics, such as clean water, water filters and school equipment. If Mari has her way, she will run for President in 2044!



Vishal Vijay

- » After witnessing young people living in poverty during a **thought-provoking** family trip to India, Vishal Vijay and his brother returned to Canada and decided to take action. From a simple bake sale which brought in \$400, Vishal's activism has grown into a **youth-led**, non-profit group, which focuses on the rights of children. Called EveryChildNow, Vishal's organization has built a school in Rajasthan and sponsored dozens of Indian children. If Vishal had not been to India, he would not have changed so
- » many lives, including his own. Vishal also tries to involve other young people in his activism and his use of viral social media challenges is a fundamental part of that effort.

Genesis, Mari and Vishal have all shown the power of mixing online awareness-raising with collective offline action. Provided that you have the digital skills, the dedication and the passion, you, like them, could also help to shape our future.

Phrasal verbs

bring about – make or cause something to happen

bring in – make or earn a particular amount of money

3 CRITICAL THINKING Discuss the questions.

- 1 Which activist's work is of most interest to you and why?
- 2 Do you ever express your views on social media? On what kinds of issues?

4 EXAM Read the Reading strategy. Then write short answers to the questions by inferring meaning and using your own experience.

Reading strategy

Information is often stated explicitly in a text. However, sometimes readers have to make inferences about the meaning from clues in the text and their own experience.

- 1 Exactly what do you think Genesis Butler found shocking about the production of chicken nuggets and milk?
- 2 What did she stop doing as a result?
- 3 What answer do you think the writer expects to the question at the beginning of the paragraph about Mari Copeny? What is the purpose of this question?

5 EXAM Read the article again and answer the questions.

- 1 In what ways did Genesis complement her online activism with offline efforts?
- 2 What was it that prompted Mari Copeny to write to the leader of her country?
- 3 What inspired Vishal Vijay to start the activism group EveryChildNow?
- 4 What common theme do Genesis, Mari and Vishal share in their activism efforts?

6 EXAM Complete the sentences with information from the article.

- 1 Genesis Butler's activism aims to draw attention to (...).
- 2 Mari Copeny uses social media to broadcast (...).
- 3 President Obama visited Flint and authorized (...) to help repair the city's water system.
- 4 Vishal's activism attempts to highlight (...).
- 5 Vishal uses viral social media challenges to (...).
- 6 All three activists have succeeded in bringing about (...).

7 EXAM Find synonyms or antonyms of the words below in the article.

- 1 astonished (synonym)
- 2 combine (synonym)
- 3 essential (synonym)
- 4 indifference (antonym)

Vocabulary: compound adjectives

8 EXAM Match the highlighted compound adjectives in the article with their meanings 1–8.

- 1 having a widespread impact or influence
- 2 most widely recognized
- 3 essential or necessary
- 4 determined in pursuing your goals or beliefs, often in the face of obstacles
- 5 held in high regard by others due to your qualities or achievements
- 6 making people think seriously about a particular subject or issue
- 7 directed, managed or organized by young people
- 8 having similar ideas, opinions or interests

9 Complete the sentences with compound adjectives in exercise 8.

- 1 Despite facing numerous challenges, Miguel remained (...) in his efforts to advocate for disability rights.
- 2 The documentary on climate change was incredibly (...), prompting viewers to reconsider their impact on the planet.
- 3 The community centre provides young people with (...) support, which would otherwise be unavailable.
- 4 The protest was entirely (...), with young activists organizing and coordinating the march.

VOCABULARY TRAINER Page 102

10 MEDIATION Your friend is interested in social media activism. Tell them about one of the people in the article.

Your turn!

11 Discuss the questions.

- 1 Why do you think youth activism is important in today's society?
- 2 What are the advantages and disadvantages of using social media for activism?

Learning situation Step 2

In your small groups, discuss what local projects and initiatives already exist that help people affected by the three issues that you chose in Step 1 (page 69).

Go online and research these projects. Find out if there are any activists supporting them. Check what kind of social media content they create. Make notes about your research findings.

6.3 GRAMMAR CONDITIONALS

Objective: use a variety of conditional sentences.

Watch the video and then do the activities.

A Conditionals: usage and form



Read about the rules and form. Then match the types with examples A-D.



Rules

Type	Used to describe ...
Zero	a general truth.
First	possible or probable consequences of a situation in the present or future.
Second	unlikely or impossible consequences of a situation in the present or the future.
Third	consequences of a hypothetical past situation.

Form

Type	If clause	Result clause
Zero	If + present simple	infinitive
First	If + present simple	will, may, can + present simple
Second	If + past simple	would, might or could + infinitive
Third	If + past perfect simple or past perfect continuous	would, may / might or could + have + past participle

- A If you have something important to say, a social media campaign is a highly effective way to spread the word.
B If you wrote to the leader of your country, do you think they would reply?

C If Mari has her way, she will run for President in 2044!

D If Vishal had not been to India, he would not have changed so many lives.

B unless, in case, as long as, only if / even if



Read the examples. Then complete the rules with the words in bold.

- I support most kinds of activism **as long as** / provided that they are non-violent.
- We won't join the march **unless** the police say it's safe.
- She's made a waterproof protest sign **in case** it rains!
- I'll join the protest **even if** the weather is bad.
- You can join the event for free, but **only if** you promise to hand out some leaflets for us.

Rules

Conditional linkers that we can use instead of *if*:

- (...) = if not
- (...) = a 'strong' if
- (...) means because something might happen
- (...) used to say what must happen to make it possible for something else to happen
- (...) = not unless

GRAMMAR REFERENCE WORKBOOK Page 95

Practice

- 1 Complete the sentences with *will*, *won't*, *would* or *wouldn't*.
- If young people don't engage with social issues, they (...) have a chance to voice their opinions.
 - You (...) meet some wonderful people if you join our activism group.
 - People (...) probably be more supportive if the activists used peaceful methods of protest.
 - If I joined the protest march this Saturday, I (...) be able to play in the football finals.
 - If we told you about the importance of your contribution, (...) you make a donation?

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

- We support most forms of activism, but they have to be peaceful. (*provided*)
We support most forms of activism (...).
- You can only engage in online activism if you have access to the internet. (*unless*)
You can't engage in online activism (...).
- The rain won't stop us from attending the March for Peace. (*even*)
We'll attend the March for Peace (...).

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

- 1 The protesters campaigned against the new airport. It wasn't built.
If the protesters (...).
- 2 I complimented him on his protest sign. He invited me to join his activism group. He wouldn't (...).
- 3 She didn't have time. She couldn't join the protest.
If she (...).
- 4 We took a wrong turn. We discovered amazing street art.
We wouldn't (...).
- 5 The protest song was offensive. It wasn't played on the radio.
The protest song might (...).

- 4 Complete the article with the correct form of the verbs in brackets.

Art, Action and Activism

If you ¹(...) (have) a message for the world, ²(...) (check out) our list of imaginative forms of activism.

#1 Street art

If the famous street artist Banksy had been writing this list, he ³(...) (put) street art in the number one spot. If you ⁴(...) (want) an example of a powerful form of activism by individuals who might otherwise not be heard, look no further than street art.

#2 Craftivism

You ⁵(...) (love) craftivism if you enjoy thought-provoking art. Craftivists spread the word with handmade items that carry social messages. You might see craftivists' clothes, bags, badges or hats decorated with appeals for change if you ⁶(...) (keep) your eyes open.

#3 Kayaktivism

If you ⁷(...) (go) to the right river at the right time, you would see kayaktivists protesting against water pollution or the oil industry. Kayaktivism is paddling protestors taking to the water in support of what they believe in.



Consolidate

- 5 Complete the article with the structures in the box.

as long as come and join us even if we invite
we will show wouldn't have discovered
you influence you will enjoy

Action Performance: a free arts-based activism course for teenagers



If you are a teenager interested in performing arts, we are certain ¹(...) our youth-led summer course Action Performance. ²(...) you have never acted, sung or danced before, you are most welcome to join us. ³(...) you are aged between fourteen and eighteen, ⁴(...) you to start your activism journey with us this summer.

If you are enthusiastic and socially engaged, ⁵(...) you how to make your activism far-reaching and thought-provoking through performance. Our motto is: 'If you perform, ⁶(...)!'

If this sounds like you, ⁷(...) and help make a difference to your community and the world.



Sammi17 – 'If I hadn't joined last year's Action Performance course, I ⁸(...) how to make my voice count through performance poetry. I'll definitely be attending again this year.'

Your turn!

- 6 Discuss the questions.

- 1 Provided you had access to it, which form of activism mentioned in the lesson would you like to take part in and why?
- 2 The article in exercise 5 says, 'If you perform, you influence.' Do you agree? Why? / Why not?

Learning situation Step 3

- 7 What kind of posts will you create? What would be best for the issues and projects you want to talk about? Discuss your ideas using the first conditional, e.g. If we want to post on TikTok, we'll need to make a video.

6.4

LISTENING AND SPEAKING

THE WEATHER

13



Objective: use vocabulary to describe the weather.

- ✓ 1 What is the most extreme or unusual weather you have ever experienced?
- ✓ 2 Read the Listening strategy. Then read the questions in exercise 4 and predict the topic of the podcast you will listen to. Make a list of words you think will be mentioned.

Listening strategy

Predicting topics and vocabulary before you listen to a recording can make listening much easier. Read the questions and answers, and think about what vocabulary you are likely to hear.

- 3 Listen to the podcast and tick any words from your list that you hear. Was your prediction about the topic in exercise 2 correct?

- 4 **EXAM** Listen to the podcast again and choose the correct answers.

- 1 What was the weather like on the day the podcast was recorded?
A stormy B mild C foggy D hot
- 2 Which animals fell from the skies in Florida?
A fish B frogs C crabs D worms
- 3 What caused the red rain in India?
A microscopic plants C alien beings
B clothing dye D industrial chemicals
- 4 According to the podcast, fire devils are ...
A infrequent. C long-lasting.
B small. D heavy.
- 5 Which number is not specific to the largest ice bomb on record?
A 2010 C 1
B 20.5 D 160

- 5 **CRITICAL THINKING** Discuss the questions.

- 1 What is something new or surprising that you learned from the podcast?
- 2 What else would you like to learn about extreme weather?

Vocabulary: the weather

- 6 Write the words from the podcast in the box in the correct column of the table.

bitterly cold blizzard boiling hot chilly
flooding foggy frost hailstone
heatwave pouring severe stormy
thunderstorm unpredictable

Cold / Wet	Warm / Hot / Dry	Weather in general (adjectives)
bitterly cold	boiling hot	unpredictable

- 7 Complete the sentences with some of the words in exercise 6.

- 1 (...) formed overnight, covering everything in a thin layer of ice.
- 2 The weather was (...), changing suddenly without warning.
- 3 Heavy rain caused (...), turning streets into rivers and damaging homes.
- 4 Thunder crashed as lightning lit up the sky during the spectacular (...).
- 5 With temperatures dropping below freezing, the air felt (...), and it was hard to stay warm.
- 6 The day was (...) and going outside was like stepping into an oven.

Challenge yourself!

Write a short description of today's weather. Use some of the words in exercise 6.

- 8 Which words in the table in exercise 6 could you use to describe the weather in the photos?

→ **VOCABULARY TRAINER** Page 102





- 9 ⑩ 39 Read the sentences in exercise 10 and predict the topic of the radio programme you will listen to. Then listen and check your answers.

- 10 ⑩ 39 Listen again and complete the sentences with one word in each gap.

- Spain is (...) at a faster rate than any other European country.
- The people of Barcelona have to endure regular (...) during the summer months.
- Buildings and streets absorb less heat because the white paint (...) the light of the Sun.
- White paint could lower the chances of city residents suffering (...) ill health.
- It is not yet clear whether the local council will (...) the white paint scheme.

- 11 ⑩ CRITICAL THINKING Discuss the questions.

- How might Barcelona's residents benefit from the white paint scheme? Are there any potential drawbacks?
- Would you like to see a similar scheme in your community? Why?

Vocabulary: three-part phrasal verbs

- 12 Check the meaning of the phrasal verbs in the box. Then complete the sentences with the correct form of six of them.

come up with face up to get away with
live up to look forward to put down to
put up with run out of

- After the hottest summer on record, everyone is (...) the cooler temperatures of autumn.
- We can't (...) ignoring climate change any more, but we can feel good about taking action.
- Meteorologists are trying to (...) new ways to make more accurate weather forecasts.
- After three solid weeks of rain, local stores have (...) umbrellas and waterproof jackets.
- We must (...) the impact of climate change on the weather.
- Earthquake-resistant buildings are (...) their promise and keeping residents safe.

VOCABULARY TRAINER Page 103

Speaking: describing photos



INFLUENCER VIDEO

- 13 Which of the weather conditions in the photos do you like the most and the least?

- 14 Watch the video and answer the questions.

- Which countries are her friends visiting?
- What does she say about the weather in each country?

- 15 Watch the video again and complete the Useful phrases.

Useful phrases: describing a photo

Describing what you can see

This photo shows ...

In the ¹(...) / foreground / middle, ...

Describing people, places and things

He / She / It / ²(...) (+ adjective).

He / She / It looks as if / ³(...) (+ clause).

Speculating

I'm not ⁴(...), but I think (+ clause).

He / She / It / They ⁵(...) / might / could (+ verb).

- 16 Work with a partner. Take turns to describe one of the photos in exercise 13. Use the Useful phrases to help you.

SPEAKING TRAINER WORKBOOK Page 124

6.5

WRITING
A DESCRIPTION

Objective: write a description.

- 1 Read the fact file. What is the purpose of Earth Day?

Earth Day

Earth Day began in 1970 and is celebrated annually on 22 April.

People worldwide participate by planting trees, cleaning up rubbish and promoting eco-friendly habits.

There are marches, protests and events to remind us to protect our planet, conserve resources and live sustainably.

- 2 Read the exam task and the model text. Would you have enjoyed this event? Why? / Why not?

Task: Write a description of an event that you took part in.

Earth Day

Did you do anything memorable last Saturday? I joined an environmental march to call for change with hundreds of like-minded protesters. From beginning to end, the Earth Day march was an event I will never forget.

Early in the morning, the city centre began to fill up as protesters gathered. The crowd looked amazing with their colourful banners and clothing. The meeting point outside the town hall sounded like a giant party with music, laughter and conversation all around. The atmosphere was as exciting as at a concert or festival.

At 10 a.m., we all set off. For three hours, we marched, chanted and sang with our banners held high. The streets were filled with expressions of hope and support for our beautiful planet. The march ended in Greenbrook Park, which smelled of freshly cut grass, as if to remind us of the purpose of Earth Day. There were vegetarian and vegan food stalls, and protesters sitting happily in groups, enjoying the food and discussing the day's events.

The Earth Day march made me feel proud of what can be achieved when people come together. If you care about the planet, why not get involved with Earth Day next year?



- 3** Read the model text again and answer the questions.

Paragraph 1

- How does the writer grab the reader's attention in the first line?
- Which sentence introduces the main idea?
- Which phrase in the final sentence indicates how the description will be organized?

Paragraphs 2–3

- What is the aim of these paragraphs?
- Which of the senses does the description appeal to in these paragraphs?
- Which feelings or emotions are mentioned?

Paragraph 4

- Does the writer present any new ideas?
- What is the purpose of the final sentence?

- 4** Read the Writing strategy. Then find examples of 1–3 in the model text.

Writing strategy

You can make descriptions more vivid by using similes. Similes are used to compare things. To create a simile, you can use ...

- like* + (adjective) noun.
- as* + adjective / adverb + *as* + noun or -ing form.
- as if* + clause.

- 5** Complete the sentences with *like*, *as* or *if*.

- The crowd poured into the city square (...) flood water after a storm.
- As the protestors marched on, it felt as (...) the ground was shaking with each step.
- His speech calling for animal rights was as powerful (...) a lion's roar.
- They waved their banners and chanted as (...) their lives depended on it.
- The men in the crowd shouted (...) loudly as the women in support of gender equality.

- 6** Complete the Useful phrases with words from the model text in exercise 2.

Useful phrases: descriptive language

Comparisons using the senses

- ... looked (+ adjective).
- ... sounded ¹(...) ...
- ... smelled ²(...) / tasted like ...

Describing reactions

- ... made me feel ³(...) / happy / emotional.

Writing task

- 7** EXAM Write a description of an organized event, protest or march you have attended.

Writing guide

Get ideas

Think of an organized event, protest or march that you have attended. You can invent an event if you like.

Make notes about the following:

- When, where and why was it organized?
- What happened at the event?
- How did you feel there?
- Would you encourage others to attend?

Plan

Organize your ideas into paragraphs.

Paragraph 1: introduce the event you will be describing and say how you felt about it in general.

Paragraphs 2–4: develop the description. Include the following information: the sequence of events (what happened when), facts and details about the event, how the experience made you feel. Make sure to start each paragraph with a topic sentence.

Paragraph 5: summarize the event and add a final comment. This may be something for the reader to think about, e.g. a call to action, or a personal opinion if appropriate.

Write

Write your description. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your description carefully. Have you ...

- made your descriptions more vivid by using similes?
- organized your ideas into paragraphs?
- included some of the Useful phrases?

WRITING WORKSHOP Page 112

6

VOCABULARY EXTENSION

COMPOUND ADJECTIVES

Objective: form and use compound adjectives.



- 1 Identify the compound adjectives in these extracts from the podcast recording on page 74.

- 1 These flashes, known as red sprites, are a worldwide phenomenon ...
- 2 ... a fast-moving tornado made of flames is formed ...
- 3 In 1923, a fire tornado emerged in a built-up area of Tokyo ...
- 4 It was a one-kilo ice bomb ...
- 5 ... you do not want to get hit by one of these high-speed bombs.



- 2 Read the Language focus. Then complete the table with the compound adjectives in exercise 1.

Language focus

Forming compound adjectives

Compound adjectives can be formed from nouns, adjectives, verbs and adverbs. They usually have a hyphen (-) between the words when they come before a noun.

Number / Measurement + noun	500-euro, twenty-first century, ¹ (...)
Noun + adjective	heart-warming, lifelong, ² (...)
Adjective + noun	large-scale, low-status, ³ (...)
Adjective / adverb + -ed / -ing participle	well-paid, hard-working, ⁴ (...)
Verb + preposition / adverb	broken-down, worn-out, ⁵ (...)
Self + verb / adjective / noun	self-conscious, self-confident, self-employed



- 3 Complete the sentences with the compound adjectives in exercise 2.

- 1 Many people face unemployment or low income due to a lack of (...) jobs.
- 2 The refugee crisis demands a (...) humanitarian response at an international level.
- 3 In the (...), technological advancements have widened the gap between rich and poor.
- 4 Education should be a (...) pursuit and not something that ends after college or university.
- 5 Noise pollution in (...) areas is far worse than out in villages.
- 6 Proud to have become literate, the students felt more (...), both at work and in their everyday lives.

- 4 Complete the sentences. Match the words in box A with the words in box B to make suitable compound adjectives.

A best- environmentally low- self- walk-
B conscious friendly in price selling

- 1 Individuals relying on (...) food often face diet-based health issues.
- 2 We got the idea from a (...) novel about inequality and injustice.
- 3 Without these pop-up clinics, access to (...) healthcare would be impossible.
- 4 Activists want (...) solutions to protect the planet for future generations.
- 5 With the free glasses this charity provides, the recipients are now more confident and less (...).



- 5 40 Listen to the pronunciation of the words in the box. Then write them in the correct column of the table.

bitterly blizzard chilly flooding foggy
hailstone heatwave pouring severe
stormy thunderstorm unpredictable

○○ ○○ ○○○○
blizzard bitterly

- 6 EXAM PRONUNCIATION Answer the questions.

- 1 Which word has a different number of syllables?
urbanization, microscopic, environmental, inequality
- 2 Which word does drought rhyme with?
rough, out, coat, boot
- 3 Which word has a different syllable stress pattern?
employment, prejudice, literacy, agency

PRONUNCIATION Page 131

- 7 Discuss the questions.

- 1 Is it more important to be well paid or satisfied with your job?
- 2 What global issues or stories will the first 25 years of the 21st century be remembered for?

6 Learning situation

Objective: design social media posts to raise awareness of issues in my community.

Design social media posts

Learning situation: how can we help people in our community?

Project: design a series of social media posts to raise awareness of issues affecting our community and encourage young people to get involved in local projects.

Objective: encourage young people to get more involved in local projects helping people in our community.

Review

- 1 Review your work from the Learning situation steps in this unit. Complete the mind map with information from Steps 1-3.



Decide

- 2 **Work in groups and answer the questions.**
 - 1 Are you going to focus on one issue or on all three issues that you chose in Step 1?
 - 2 How many social media posts is each member of the group going to make?
 - 3 Are you going to add videos or photos?
- 3 **Work individually.** Read the Learning situation skills. Then draw a mind map to plan the content of your posts.

Learning situation Skills

Using mind maps for planning

Mind maps (like the one in exercise 1) are a useful way to plan the content of a post, talk or essay as they clearly show the relationships between ideas. To create a mind map ...

- draw a central circle for the main topic.
- add branches with circles for subtopics or supporting ideas.
- make notes in the circles or along the branches.

- 4 **MEDIATION** Explain to a friend who missed this lesson how to draw a mind map and use it for planning.

Create

- 5 **Use your mind map in exercise 3 to write your posts.** Make sure to add a call to action at the end of each post. Use the Useful phrases to help you.

Useful phrases: call to action

Help us to make a lasting change / difference!
If you feel strongly about ..., then why not ...?
This is your chance to have your say / show you care!
Impact the life of ... today.
Show your support by helping ... now.

Share

- 6 **Read other groups' social media posts and answer the questions.**

- 1 What is the best thing about each group's posts?
- 2 What questions would you like to ask each group about their posts?
- 3 Which of the issues raised by other groups do you feel most strongly about?
- 4 Which projects or initiatives mentioned in the posts would you like to get involved in? Why?

- 7 Use your answers to the questions in exercise 6 to give some feedback to the other groups.

Reflect

- 8 **Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1-3 for the below.**

1 – need to improve in this area
2 – feel good about this 3 – feel very good about this

- 1 I can design a series of social media posts to raise awareness of issues affecting our community.
- 2 I can encourage young people to get more involved in local projects helping people in our community.
- 3 I can use mind maps for planning.

7

Pass with flying colours

Learning situation

What should we learn at school? Create and present a proposal for a subject or skill that should be taught at our school.

Watch the unit preview video.

VOCABULARY

Education, phrasal verbs, learning, idioms



Documentary
Gamification

GRAMMAR

Relative clauses



Grammar
animation

READING

A debate about 'adulting' skills



Influencer video

SPEAKING

Giving a short talk

WRITING

A formal email

7.1 VOCABULARY EDUCATION

Objective: use education vocabulary.

- 1 Read the options for teenagers when they finish secondary school in the box. What are the pros and cons of each one?

do a vocational course do an internship get a job
go to university take a gap year

- 2 Read the fact file about post-secondary opportunities. Which pop star's work can you study in the USA?

WHAT'S YOUR NEXT BIG ADVENTURE?

Wondering what to do after secondary school? From exciting college life to adventurous gap years, the world is your oyster! Here are some choices that can shape your future.



Higher education

Universities globally offer unique experiences for **undergraduates**. The largest university campus in the world is Berry College in the USA. It's 100 km² – that's bigger than the city of Barcelona!

At American universities, **grades for assignments** go from A (the highest) to F (the lowest). But there is no E grade – in case students think it means 'Excellent'!

At Harvard University, as part of a **degree** in English literature, students can study a **module** called 'Taylor Swift and her world.' Imagine if she came to one of the lectures!



Gap year

Each year, around 30,000 students in the UK put off their place at university to take a **gap year** – a year off to work, **volunteer** or travel.

Eighty per cent of students who take a gap year think that the skills they learn will help them in their future **career**. Apart from that, a gap year offers a chance to grow personally and gain clarity about future goals.



Internships

Some secondary school **graduates** decide to do an **internship**. These short-term positions help to learn the ropes, build skills and look great on **applications** for permanent jobs. They serve as a bridge between school and professional life.

Idioms

learn the ropes – learn how to do a job or task

the world is your oyster – you can do anything you want

7

Pass with flying colours

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7.1 VOCABULARY EDUCATION

4



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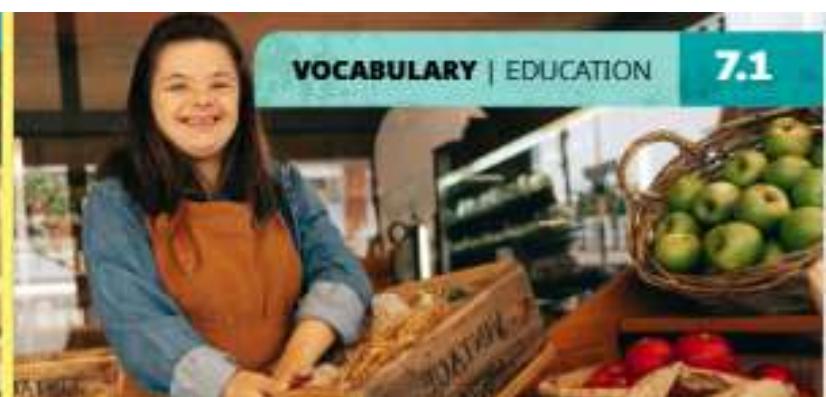
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Idioms

learn the ropes – learn how to do a job or task

the world is your oyster – you can do anything you want



- 3 Complete the text with the correct form of some of the highlighted words in the fact file in exercise 2.

Hands-on learning

About to leave school? You could do a vocational course, go to university, start work or take a ¹(...) to travel the world! We look at the first option.

Vocational course: a vocational course combines education with on-the-job training. It is a great way to prepare for your future ²(...). Often students do an ³(...), where they work in a company and are trained by experienced professionals. Some training also happens at a college, where students attend ⁴(...) and complete practical ⁵(...) to prepare them for the world of work.

To get a ⁶(...) on a vocational course, you first have to complete an ⁷(...) form while you're at school. You may also need to get good ⁸(...) in your school exams.

- 4 Read the Vocabulary strategy. Then close your book and try to write down the fourteen highlighted words in the fact file.

Vocabulary strategy

Testing yourself regularly on vocabulary helps you to fix the information in your mind. Each time you remember a word successfully, the word goes deeper into your memory.

VOCABULARY TRAINER Page 104

- 5 EXAM 41 Listen to three students talking about the things they want to do after they finish school. Choose the correct answers.

- 1 Miranda would like to do a degree in ...

A biology.	C medicine.
B maths.	D chemistry.
- 2 After finishing school, Karim wants to ...

A take a gap year.	C go to university.
B get a job.	D do an internship.
- 3 Elijah is going to spend his gap year in ...

A Asia.	C Australia.
B Latin America.	D Europe.

- 6 41 Listen again and answer the questions.

- 1 What is Miranda excited about?
- 2 What doesn't Karim want to go to university?
- 3 Why does Elijah say about Europe as a gap year destination?

- 7 MEDIATION Your friend is undecided about what to do after school. Based on what you have learned in this lesson, talk through the different options. Explain the advantages of each one.



DOCUMENTARY Gamification

- A 41 Have you ever learned something through playing a game? How did it make the learning experience different?

- B 41 Watch the first part of the video. How did Mendeleev's 'game' help with learning the periodic table?

- C 41 Watch the rest of the video and answer the questions.

- 1 How did software developers use 'gamification' in the early 21st century?
- 2 What is one way teachers use gamification in the classroom?
- 3 How does gamification benefit students with learning differences or disabilities?

VIDEO AND LISTENING WORKBOOK Page 75

Learning situation Step 1

Work in groups. Discuss how your life will be different when you leave school. Make a list of new responsibilities you will have, things you are looking forward to and things you are nervous about.

SPEAKING TRAINER WORKBOOK Page 120



Objective: read a debate.

- 1 Ask and answer the questions in the questionnaire with a partner. Which of you is feeling more prepared for adulthood?

- 2 42 Read and listen to the debate. What is Sakura's point of view and what is Marc's point of view?

Are you ready for adulthood?

Which of these things have you done or would you feel confident doing?

- cook a meal
- use a washing machine
- iron a shirt
- change a tyre (on a bike or car)
- apply for a job
- open a bank account
- book a dentist's appointment
- rent an apartment

Should schools teach 'adulting' skills?

Money management, job interviews, meal planning. Are you ready to take on the responsibilities of adulthood? Or do you feel completely unprepared? According to a survey, nearly 90% of school-leavers and university graduates believe that school failed to set them up with the skills that they needed for life outside the classroom. So, should 'adulting' skills be part of the school curriculum? We asked two students for their opinions.



YES – Sakura, 17

I strongly believe that 'adulting' skills should be taught at school. We spend years studying subjects that may be important, but that don't really help us with the practicalities of everyday life. I mean, knowing about quadratic equations may be useful for a maths exam, but how does it help us pay bills or rent an apartment?

When I leave school, I want to be independent. I don't want to rely on my parents to sort out problems for me. However, like many of my friends, I don't feel prepared. Learning how to budget, file taxes, or put together a savings plan are essential skills, which should be part of the curriculum. Without this knowledge, young adults risk running into problems or even debt. Schools should also teach us how to cook and clean, which are skills we'll all need later in life, when we have got our own homes.

Some people argue that it is up to parents to equip their children with the skills that they need to become independent adults; however, some children grow up in homes where their parents have to work long hours and don't have the time or resources to teach them these skills. By including life skills in the curriculum, schools would ensure that everyone, no matter their background, has the tools they need to succeed in life.



NO – Marc, 18

While I understand the importance of being prepared for adulthood, I don't believe it should be up to schools to teach 'adulting' skills. The main purpose of school is to provide academic education. Subjects like maths, science, literature and history equip students with the knowledge and critical thinking skills that they need to succeed in higher education and in the workforce. Adding life skills to the curriculum would leave less time for these core subjects and could potentially lower academic standards.

I also think it's better to pick skills up through experience or from family members, rather than be taught them in a classroom. Parents are the ones who know their children best, and who can adapt life skills education to their individual needs and circumstances. For instance, someone living in a rural area might prioritize skills related to farming or using machinery, while someone in an urban environment might focus on things, such as renting a flat or getting around on public transport.

Besides, you can't be taught everything – sometimes you just have to figure things out by yourself. That's key to being an adult. And if you get really stuck, there are loads of YouTube channels and apps which offer tutorials on everything from cooking to personal finance – so you never need to feel unprepared.

- 3 EXAM** Read the debate again and choose the correct answers.

- 1 According to a survey ...
 - A a high proportion of young adults are unable to plan meals or cook.
 - B school-leavers and graduates generally feel well prepared for life after school.
 - C relatively few young adults feel that school prepared them adequately for adult life.
- 2 Sakura thinks that without life skills education, young adults may ...
 - A be unable to rent an apartment.
 - B have difficulty using maths in everyday life.
 - C encounter financial difficulties.
- 3 What is one argument Marc presents against teaching 'adulting' skills in schools?
 - A Parents are better suited to know which life skills would benefit their children most.
 - B Life skills are irrelevant to success in higher education and the workforce.
 - C Schools lack resources to teach practical skills effectively.
- 4 What does Marc believe is an essential aspect of becoming an adult?
 - A knowing how to access help online
 - B learning to navigate challenges and be self-sufficient
 - C adapting life skills to your own circumstances

Challenge yourself!

Write two comprehension questions about the debate. Then swap your questions with a partner and answer them.

- 4 EXAM** Rewrite the sentences from the article in your own words.

- 1 'We spend years studying subjects that may be important, but that don't really help us with the practicalities of everyday life.'
- 2 'Adding life skills to the curriculum would leave less time for these core subjects and could potentially lower academic standards.'

- 5**  **Read the Reading strategy. Then choose the correct options to complete the summary of Sakura's point of view.**

Reading strategy

Sometimes you might have to summarize a text. You can do this by following these steps.

- State the main idea in the first sentence.
- Identify the arguments that support the main idea.
- Use your own words. Do not include examples or specific details.

Sakura's point of view

Sakura thinks that schools should include **1 financial skills / life skills** as part of the curriculum. This would help to prepare students for **2 adult / university life**. It would also give everyone the opportunity to learn these skills, regardless of their **3 circumstances / income**.

- 6** Write a short summary of Marc's point of view.

- 7**  **CRITICAL THINKING** Which side of the argument are you on – Sakura's or Marc's? Explain why.

Vocabulary: phrasal verbs

- 8** Guess the meaning of the highlighted phrasal verbs in the debate.

- 9** Choose the correct options.

- 1 Her parents **set her up / took her on** well for adult life.
- 2 He **sorted out / picked up** French when he was living in Paris.
- 3 We're **growing up / putting together** a presentation about recycling.
- 4 I can't **figure out / set up** the answer to this question.
- 5 Children **pick up / grow up** very quickly.
- 6 I'm too busy to **rely on / take on** any more work.

VOCABULARY TRAINER Page 104

Your turn!

- 10**  Replace the words in bold with a phrasal verb in the correct form. Then discuss the questions.

- 1 Do you think your school has **prepared you well** for life beyond the classroom?
- 2 What other adulting skills do you need to **learn**, apart from those mentioned in the debate and in exercise 1?
- 3 Do you depend on your parents to **solve** problems for you?

Learning situation Step 2

Look at your list of responsibilities in Step 1 on page 81. How could school prepare you better for them? Make a list of the skills and/or subjects that you think should be part of the curriculum. Decide which one(s) your presentation is going to be about. Use ideas from the lesson or your own ideas.

7.3

GRAMMAR RELATIVE CLAUSES

Objective: use relative clauses.

Watch the video and then do the activities.

A Relative pronouns and adverbs

- 1 Complete the sentences with *when*, *where*, *which*, *who* and *whose*. Which of the words refer to people, things, possessions, places and times?

- 1 There are lots of apps (...) offer cooking tutorials.
- 2 I go to a school (...) life skills are taught.
- 3 Parents are the ones (...) know their children best.
- 4 I can't wait for the day (...) I have got my own home.
- 5 I've got a friend (...) parents are hardly ever at home.

1 In which two sentences above can you use *that*?

B Omitting relative pronouns

- 1 In which of sentences 1–4 is the word *skills* a subject of the relative clause, and in which is it an object? Choose the correct option to complete the rule.

- 1 'Adulting' skills are skills that we need as adults.
- 2 'Adulting' skills are skills we need as adults.
- 3 They're skills that are essential in life.
- 4 They're skills essential in life.

Rules

We can leave out the relative pronoun *which*, *who* or *that* if it is the **subject / object** of the verb in the relative clause.

C Defining and non-defining relative clauses

- 1 Read examples of defining (D) and non-defining (ND) relative clauses. Answer the questions with D or ND.

D: *Tasty* is a cooking app which provides simple, but delicious recipes.

ND: The app, which is free to download, is great for beginners.

- 1 Which clause gives extra, non-essential information?
- 2 Which clause gives essential information?
- 3 Which clause is separated by commas?
- 4 In which clause can't the relative pronoun *which* be replaced by *that*?

GRAMMAR REFERENCE WORKBOOK Page 97

Practice

- 1 Complete the definitions with the words in the box and the correct relative pronouns.

boarding school break caretaker fees undergraduate

- 1 A (...) is a school (...) students can live during the school year.
- 2 The (...) are the sum of money (...) you pay to be taught at a private school or university.
- 3 (...) is the period of time between classes (...) students can get a snack, chat with friends, etc.
- 4 A (...) is a person (...) job is to take care of the school buildings.
- 5 An (...) is a student (...) is studying for their first degree.

- 2 Write definitions for the words in the box. Use *who*, *which*, *where*, *when* and *whose*. Use each relative pronoun once.

a graduate a laboratory a teacher a whiteboard the summer holidays

Challenge yourself!

Think of three words you have learned this year. Write definitions for them. Read your definitions to the class. Can they guess the word you are defining?

- 3 Read the Watch out! box. Then complete the sentences with *who*, *who's* and *whose*.

Watch out!

Do not confuse *who's* and *whose*.
Who's is the contraction of *who is* or *who has*.
Whose indicates possession.

- 1 I met a girl (...) brother is in your class.
- 2 I've got a cousin (...) doing an internship at a bank.
- 3 What's the name of the teacher (...) started yesterday?
- 4 He's someone (...) never broken a rule.
- 5 This is an exam for students (...) first language is English.
- 6 He's the writer (...) books have been translated into many languages.
- 7 Can you tell me (...) coming to the lecture?
- 8 Do you know the student (...) won the science competition?

- 4 Complete the sentences with relative pronouns. In which sentences can the relative pronoun be omitted?

- 1 Can you recommend an English book (...) is easy to read?
- 2 Who was that person (...) you were talking to?
- 3 Did you remember to bring back the book (...) I lent you?
- 4 Some people say that students (...) sit at the front of the classroom get better grades.
- 5 Nelson Mandela said that education is the most powerful weapon (...) you can use to change the world.

- 5 EXAM Rewrite the sentences using relative clauses.

Caitlin Clark: combining sport and studies

- 1 Caitlin Clark is one of the most exciting basketball players in the world. She was born in 2002.
- 2 Caitlin loved sport as a child. Her parents have both got athletic backgrounds.
- 3 She grew up in Iowa. She started playing basketball there at the age of five.
- 4 She also played other sports before she decided to focus on basketball. They included volleyball, football and golf.
- 5 She played for a boys' team until the age of thirteen. Then she started playing in a girls' league.
- 6 After finishing high school, Caitlin went to the University of Iowa. She studied marketing there.
- 7 She joined the Iowa Hawkeyes basketball team. It represents the University.
- 8 Caitlin made history in 2024. She scored the most points ever in college basketball, including the men's game.



Consolidate

- 6 EXAM Complete the article with the correct relative pronouns. Add commas where necessary.

The best school in the world?

Imagine a school ¹(...) you play games all day. During yesterday's maths class, you built a roller coaster in Minecraft ²(...) tested your knowledge of algebra. In science, you role-played a genetic scientist ³(...) job was to clone a dinosaur using fragments of DNA.

Such a school really exists. It's called Quest to Learn and it's in New York. The school ⁴(...) teaches students from the age of eleven to eighteen, is one of the only schools in the USA ⁵(...) bases its curriculum on games. The teachers ⁶(...) work there plan their lessons as a series of missions, and students have to use the knowledge and skills ⁷(...) they have learned to solve each challenge.

At a time ⁸(...) the world is changing fast, problem-solving skills are more important than ever. The students ⁹(...) come from a wide variety of backgrounds, understand that the challenges ¹⁰(...) the world faces can't always be solved in traditional ways. Oh, and they have a lot of fun too!



Your turn!

- 7 CRITICAL THINKING What do you think about the school in the article and the idea of game-based learning?

- 8 Complete the sentences so that they are true for you. Then discuss your ideas with a partner.

- 1 The place (...) I can study best is (...).
- 2 The time of day (...) I can concentrate hardest is (...).
- 3 The subject (...) I enjoy most is (...).
- 4 My idea of a great teacher is someone (...) can (...).
- 5 Someone (...) abilities I'd love to have is (...).

Objective: understand a talk and a discussion.



- 1 How good are you at remembering these things? Rate your memory from 1 (very good) to 5 (terrible). Compare your answers with a partner.

birthdays English words faces
information for exams people's names
things you have to do

- 2 43 Listen to a talk by a memory expert, Aria Carter. Decide if the following statements are true (T) or false (F).

- 1 To help you remember large amounts of information, Aria recommends dividing it into smaller pieces.
- 2 She says that one of the best ways to learn is simply to read through your notes or textbooks.
- 3 She gives an example of a mnemonic that can help you to remember the colours of the rainbow.
- 4 Visualization is a technique in which you create mental images of things that you want to remember.

- 3 43 Read the Listening strategy. Then listen again and decide if statements 1–4 are fact (F) or opinion (O). Write any words or phrases that helped you to decide.

Listening strategy

Reading and listening texts often contain a mixture of facts and opinions. Facts are statements that can be proven true or false. They may include data or statistics. Opinions are what the speaker personally thinks.

- 1 If you divide large amounts of information into smaller pieces, it makes it easier for your brain to remember it.
- 2 Active learning can help you get higher marks in your exams.
- 3 Inventing your own mnemonics is a useful way to remember key facts.
- 4 Doing all your studying in one long session isn't an effective way to study.

- 4 **CRITICAL THINKING** Which of the techniques in the talk do you use? How effective are they? Which techniques would you like to try?

- 5 **MEDIATION** Your friend has problems remembering things that they learn. Give them some tips from the talk.

Vocabulary: learning

- 6 Match the words in the box from the recording with their meanings 1–8.

ace (an exam)	cram (for an exam)
learn by heart	recall
stick in your mind	revise (for an exam)
zone out	take in (information)

- 1 prepare for an exam by looking again at work you have done
- 2 learn something so that you can remember it exactly
- 3 do very well (in an exam)
- 4 bring something back into your mind
- 5 stop paying attention for a short period of time
- 6 remain firmly in your memory
- 7 understand and remember information that you see or hear
- 8 try to learn a lot very quickly before an exam

- 7 Complete the questions. Then ask and answer them with a partner.

- 1 How do you usually (...) for your exams? Do you ever (...) the night before an exam?
- 2 Have you ever learned a poem or the lyrics of a song (...)? Can you still (...) the words?
- 3 If you're revising for an exam, do you think listening to music helps you to (...) information?

- 8 44 Listen to two students discussing the talk on page 86. Which techniques do they discuss?

- 9 44 Listen again and complete the sentences with one word in each gap.

- Francesca says some tips were common (...).
- If information is broken into smaller pieces, your brain can (...) it and remember it more easily.
- Active learning requires you to (...) with the information you want to learn.
- Francesca suggests that for their science exam, they could revise (...) and then test each other.
- If you want to avoid feeling tired and (...) in an exam, then don't cram the night before!

VOCABULARY TRAINER Page 104

Vocabulary: idioms

- 10 Match the idioms in the box from the recording with their meanings 1–8.

be all ears be up for (doing) something
common knowledge game changer
get cracking make sense
pull an all-nighter spot on

- stay up all night to study or work
- be clear and easy to understand
- be waiting with interest to hear something
- be willing to take part in an activity
- start doing something immediately
- exactly right
- a fact that everyone knows
- an idea that has a big and important effect

- 11 EXAM Choose the correct answers.

- 1 A Oh, you won't believe what happened!
B (...)

A That's spot on!

B I'm all ears.

C It was a game changer!

D It all makes sense.

- 2 A Did you study for the test?
B (...)

A Let's get cracking.

B The test is common knowledge.

C I'm up for studying.

D I pulled an all-nighter.

VOCABULARY TRAINER Page 105

Speaking: giving a short talk



INFLUENCER VIDEO

- 12 Q Which of the topics in the box do you feel you know quite a lot about? Discuss your answers with a partner.

a local or national festival
fun facts about animals
healthy eating
how to learn something
how to play a particular sport or game
how to start a blog or YouTube channel

- 13 ▶ Watch the video. Which topic in exercise 12 is he talking about? What tips does he give?

- 14 ▶ Complete the Useful phrases. Then watch the video again and check your answers.

Useful phrases: giving a talk

Starting a talk
In this ¹(...), I'm going to ...

To ²(...) with, ...

Moving to a new topic

Let's ³(...) on to ...

So ⁴(...) looked at ..., I'd now like to ...

Ending a talk

To ⁵(...), I'd like to ...

⁶(...) for listening.

- 15 Q Choose a topic in exercise 12, or any topic you would like to give a short talk about. Make notes using the Useful phrases.

- 16 Practise your short talk. Then, without reading your notes, give your talk. Give your partner feedback.

SPEAKING TRAINER WORKBOOK Page 126

Learning situation

Step 3

Plan the outline of your presentation. Use the advice given in exercise 12. Write any useful language from this lesson that you could use in your presentation.

7.5

WRITING
A FORMAL EMAIL

Objective: write a formal email.

- 1 **EXAM** Read the exam task and discuss the question.

Task: Write an email to a language school in the UK asking for information about the school and its courses. Write 120–150 words.

Imagine you are planning to do an English language course in the UK in the summer. Which of the factors in the box would be most important when choosing a school?

accommodation class size
duration and cost location
organized excursions school facilities
social programme timetable

- 2 Read the two model emails and answer the questions.

- Who are the emails to, and what are they about?
- Which email is formal? How do you know that?
- Which topics in exercise 1 does Inaya enquire about?

- 3 **TEXT ANALYSIS** Read the two model emails again and answer the questions.

Starting and ending

- How does Inaya open and close email A?
- How does she open and close email B?

Paragraphs

- How many paragraphs does email A contain?
- In email B, what is the purpose of each paragraph?

Contractions

- What contractions are used in email A?
- What contractions are used in email B?

A

New Message

To: Zack

Subject: Hi!

Hi Zack,

How are things? Thought I'd drop you a quick email to let you know about my plans for the summer. I'm thinking of going to Spain to do a Spanish course, as I think it could be useful for the future to know another language. Do you fancy coming too? I think it would be a lot of fun, and we could get to know Spain together. Let me know if you're interested and I'll send you more details.

Speak soon,
Inaya



B



To: info@camino.es

Subject: Enquiry

Dear Sir / Madam,

I am a seventeen-year-old student from England and am interested in learning Spanish at the Camino school this summer. I would be grateful if you could give me some information about the school and your courses.

Firstly, I would like to know if there is a beginners' class during August, which is the month when I am planning to attend. If so, I would appreciate it if you could let me know what the start and end dates are, and how much it costs.

Secondly, your website mentions that you organize social activities and weekend trips to help students practise their Spanish and experience Spanish culture. Would you mind telling me what the programme for August is?

Finally, I am interested in staying with a host family. Could you tell me what the homes are like, how far they are from the school and what meals are included?

Thank you for your help. I look forward to hearing from you.

Yours faithfully,
Inaya Mistry

- 4 Read the Writing strategy. Then find examples of indirect questions in model email B.

Writing strategy

In formal situations, we often use **indirect questions** to be more polite. Indirect questions begin with a phrase, such as *Would you mind telling me ...*, *Could you tell me ...*, etc.

In indirect questions, we do not invert the subject or use the auxiliary verbs *do*, *does* or *did*.

Could you tell me how much the course costs?
NOT *Could you tell me how much does the course cost?*

- 5 Rewrite the second sentence so that it has a similar meaning to the first.

1 What time do lessons start?

Could you tell me (...)?

2 How many students are there in a class?

I'd like to know (...).

3 Do I need to buy a textbook?

I'd be grateful if you could let me know (...).

4 Will I get a certificate?

Could you let me know (...)?

- 6 Complete the Useful phrases with words in model email B.

Useful phrases: a formal email

Opening

Dear Mr / Mrs / Ms + surname (if you know the name)

Dear '(...)' (if you don't know the name)

Indirect questions

Could you tell me ... ?

I would be ²(...) if you could ...

Would you mind telling me ... ?

I would ³(...) if you could let me know ...

Closing

Thank you for your help.

I look ⁴(...) to hearing from you.

Signing off

Kind regards

Yours sincerely (if you know the recipient's name)

Yours ⁵(...) (if you don't know the recipient's name)

Writing task

- 7 EXAM Write an email asking for information about the language school in the advert below. Write 120–150 words.

Learn English in London this summer!



- Exam preparation available.
- Stay with a host family or at a student residence.
- Small classes. Friendly, experienced teachers.
- Varied social programme.

Writing guide

Get ideas

Think of three things that you would like more information about. Use the ideas in exercise 1.

Plan

Organize your ideas into paragraphs.

Paragraph 1: explain why you are writing.

Paragraphs 2–4: ask your questions.

Paragraph 5: ask for a reply.

Write

Write your email. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your email carefully. Have you ...

- started and finished your email appropriately?
- organized your ideas into paragraphs?
- included some of the Useful phrases?
- used formal, polite language and indirect questions?



VOCABULARY EXTENSION

PHRASAL VERBS: UNDERSTANDING PARTICLES

Objective: understand the meaning of particles.



- 1 Complete these sentences from the unit with the correct particle: *on*, *out* or *up*.

- 1 It took him a long time to sort (...) the problem.
- 2 Children grow (...) very quickly.
- 3 I don't want to rely (...) my parents.



- 2 Read the Language focus. Then match the particles in exercise 1 with three of the meanings.

Language focus

Understanding particles in phrasal verbs

Phrasal verbs consist of a verb plus at least one particle (a preposition or an adverb). In some phrasal verbs the meaning of the particle is clear.

The door was open, so we went in. = We entered the house.

In other phrasal verbs, the meaning is less clear. For example:

On sometimes has the meaning of ...

- dependence: *I can count on my friends in a crisis.*
- continuing: *Carry on the good work!*

Up sometimes has the meaning of ...

- increasing: *Hurry up! We're going to be late!*
- finishing: *He gave up football after his injury.*

Out sometimes has the meaning of ...

- removing: *Did the dentist take out any teeth?*
- discovering / solving: *Can you figure out the answer to question 3?*



- 3 Study the highlighted phrasal verbs in sentences 1–6. Then match the particles with their meanings A–F.

- 1 Can you **turn up** the heating? I'm really cold.
- 2 We may go to the beach, but it **depends on** the weather.
- 3 I **cleared out** the fridge – it was full of old food.
- 4 Don't **use up** all the milk. I need some for my coffee.
- 5 I've just **worked out** how much tax I need to pay.
- 6 Before I **move on** to my next point, has anyone got any questions?

- A dependence
- B continuing
- C increasing
- D finishing
- E removing
- F discovering / solving

- 4 Complete the sentences with the correct particle: *on*, *out* or *up*. Read each sentence carefully and think about the meaning.

- 1 Is this heatwave going to go (...) for much longer?
- 2 The cost of the flight to New York has gone (...) since I looked yesterday.
- 3 If you'd like to find (...) more, you can visit our website.
- 4 My dad had to cut (...) fatty foods after his heart attack.
- 5 The bus may be on time, but I wouldn't bank (...) it. It often arrives late.
- 6 He split (...) with his girlfriend last week. That's why he's so sad.



- 5 Work with a partner. Take it in turns to close your books and test each other on the phrasal verbs.

Which phrasal verb means (...)?

- 6 **PRONUNCIATION** 45 The letters 'ea' can be pronounced in different ways. Put the words in the box in their correct group 1–6. Then listen and check your answers.

bear break breakfast clear early great
idea learn meal ready reason wear

- | | |
|---------------------|---------------------|
| 1 /e/ head, (...) | 4 /ɪə/ year, (...) |
| 2 /i:/ teach, (...) | 5 /eə/ pear, (...) |
| 3 /eɪ/ steak, (...) | 6 /ɜ:/ earth, (...) |

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

- 1 In which two words are the letters in bold pronounced differently?
bread, beard, break, breath
- 2 Which pair of words does not rhyme?
dear – beer, brain – pain, grow – how, plate – great
- 3 In which two words is the stress on the first syllable, as in *Germany*?
graduate, degree, responsibility, career, lecture, biology, revision, location

PRONUNCIATION Page 131

- 8 **Discuss the questions.**

- 1 How often do you clear out your old clothes?
- 2 Do you think you'll carry on learning English after you leave school?

7

Learning situation

Objective: create and present a proposal for a subject or skill that should be taught at our school.

Create and present a proposal

Learning situation: what should we learn at school?

Project: create and present a proposal for a subject or skill that should be taught at our school.

Objective: convince the head teacher that there is a need for a new subject or skill to be taught at our school.

Review

- 1 Review your work from the Learning situation steps in this unit. Complete the notes.

To: Head teacher

Subject: Proposal for new school subject

Dear Mr / Mrs / Ms (...),

As we approach the end of our time at school, we are all thinking about our future responsibilities. These include: (...).

We would like to propose new subjects, including (...) as part of the school curriculum.

We would like to invite you to a presentation about our ideas.

Yours sincerely,

(...)

Decide

- 2 Work as a group to assign tasks. Think about the questions below.

- 1 Who will prepare and present each part of the presentation?
- 2 Who will prepare the slides? What will be on each slide?

Create

- 3 Write your script. Use your presentation plan from Step 3 on page 87, and the Useful phrases below and on page 87.

Useful phrases: giving presentations

Introducing each section / slide
Our first section deals with ...

The next section is about ...

Putting emphasis on information
I'd like to highlight ...

Let's focus on ...

Summarizing the presentation

In conclusion, ...

To sum up, ...



- 4 Read the Learning situation skills. Then practise your presentation. Remember to practise projecting your voice.

Learning situation Skills

Projecting your voice

Projecting your voice means speaking clearly and loudly enough so that everyone in the audience can hear without straining. To project your voice, ...

- stand with your feet shoulder width apart.
- take a deep breath before you start speaking.
- speak loudly enough to be heard by everyone.
- do not speak too fast or too slow.

Share

- 5 Give your presentation to the class. As you listen to other groups' presentations, make notes of any questions you would like to ask.

- 6 Ask and answer questions about the presentations.

- 7 Decide which of the subjects or skills presented should be part of the school curriculum. Give reasons for your choices.

Reflect

- 8 Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1-3 for the below.

1 – need to improve in this area
2 – feel good about this 3 – feel very good about this

- 1 I can prepare and present a proposal.
- 2 I can give a presentation and explain why a new subject is needed.
- 3 I can project my voice during a presentation.

1 VOCABULARY TRAINER

Entertainment

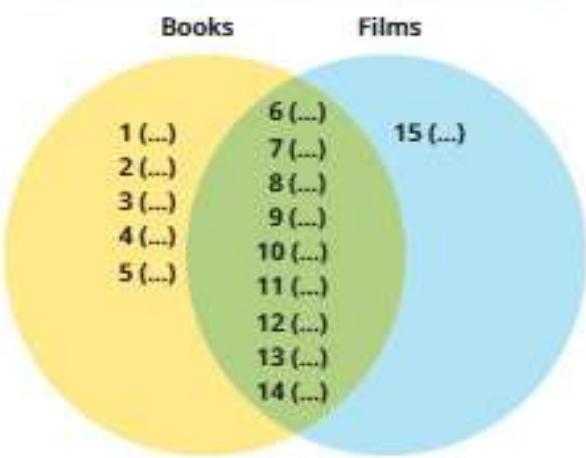
- 1**  Read the Vocabulary strategy and choose the correct options.

Vocabulary strategy

Organizing your vocabulary using word drawings / diagrams can offer you a useful, visual / written way to remember new words and phrases. When you create one, think about how groups of words are different / linked. This will help you to remember the words more easily.

- 2** Copy the diagram and complete it with the words in the box. Write the words that talk about both films and books in the middle.

beating the odds binge-watch content
e-book franchises genre graphic novel
hardback paperback plot print edition
romance storylines thriller uplifting



- ### 3 Choose the correct options.

One Day is a TV series based on the book of the same name. The **genre / storyline** follows Dexter and Emma as we meet them on the same day each year through their lives. It's funny and **uplifting / plot** in places, but also shows how each one of them **beats / binges** the odds to overcome difficulties in their lives. Every year they meet, we wonder if **romance / thriller** will develop between them. The **content / plot** takes a darker turn as you reach the end, but with each episode only being half an hour long, you can **franchise / binge-watch** it in a weekend, so you don't need to wait too long to find out what happens!

- 4 EXAM Write a short review about a film or a book that you enjoyed. Use at least five of the words in exercise 1.

-ed / -ing adjectives

- 5 ④ Read and complete the rules with the words in the box:

an emotion a situation

Rules

When you come across words for the first time, work out what part of speech they are and what their meaning is. Look to see if the words follow a specific pattern. For example, adjectives ending in -ed describe ¹(...) and adjectives ending in -ing describe ²(...).

- 6 EXAM** Read the dialogue and choose the correct answers.

- Luna Hi, Axel. Are you OK? You look ¹(...)

Axel I am! But there's no need for you to be too ²(...). It's just that I stayed up really late to finish my book.

Luna I'm ³(...) you managed to get up this morning.

Axel Me too. And I've got a test today and a football match later – it's all a bit ⁴(...).

Luna Mr Martel won't be very ⁵(...) if you don't score any goals!

Axel I know! Anyway, there's a new film on at the cinema. My brother says it's a thriller and it's really ⁶(...). Do you fancy going to see it?

Luna Sure! I love scary films.

- | | |
|------------------|---------------|
| 1 A exhausting | C exhausted |
| B tiring | D amused |
| 2 A shocked | C shocking |
| B concerning | D concerned |
| 3 A inspired | C amazing |
| B amazed | D inspiring |
| 4 A overwhelming | C overwhelmed |
| B intriguing | D intriguing |
| 5 A amazed | C amused |
| B amusing | D amazing |
| 6 A concerning | C concerned |
| B shocking | D shocked |

Emotions**7 EXAM** Choose the correct answers.

- 1 When my sister won an award for her book, I felt so (...) of her.
 A grateful C proud
 B ashamed D relieved
- 2 The actor was (...) when she wasn't offered the lead role, so she complained to the director.
 A thrilled C jealous
 B delighted D astonished
- 3 Kaya's so (...) that her best friend has been invited to a film premiere instead of her.
 A jealous C terrified
 B confused D anxious
- 4 The show was so boring that the audience was (...) when it finished.
 A stressed C upset
 B relieved D disappointed

8 Choose three emotion words from the Wordlist and write a synonym, an antonym, a definition or a sentence for each word.**Sensory words****9** Write *sound*, *smell*, *touch/feel* or *sight* in the correct column.

¹ (...)	sparkling
² (...)	deafening roaring
³ (...)	smooth slimy jagged tight stiff
⁴ (...)	rotten stinky

10 Write sentences about the photos. Use the sensory words in exercise 9.**Wordlist****Entertainment**

beat the odds (v)
 binge-watch (v)
 content (n)
 e-book (n)
 franchise (n)
 genre (n)
 graphic novel (n)
 hardback (n)
 paperback (n)
 plot (n)
 print edition (n)
 romance (n)
 storylines (n)
 thriller (n)
 uplifting (adj)

-ed / -ing adjectives

amazed / amazing
 amused / amusing
 concerned / concerning
 exhausted / exhausting
 inspired / inspiring
 intrigued / intriguing
 overwhelmed / overwhelming
 shocked / shocking).

Wordlist task

Copy the words from the '-ed / -ing adjectives' and 'Emotions' sections of the Wordlist into your notebook. Use your dictionary to find noun and verb forms, and add them to your notebook

Emotions

anxious
 ashamed
 astonished
 confused
 delighted
 disappointed
 enthusiastic
 grateful
 jealous
 proud
 relieved
 scared
 stressed
 terrified
 thrilled
 upset

Sensory words

deafening
 jagged
 roaring
 rotten
 slimy
 smelly
 smooth
 sparkling
 stiff
 stinky
 tight

2 VOCABULARY TRAINER

Technology

- 1 Complete the sentences with the words in the box. There are four extra words that you do not need.

back up coding cybercrime delete files
games console hard drive install log off
noise-cancelling earbuds screen time
VR headset

- 1 My (...) is nearly full – I need to delete some (...).
- 2 Don't forget to (...) your work on the server.
- 3 Can you help me to (...) this software?
- 4 Please remember to (...) if you are on a shared computer so that nobody uses your profile.
- 5 Four hours of (...) a day is too much for me. I need to get away from my tablet and phone.
- 6 These (...) are amazing – I can't hear all the other people on the bus when I'm travelling.
- 7 (...) is becoming a real problem – you should do everything you can to protect your personal data.

- 2 Read the Vocabulary strategy and complete the sentence with the words in the box.

example sentences new words the words
your life your opinions

Vocabulary strategy

To help you remember ¹(...), write ²(...) about ³(...), including ⁴(...) using ⁵(...).

- 3 Write sentences of your own with the words you did not use in exercise 1. Write about your life or opinions.

Research verbs

- 4 EXAM Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 The novel was changed for television. (adapt)
The novel (...).
- 2 The survey showed that screen time was up by 30%. (indicate)
The survey (...).
- 3 My computer has found a problem with the hard drive. (detect)
My computer (...).
- 4 We can't change our essays once they're handed in. (alter)
We (...).

- 5 Choose the correct options.

Designing a video game

There are lots of stages that a video game creator has to go through before the final product is sold. First, they have to **¹determine / experiment** what the game idea is, research it and then **²modify / evaluate** the results. Next, the game is created and tested. The game is improved and **³modified / experimented** if problems with sound or graphics are **⁴determined / detected**. Creators also **⁵detect / alter** and improve gameplay mechanics.



Prefixes

- 6 Read the rules and complete the gaps. Use the Wordlist to help you.

Rules

Prefixes

When learning new words, look at the root word, as well as any prefixes the word has, to help you work out the meaning. Many words are made up of a prefix (e.g. *re-*) and a root word (e.g. *cycle*).

e- relates to things that are electronic, e.g. ¹(...)

re tells us that something is being done again, e.g. ²(...)

micro- relates to things that are small, e.g. ³(...)

up- tells us that something is towards a higher level, e.g. ⁴(...)

dis- tells us that something is the 'opposite of', 'not' or the 'reverse' of something, e.g. ⁵(...)

- 7 Correct the errors. Two sentences are correct.

- 1 This phone is two years old, so I think I can get a regrade now.
- 2 The amount of micro waste we create is terrible.
- 3 I need to replace the batteries in my game controller.
- 4 I've forgotten my password, so I'll have to upset it.
- 5 I prefer print editions to e-books.
- 6 Speak into the microreader, please – we can't hear you.

- 8 Complete the sentences with a word in the box and a suitable prefix.

assemble books integrate phone
purpose reader usable wave

- I accidentally washed my top at 60° and it's (...).
- Is this bag (...) or should I throw it away?
- Just put your dinner in the (...) when you're home to heat it up.
- Jorge is going to take his (...) on holiday so his book doesn't get wet by the pool.
- We'll have to (...) your wardrobe before we can get it into the car.
- Mum (...) this plastic bottle – now it's a flowerpot!
- I've download some (...) to my library app so that I can read them on any device.
- As Mira was singing, the (...) stopped working and nobody could hear her.

Adjectives to describe gadgets

- 9 Find the odd word out in each group. Write a sentence to explain why each word is different from the others.

1 appealing	stylish	user-friendly
2 portable	trendy	versatile
3 compact	durable	repairable
4 wearable	slimline	digital
5 practical	repairable	user-friendly

- 10 Write sentences about the photos. Use at least one adjective in exercise 9 in each sentence. Use each adjective once only.

1



2



3



4



Wordlist

Technology

back up (v)
coding (adj)
crash (v)
cybercrime (n)
delete (v)
file (n)
game controller (n)
games console (n)
hard drive (n)
install (v)
log off (v)
noise-cancelling earbuds (n)
screen time (n)
VR headset (n)

Research verbs

adapt
alter
detect
determine
evaluate
experiment
indicate
modify

Wordlist task

Study the Wordlist for five minutes. Write three headings in your notebook. Close the Student's Book and write as many words and phrases as you can remember under each heading. Check them against the Wordlist.

Prefixes

disassemble (v)
disintegrate (v)
e-book (n)
e-reader (n)
e-waste (n)
microphone (n)
microwave oven (n)
rebuy (v)
recycle (v)
replace (v)
repurpose (v)
reset (v)
reusable (adj)
upgrade (v)

Adjectives to describe gadgets

appealing
compact
durable
innovative
portable
practical
repairable
stylish
trendy
user-friendly
versatile
wearable

3 VOCABULARY TRAINER

Health and well-being

- 1 Read the Vocabulary strategy and choose the correct options.

Vocabulary strategy

Remember you can ¹create / change a visual record section in your vocabulary notebook for a quick reference check. Choose images, ²dictionaries / diagrams, maps or charts that help you remember the ³meaning / opposite of the words you want to learn.

- 2 Match the words with the photos. There are two extra words you do not need to use.

bone brain energy drink illness
processed food steps stretch work out



1(...)



4(...)



2(...)



5(...)



3(...)



6(...)

- 3 Complete the definitions. There are two extra words you do not need to use.

balanced diet boost your mood
burn calories memory mental well-being
reduce anxiety sweat

1 release moisture from the skin (v) (...)

2 eating the correct amounts and type of foods (adj + noun) (...)

3 the state of feeling happy and healthy in the mind and body (adj + noun) (...)

4 to worry less (v + noun) (...)

5 to improve the way that you feel (phr) (...)

- 4 Write a definition or draw a picture for the four words you did not use in exercises 2 and 3.

Transitive and intransitive phrasal verbs

- 5 Complete the rules with the phrases in the box.

after the preposition or adverb
comes between the verb and the preposition or adverb
do not have an object

Rules

Transitive phrasal verbs can have an object. The object can come between the verb and the preposition or adverb, or ¹(...).

Let's try and cheer up Amal / cheer Amal up.

When a pronoun is used for the object, it ²(...):

Let's cheer him / ourselves up.

Intransitive verbs ³(...):

Many families find it hard to get by financially.

- 6 Complete the text with the correct form of the phrasal verbs in the box.

give up go ahead lead to miss out
stay in switch off take up

Do you find that in winter you become sad, have problems sleeping and just want to ¹(...) bed and not leave the house? Then maybe you suffer from SAD, or Seasonal Affective Disorder. SAD may be linked to a lack of sunlight.

Sun doesn't only help our bodies produce vitamin D, but it also controls our body clock, and how much of the hormones melatonin and serotonin we produce. If we get too much melatonin and ²(...) on serotonin, it can lead to depression and feeling that you just want to ³(...). So what can you do to feel better during the darker winter months? A problem shared is a problem halved, so ⁴(...) and tell your friends and family how you feel. Let them help you boost your mood.

Talking about your problems ⁵(...) positive results in the long run. Also, exercise and a healthy diet are important. So ⁶(...) exercise of some kind and, when you're hungry, eat healthy snacks instead of junk food. Finally, avoid bright light at night, so ⁷(...) all screens long before you go to bed.

- 7 Put the phrasal verbs in the Wordlist into these categories: transitive, intransitive, both.

Sleep idioms

- 8 Choose the options that best describe the photos.



1 wide awake / fast asleep



2 fast asleep / toss and turn



3 have a lie-in / get out of bed on the wrong side



4 toss and turn / sleep like a log

Wordlist

Health and well-being

balanced diet (n)
bone (n)
boost your mood
brain (n)
burn calories (v)
energy drink (n)
illness (n)
memory (n)
mental well-being (n)
processed food (n)
reduce anxiety (n)
step (n)
stretch (v)
sweat (v)
work out (v)

Transitive and intransitive phrasal verbs

cut down
give up
go ahead
lead to
miss out
stay in
switch off
take up

Wordlist task

Choose two words and write a definition or draw a picture to explain what they mean.

- 9 Discuss the questions.

- 1 Do you ever have a lie-in at the weekend?
- 2 Are you often wide awake in the middle of the night?
- 3 What time do you usually hit the sack?
- 4 How long does it usually take you to fall asleep at night?
- 5 Do you think your sleep patterns are healthy? Why? / Why not?

Extreme adjectives

- 10 Replace the adjectives in bold with extreme adjectives in the box. There are four extra words you do not need to use.

awesome awful bizarre essential
exhausted fascinating hilarious
huge miserable

- 1 The lecture on sleep patterns was **interesting**.
- 2 The comedy show was **funny** – it really boosted my mood.
- 3 I had a **bad** night's sleep. I'm so tired.
- 4 Many people with SAD feel **sad** in the winter.
- 5 It's **important** to get enough sleep.

- 11 Write four sentences with the extreme adjectives that you did not use in exercise 10. What is their non extreme synonym?

Sleep idioms

be fast asleep
be wide awake
fall asleep
get out of bed on the wrong side
have a lie-in
hit the sack
sleep like a log
sleep on it
Sleep tight!
toss and turn

Extreme adjectives

amazed
awesome
awful
bizarre
essential
exhausted
fascinating
hilarious
huge
miserable

4 VOCABULARY TRAINER

Communication

- 1 Choose the correct options.



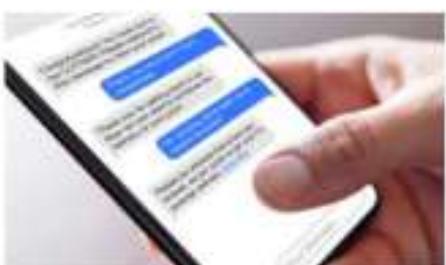
1 deliver / message



2 spread / translate



3 warn / spread



4 message / attach

- 2 Read the Vocabulary strategy and choose the correct option.

Vocabulary strategy

You will be able to learn new vocabulary more easily if you put it into a context that makes sense to you. This is called **personification / personalization**.

- 3 Write a sentence about you or your culture. Include the words and phrases in the box where possible.

attach evolve experience interact
notify separate spread update

Idioms

- 4 Complete the questions with the words in the box. Then answer them with a partner.

bandwagon force rise
stage wayside

- Are you happy to take centre (...) in school activities?
- Who is the driving (...) in your family?
- Can you think of a word or phrase that has fallen by the (...) in your own language?
- Do you agree that vlogging has given (...) to non-celebrities?
- Have you ever jumped on the (...) just because everyone else was doing something?

Meeting people

- 5 Choose the correct options. Then answer the questions with a partner.

- Are you someone who changes their **mind / impression** often?
- How do you put people at **common / ease**?
- What do you have **in / about** common with your friends?
- Do you think you come across **at / as** friendly when you first meet someone?
- How do you feel when someone doesn't give you their full **attention / mind** when you are talking?

- 6 EXAM Read the dialogue and choose the correct answers.

Emine I'm starting a new school in September. Have you got any advice on how to ¹(...) a good first impression.

Vito I don't think you need any advice! Just ²(...) yourself – you're friendly and lots of fun.

Emine Ah, that's really kind. You are great at ³(...) people compliments. I knew we would be friends when we met – we ⁴(...) it off straight away – do you remember?

Vito Yes, I do! You ⁵(...) the ice by telling me how cool my trainers were!

- | | | | |
|-------------|----------|-----------|----------|
| 1 A hit | B give | C make | D have |
| 2 A be | B have | C come | D change |
| 3 A hitting | B having | C making | D paying |
| 4 A put | B paid | C hit | D broke |
| 5 A hit | B broke | C changed | D put |

Dependent prepositions

- 7 **1** Read the rules. Complete the gaps with the words in the box and answer the question.

dependent prepositions verbs

Rules

There are many **1(...)** followed by specific **2(...)**. They are called **3(...)** because they depend on the particular verb and its meaning in context.

Sometimes verbs can have more than one dependent preposition. What do the bold prepositions tell us about the verb?

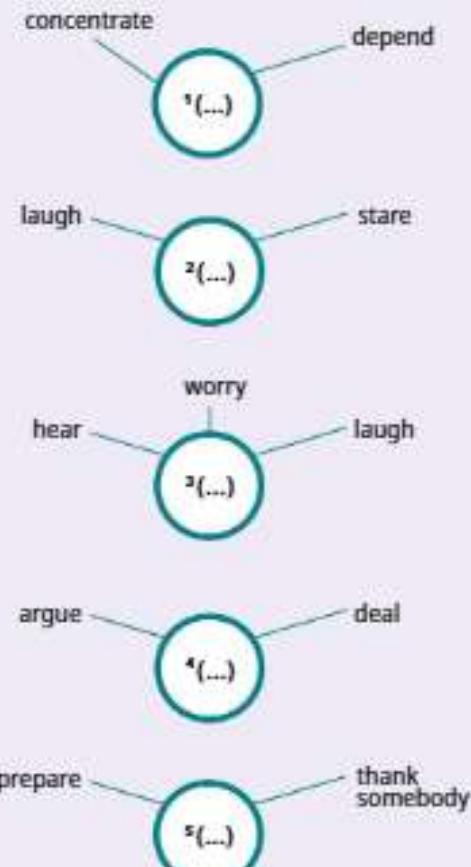
She argued **about** the shop assistant.
She argued **with** the shop assistant.

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

- 1 He (...) me for the birthday card.
A waited B cared C heard D thanked
- 2 Why didn't you laugh (...) the joke?
A with B about C at D for
- 3 I always prepare (...) exams well.
A with B on C for D at
- 4 Did you (...) about the accident?
A hear B believe C rely D worry
- 5 You shouldn't stare (...) her. It's rude.
A about B in C on D at
- 6 I rarely (...) with my parents about anything.
A argue B depend C laugh D deal

- 9 Copy the word maps and complete them with the prepositions in the box.

about at for on with



Wordlist

Communication Idioms

attach	ahead of the game
deliver	fall by the wayside
evolve	give rise to
experience	jump on the bandwagon
interact	take centre stage
message	the driving force
notify	
separate	
spread	
translate	
update	
warn	

Wordlist task

Choose three words or phrases from the 'Communication', 'Idioms' and 'Dependent prepositions' sections of the Wordlist. Use them to write sentences about experiences you have had when communicating with other people.

Meeting people

be yourself
break the ice
change your mind about something
come across as friendly / sincere
give somebody your full attention
have things in common with somebody
hit it off with somebody
make a good / bad / great impression
pay somebody a compliment
put somebody at ease

Dependent prepositions

argue with / about
concentrate on
deal with
depend on
hear about
laugh at / about
prepare for
stare at
thank for
worry about

5 VOCABULARY TRAINER

Travel and transport

- 1 EXAM** Complete the text with the words and phrases in the box. There are three extra words or phrases you do not need to use.

aisle fellow passengers headphones
luggage rack quiet carriage rucksack
rush hour travel sickness

Most people's general knowledge of travel and means of transportation covers famous examples. For instance, when ¹(...) boarded a flight between London and New York, they knew it would break the sound barrier. Maybe they also chose an ²(...) seat, knowing there would be little to see as the plane sped through the clouds!

Many London commuters will tell you that their city has the oldest underground system. But what about the third oldest? Well, it's in Glasgow and it opened in 1896. It's known as the Subway, or by its nickname, The Clockwork Orange. It's a great way to get round the city during ³(...) to avoid the traffic. What's special about it? You won't have time to suffer from ⁴(...) because it only has fifteen stations, taking a total of 24 minutes to arrive back at the first station. So you'll hardly have time to sit down and listen to music with your ⁵(...) before you arrive at your destination.

- 2** Write sentences with the words you did not use in exercise 1.

Phrasal verbs

- 3** Read the Vocabulary strategy and complete it with the words in the box.

alphabetically definition example sentence pronunciation

Vocabulary strategy

Vocabulary notebook organization

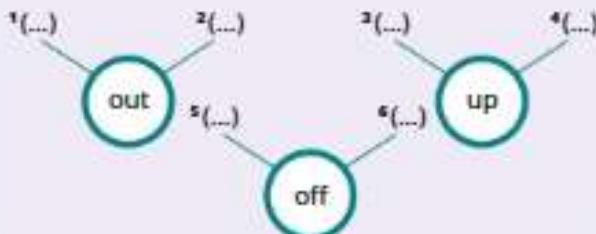
It helps to be systematic in the way you note down new vocabulary. You can organize new vocabulary chronologically, by topic or ¹(...).

It helps to make a note of:

- the new word,
- its ²(...) (how we say it),
- its ³(...) (what it means),
- an ⁴(...) using the word in context.

- 4** Match the verbs in the box with the correct prepositions to make phrasal verbs.

check close come shoot take turn



- 5** Complete the definitions with the words in the box. Then write your own dictionary entry for the phrase you did not use.

hang around put up with stay away

1 (...) phrasal verb

BrE /haeŋ ə'raond/

to wait or stay near a place, not doing very much

2 (...) phrasal verb

BrE /pot ʌp wið/

to accept somebody / something that is annoying, unpleasant, etc. without complaining

Describing places

- 6** Choose the correct options.



1 steep / touristy



3 unspoilt / ancient



2 picturesque / dilapidated



4 atmospheric / man-made

- 7 Use the words in the box to describe a place you know.

bustling impressive man-made picturesque
stunning touristy unspoilt

Compound adjectives

- 8 Read and complete the rules with the words and phrases in the box.

adjectives adverbs features how it works nouns

Rules

Compound adjectives are adjectives that are made up of two words.

The first part of the adjective can be a noun, adjective or adverb.

¹(...)

curly + haired - curly-haired

cold + blooded - cold-blooded

²(...)

star + shaped - star-shaped

English + speaking - English-speaking

³(...)

hard + working - hard-working

well + known - well-known

Compound adjectives often use the *-ed* (four-legged) or *-ing* (self-cleaning) form of a word in the second part of the adjective. Adjectives ending in *-ed* describe the qualities or ⁴(...) of something. Adjectives ending in *-ing* describe what something does or ⁵(...). Sometimes the second part of the adjective is a noun (high-speed).

- 9 Write *-ed* or *-ing* to complete the adjectives. Then write sentences with the adjectives.

1 snow-capp(...)

2 breathtak(...)

3 mind-blowl(...)

4 awe-inspir(...)

- 10 Complete the compound adjectives.

1 Standing at the top of the mountain, we were treated to an awe-(...) view of the city.

2 After a long(...) flight across the ocean, we finally landed in Melbourne, Australia.

3 The snow-(...) mountains were sparkling in the sun.

4 In the lagoon, the water was crystal-(...) and you could see all the way to the bottom.

5 Hidden in a far(...) corner of the world, the island was still unspoilt by tourists.

6 The popular beach remained off-(...) to visitors, but we were able to see it from a boat.

7 Experiencing the northern lights was a mind-(...) phenomenon that we'll never forget.

8 The documentary showcased some truly breath(...) landscapes, including vast oceans and tropical forests.

Wordlist

Travel and transport

aisle seat
board
buffet car
carriage
commuter
crew
fellow passenger
headphones
jump the queue
litter
luggage rack
quiet carriage
rucksack
rush hour
travel sickness

Phrasal verbs

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

Describing places

ancient
atmospheric
bustling
dilapidated
impressive
man-made
picturesque
steep
stunning
touristy
unspoilt

Compound adjectives

awe-inspiring
breathtaking
crystal clear
faraway
long-haul
mind-blowing
off-limits
snow-capped

Wordlist task

Choose five adjectives from the Wordlist and write nouns that they describe.

6 VOCABULARY TRAINER

Global problems

- 1 PRONUNCIATION** Read the Vocabulary strategy and match words 1–6 with the correct phonetic transcriptions A–F.

Vocabulary strategy

Recording pronunciation is important as not all words are pronounced the way they are spelled. The phonetic script in dictionaries can help you with pronunciation.

1 ableism	A /draʊəf/
2 ageism	B /'eɪbəlɪzəm/
3 drought	C /'d्रɔːθ/
4 poverty	D /'povətɪ/
5 literacy	E /'lɪtərəsi/
6 employment	F /'pɒvətɪ/

- 2** Complete each sentence with two words or phrases in the box. There are three extra words or phrases you do not need to use.

climate change disability rights environmental issues
floods gender discrimination gender inequality
homelessness life expectancy
population growth unemployment

- There aren't enough jobs in my town so there's a lot of (...). There are also too many people due to (...) in the last year.
- It is agreed that (...) is causing changes in our weather. So, (...) and drought are becoming more common.
- (...) should be a priority for governments because for people living on the streets their (...) is lower.
- (...) is still an issue with women often earning less than men. (...) is also common in society with men and women expected to do certain jobs.

- 3** Write sentences with the phrases that you did not use in exercise 2.

Compound adjectives

- 4** Match words 1–8 with A–F to form compound adjectives. Write -ed or -ing when necessary and make any spelling changes.

1 like-	A led(...)
2 thought-	B need(...)
3 youth-	C mind(...)
4 far-	D known(...)
5 much-	E provoke(...)
6 best-	F reach(...)
7 well-	G will(...)
8 strong-	H respect(...)

- 5** Complete the sentences with compound adjectives in exercise 4.

- There's a really (...) article about social issues in the online news.
- Our head teacher is a very (...) woman in our community. People listen to her.
- My brother is probably the most (...) person in our family. He always makes his opinions known.
- Their decision to build houses on that land will have (...) consequences for the residents.
- I'm setting up a (...) project to help fight homelessness. Several teenagers are already interested in helping.

The weather

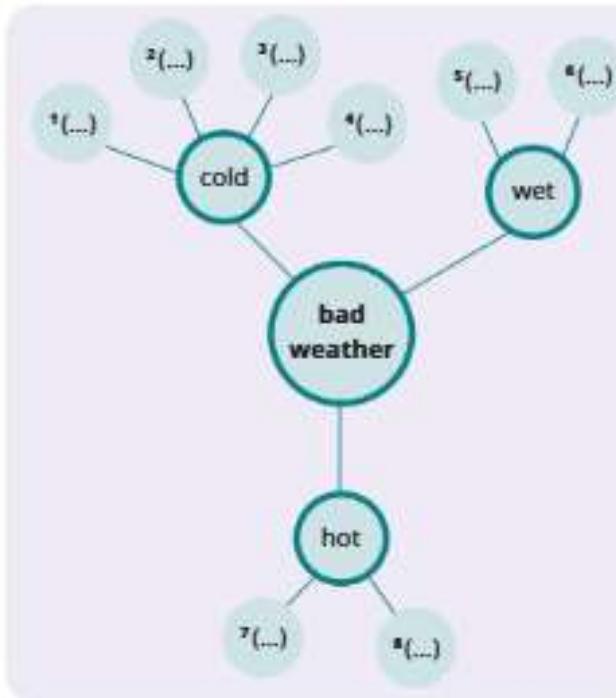
- 6** Choose the correct options.



It is said that the British love to talk about the weather, but why is this such a fascinating topic of conversation? The answer is probably because the British weather is so changeable. In fact, it's possible to have a shower of **hailstones / frost** and then for it to be boiling **hot / cold** all in the same day. The weather is so **severe / unpredictable** that it is often difficult to forecast accurately, which makes it tricky to know what to wear! There's nothing worse than putting on your shorts and sandals expecting a **heatwave / blizzard** only to then find yourself looking for shelter when there is a huge **thunderstorm / stormy** and it's **flooding / pouring** with rain. It makes sense to mention the weather to the person standing next to you at the bus stop who's wearing wellies and waterproof clothes. But when you say, 'Can you believe this weather?', what you actually mean is 'I know, I look stupid now, but I didn't this morning!'

- 7 Copy the word web and complete it with the words in the box.

bitterly blizzard boiling chilly frost
flooding heatwave pouring



- 8 ① Write five sentences about the weather where you live. Use as many of the words in the Wordlist as possible.

Wordlist

Global problems

ableism
ageism
climate change
disability rights
discrimination
drought
employment
environmental issue
flood
gender discrimination
gender inequality
homelessness
life expectancy
literacy
population growth
poverty
unemployment

Compound adjectives

best-known
far-reaching
like-minded
much-needed
strong-willed
thought-provoking
well-respected
youth-led

Three-part phrasal verbs

- 9 ① Read the rules and choose the correct options.

Rules

Many transitive phrasal verbs can have the object in two places, e.g.

I can't figure out the problem. / I can't figure the problem out.

But, when the object is a personal pronoun, it 'can't / must come after the verb, e.g.

I can't figure it out.

Three-word phrasal verbs can only have the object after the ²verb / preposition or adverb, e.g.

I look forward to your party.

- 10 EXAM Read the dialogue and choose the correct answers.

- Amy** I'm looking ¹(...) to the summer.
Leo Me too! We should come ²(...) with a holiday plan.
Amy Yes, although it will never ³(...) up to last year's trip.
Leo Am sure we can think of something, but you'll still have to put up ⁴(...) me for two weeks!

- 1 A away B down C out D forward
 2 A up B down C out D away
 3 A put B look C live D come
 4 A of B with C of D to

The weather

bitterly cold (adv)
blizzard (n)
boiling hot (adj)
chilly (adj)
flooding (n)
foggy (adj)
frost (n)
hailstone (n)
heatwave (n)
pouring (adj)
severe (adj)
stormy (adj)
thunderstorm (n)
unpredictable (adj)

Three-part phrasal verbs

come up with
face up to
get away with
live up to
look forward to
put down to
put up with
run out of

Wordlist task

Add weather words you know from the Wordlist to the word web in exercise 7.

- 1 Read the Vocabulary strategy and choose the correct options.

Vocabulary strategy

1 Regularly / Recycle review vocabulary so that it goes deeper into your memory.

Always 2 study / translate the spelling, meaning, form and the differences in use between similar words.

Education

- 2 Complete education words 1–4 and match them with meanings A–D.

1 d(...) 2 i(...) 3 u(...) 4 c(...)

- A being able to get experience for a job in a company for a short time
- B someone who is studying for a first degree
- C the buildings of a university or college and the land around them
- D a qualification for completing a university course

- 3 Complete the definitions with the correct words.

- 1 An (...) is a piece of work that a student does.
- 2 A (...) is a unit that can form part of a course of study
- 3 A (...) is a mark given in an exam or for a piece of schoolwork
- 4 A (...) is a talk that is given to a group of people to teach them about a particular subject
- 5 A (...) is a person who has a university degree.

- 4 **EXAM** Complete the text with the words in the box.

applications career degree gap year
place undergraduates volunteer

When young people write their **1**(...) to get a **2**(...) at university, they know that by the time they get their **3**(...) and start their **4**(...) they will be in debt by at least £27,000. This means that many students are rethinking their options and choosing a different path. Some students take a **5**(...) – they either travel abroad with friends or they **6**(...) because even if they are not getting paid, they are getting work experience. Both of these options give them time to think about their future. A survey has shown that 34% of **7**(...) in England and Wales feel that a degree isn't value for money. So, is it time to rethink the cost of education?

Phrasal verbs

- 5 Complete the sentences with the correct prepositions in the box.

on (x2) out together up

- 1 Who do you rely (...) for emotional support?
- 2 She was organized and put (...) a plan for the weekend.
- 3 He picked (...) French really quickly when we were on holiday.
- 4 I need to sort (...) what I'm going to do in my gap year.
- 5 Layla is staying in to focus (...) her assignment.

Learning

- 6 Complete the captions for the photos with the words in the box.

ace cramming recall zoning



1 (...) out in class



2 (...) for an exam



3 (...) an exam



4 (...) information during a test

7 Choose the correct options.

- Diego finds it hard to take **in** / **on** information at lectures.
- The teacher's description has really stuck in my **mind** / **heart**.
- I really think I **aced** / **crammed** my English test.
- I'll need to **recall** / **revise** really hard for my end-of-term exams.

Idioms**8** Read the rules and choose the correct options.**Rules**

An idiom is a group of words whose meaning is **the same** / **different** from the meanings of the individual words. It is typically **figurative** / **literal** and usually is not understandable based only on the words within the phrase.

9 EXAM Read the dialogue and choose the correct answers.

- | | |
|--------|--|
| Matteo | We really need to get 1 (...) and study for this test. I've put together a plan. |
| Clara | Great – I'm 2 (...) ears! What's first? |
| Matteo | Well, I think we should revise the basics first. It's common 3 (...) that students make mistakes on the easy questions. |
| Clara | That makes 4 (...) – I always do that. |
| Matteo | ... and then we need try to learn the new words by heart. |
| Clara | Oh no. I'm not really 5 (...) that. I can't learn things that way, but I can try. |

- | | |
|--------------------------|----------------------------|
| 1 A making
B pulling | C cracking
D spotting |
| 2 A all
B on | C up
D get |
| 3 A sense
B cracking | C on
D knowledge |
| 4 A knowledge
B sense | C ears
D an all-nighter |
| 5 A all
B on | C up for
D up |

10 Choose the correct options. Then answer the questions.

- What advice that you have been given has been a **game** / **play** changer?
- Have you ever **pushed** / **pulled** an all-nighter? Why?
- When were your plans spot **on** / **in** and you aced a test?

Wordlist**Education**

- application (n)
assignment (n)
campus (n)
career (n)
degree (n)
gap year (n)
grade (n)
graduate (n)
internship (n)

learn the ropes

lecture (n)

module (n)

place (n)

the world is your oyster

undergraduate (n)

volunteer (v)

Phrasal verbs

- figure out
focus on
grow up
pick up
put together
rely on
run into
sort out

Learning

- ace (an exam)
cram (for an exam)
learn by heart
recall
revise (for an exam)
stick in your mind
take in (information)
zone out

Idioms

- be all ears
be up for (doing) something
common knowledge
game changer
get cracking
make sense
pull an all-nighter
spot on

Wordlist task

Quickly look through the wordlists for Units 1–7 and make a note of the words you still have difficulty with. Write one sentence for each word and revise all the words again in a few days' time.

WRITING WORKSHOP

How to do a writing task

A Get ideas

- Read the task carefully and identify what kind of text you need to write.
- Make notes of any key ideas. Don't write full sentences.
- If you can't think of many ideas straight away, don't panic! You will get marks for the way you organize and express your ideas.

B Plan

- Choose the best ideas from your notes.
- Think about useful language to include.
- Organize your ideas into a paragraph plan. For example:

Essay: Is homework necessary? Discuss.

Paragraph 1	Introduction	most students do it – many dislike!
Paragraph 2	Arguments for	helps you to remember info good way of testing progress
Paragraph 3	Arguments against	can take a lot of time, extra stress for students
Paragraph 4	Conclusion and personal opinion	not too much! overall, good idea

C Write

- Use your paragraph plan as a guide.
- Use linkers to create longer sentences.
- Use a variety of language, including different tenses, grammatical structures and vocabulary.

D Check

Read your composition carefully afterwards. Have you ...

- fully answered the task?
- used the right number of words (if you've been given a word count)?
- organized your composition logically?
- avoided repetition where possible?
- used correct grammar, vocabulary, spelling, punctuation and word order?
- checked your composition?

Useful phrases

Adding ideas

To begin a sentence: Also, ... • As well as ... *formal*: Moreover, ...
• Furthermore, ... • In addition (to this), ...
• What is more, ...

To join words / clauses: ... and (also) ... • ... as well as ..., *formal*: ...
in addition to ...

To end a sentence or clause: ... too. • ... as well.

Contrasting ideas

To begin a sentence: One (dis)advantage is ... • Another (dis)advantage is (that) ... • Another argument for / against ... is ... • However, ...
• Nevertheless, ... • Nonetheless, ...
• On the one / other hand, ... • Although / Though / Even though ...
• Despite / In spite of the fact that ... • Despite / In spite of (+ -ing) ...

To join words / clauses: ... but ... • ... yet ... • ... although / though / even though / despite / in spite of ...

To end a sentence or clause: ... , though.

Expressing reason

To begin a sentence: Because ... • Since ... • As ... • That is why ...
• Due to / Because of (+ noun) • For this / that reason, ...

To join clauses: ... , because / since / as ... • ... due to / because of (+ noun) / because (+ clause)

To end a sentence or clause: ... for that / this reason.

Expressing result

To begin a sentence: Therefore, ... • As a result, ... • As a consequence, ...
• Consequently, ...

To join clauses: ... , so ...

To end a sentence or clause: ... as a consequence. • ... as a result.

Expressing reason and result

... so (+ adjective) that ... • ... such (a / an) (+ adjective) + noun) that ...

Expressing purpose

To begin a sentence: In order that / to ... (+ infinitive)

To join words / clauses: ... in order that ... • ... so (that) ... • ... in order to / to (+ infinitive)

To end a sentence or clause: ... for that purpose.

Making conditions

To begin a sentence: If ... • As long as ... • Providing that ...
• Unless (clause), (clause) ...

To join clauses: ... if ... • ... as long as ... • ... providing that ... • ... unless ...

Sequencing an argument or narrative

Firstly, ... • First of all, ... • Secondly, ... • Next, ... • Thirdly, ... • Finally, ...
• Lastly, ...

To begin a sentence: Before (+ clause / noun / -ing) ... • At first, ... •
To begin with, ... • Then ... • Next, ... • After that, ... • In the end, ...
Eventually, ... • Finally, ... • Afterwards, ... • After (+ clause / noun / -ing)

To join clauses: ... before ... • ... after ... • ... , then ...

To end a sentence or clause: ... in the end. • ... afterwards.
• ... after all. • ... at last.

A narrative

In a narrative essay, you describe an experience.

Example task: Write about a difficult experience.'

Useful language

A narrative

I had an experience I'll never forget ...

I clearly remember ...

At first, I thought ..., but then I realized ...

All of a sudden ...

Imagine my / our surprise / astonishment / relief when ...

What a relief!

I've never forgotten ...

It was in fact / actually ...

Even now ...

Using linkers

after	then	initially
eventually	all of a sudden	shortly after that
in the end	after a while	to begin with
just then	when	At first

Adjectives

ashamed / astonished / confused / delighted / disappointed / enthusiastic / grateful / jealous / proud / relieved / scared / smelly / stiff / stinky / stressed / terrified / thrilled / tight / upset

A Get ideas

- Think about an experience – positive or negative.
- Make notes about when and where it happened, who was there and how you felt.
- Think of adjectives to describe how you felt then and now.

B Plan

- Organize your ideas into paragraphs. For example:

Paragraph 1

- Introduce the story and explain the background.

Paragraphs 2 and 3

- Describe the main part of the story.

Paragraph 4

- Write how the story ended and how you felt then or feel now.

C Write

Tips for writing a narrative

- ✓ Use a variety of past tenses.
- ✓ Organize your story into paragraphs.
- ✓ Make your story interesting by using a variety of adjectives.
- ✓ Include linkers to sequence events.

¹I'll never forget the weekend when I did an adventure challenge with school friends in order to get an achievement award.

²To begin with, the weekend started well. The weather was great and we all met with the other groups and teachers at the start point. The challenge was to walk, with heavy rucksacks containing all of our camping equipment, for ten kilometres to a checkpoint. We could only use a map to navigate and once we arrived, we would have to put up our tents and cook a meal.

We started walking and working as a group to find the way. **²Initially**, we all felt **²enthusiastic** and **²excited** by the challenge, but **²after** the first three kilometers, it started to get really hot and then we took a wrong turn and got lost. **²Eventually**, after about an hour we thought we had found the right path, but the silly mistake added another three kilometres to our walk.

²After another three hours, we could finally see that the end was in sight. On the hottest day of the year, **⁴I clearly remember** my rucksack feeling heavier with every step. I was exhausted and **⁴I felt huge relief** when we saw the teachers standing in the campsite waiting for us. **⁴Even now**, I can remember how **²grateful** I was to sit down, rest my **²stiff** legs and take off my **²smelly** walking boots!

¹Introduce when the story happened

²Use linkers

²Use adjectives

⁴Use narrative phrases

2 WRITING WORKSHOP

An opinion essay

In an opinion essay, you state your opinion on a topic and then provide arguments with examples.

Example task: 'Social media makes people better connected.' Discuss.

Useful language

Stating your opinion

My point of view is (that) ...

I am of the opinion (that) ...

Personally, I feel that ...

I strongly believe that ...

In my opinion / view, ...

Supporting your opinion

It is a fact / true / clear that ...

It has been proven / is widely believed that ...

Studies show that ...

Experts believe that ...

Adding ideas

Furthermore, / Moreover, / What is more, / In addition (to this), ...

Giving causes and results

... , because / as / so / due to ...

Because of / As a result of this, ...

Therefore, ... / Consequently, ... / Since ...

Summarizing and concluding

To sum up, / In conclusion, / To conclude, / As I see it, / In my view, / I am convinced that ...

¹People are social creatures and, over the ages, have continued to invent ways to connect with others.

²I strongly believe that people are better connected to one another ⁵due to ²one of those inventions – social media.

³Firstly, social media makes us more connected with people that we know well. ⁵Because of ⁴Instagram we can share photos with friends and family very quickly and easily. In addition, we can use messaging apps to see and talk to them instead of calling on the phone. ³Secondly, social media allows us to connect with friends and classmates. ⁴Snapchat gives us a way to communicate with people through messages, photos and videos. Moreover, we can use YouTube to upload and watch videos.

³Finally, social media lets us connect with people we meet while attending after-school activities or travelling. ⁵As a result of ⁴social media platforms, we can get to know people in our community or anywhere in the world.

In conclusion, it is clear that social media can help to bring people closer together. ⁶Personally, I believe that all of us want to be better connected with others, and social media gives us an easy and efficient way to do this.

A Get ideas

- Do you agree or disagree with the statement?
- Make a list of reasons to support your opinion.
- Now choose your three best arguments.
- Think of examples to support your arguments.

B Plan

- Organize your ideas into paragraphs.
For example:

Paragraph 1

- Introduce the topic and state your general opinion.

Paragraphs 2 and 3

- Give reasons and examples to support your opinion.

Paragraph 4

- Restate your opinion and add a final comment.

C Write

Tips for writing an opinion essay

- ✓ Give a general introduction to the topic and state your opinion in the first paragraph.
- ✓ Organize your arguments and give two or three examples for each one.
- ✓ Support your arguments by giving examples.
- ✓ Restate your opinion in the final paragraph.

¹Give a general introduction

²State your opinion

³Provide arguments

⁴Give examples

⁵Use cause and result phrases

⁶Restate your opinion at the end

A review

In a review, you give your opinion of something you have bought or used and say whether or not you would recommend it.

Example task: Write an online review of a product that you have used.

Useful phrases

Positive opinions

It's perfect / ideal for + verb + -ing ...

What I particularly like is ...

It's easy / simple / straightforward to ...

Another excellent feature is ...

Negative opinions

I wasn't impressed / was disappointed by ...

It's (much) too / rather / a bit + negative adjective.

My main / only criticism / One criticism is ...

Adjectives

- + stylish / attractive / compact / easy to carry / value for money / well-made / reliable / user-friendly / visually appealing / ideal
- badly-made / poor quality / expensive / plain / difficult to use / poor

Making comparisons

- | | |
|----------------------------------|--|
| ... isn't (quite) as good as ... | ... reminds me of ... |
| ... is just as good as ... | ... is similar to / different from ... |
| ... is even better than ... | There's nothing (else) quite like it. |

Overall impressions and recommendations

Overall, / All in all ...

It's good / excellent value for money.

I'd definitely recommend it. / I certainly wouldn't recommend it.

¹This waterproof camera looked really attractive on the website and I thought it would be ideal for my diving holiday. I bought it even though it was a bit more expensive than some of the other products because it looked really stylish and ²I thought it was worth it.

²Despite appearances, ³however, ⁴I wasn't impressed by this product. While it was certainly stylish, compact and easy to carry around, ⁴it did not really work very well. The battery life was very short and it could only be used in shallow water. Also, the picture quality was really poor. The description did not say anything about that!

⁵All in all, I definitely would not recommend this camera. ⁶It might be perfect to look at but that is it! It does not work well and it is very poor value for money. ⁷I am so disappointed that I am going to send it back to the retailer and ask for my money back.

A Get ideas

- Think about an item you have bought.
- Make a list of positive and negative aspects.
- Decide if you will write a mainly positive or negative review.

B Plan

- Organize your ideas into paragraphs.
- For example:

Paragraph 1

- Describe the product, why you bought it and what it does.

Paragraph 2

- Give some positive or negative aspects. Include personal examples of your experience of using the product.

Paragraph 3

- Give your overall opinion of the product and recommendation to others.

C Write

Tips for writing a product review

- ✓ Write complete sentences and use clear language which is easy to understand.
- ✓ Include comparisons with other products.
- ✓ Include information about how or why you personally use the product.
- ✓ Explain why you like / don't like the product.
- ✓ End with a positive, negative or mixed recommendation.

¹Start with a general description

²Use linkers of contrast

³Talk about your thoughts and feelings

⁴Give reasons for your opinion

⁵Give a clear recommendation

⁶Sum up your opinion

4 WRITING WORKSHOP

An informal email

In an informal email, you write to a friend or relative about personal news.

Example task: Write an informal email to a friend, telling them your news.

Useful language

Starting the email

Hi / Hi there, Hiya, / Dear ...

Thanks for your letter / email.

How are things?

It's great to hear from you.

Sorry I haven't been in touch.

Responding to or giving news

Glad / sorry to hear ...

I think I told you ...

By the way, did you hear that ... ?

Asking for news

Anyway, what about you?

What have you been up to lately?

Hope you're enjoying ...

How's it going? / What's up? / What's new?

Talking about yourself and others

All good here.

Guess what!

I've got some great / amazing / sad news.

Ending the email

Bye for now, Write soon! Take care,

Must go now. See you soon! (Lots of / All my) love,

Be in touch soon. Call me! Love from,

¹Hi Moira,

²How have you been doing? ³Sorry I haven't been in touch for ages, but I've been so busy!

⁴Did I tell you that I'd joined the school swim team? Well, I've been training every morning before school – ²not so fun – because there's a big competition ⁵coming up in just over two weeks. ⁴How about coming and watching me compete?

Oh, I was in Liverpool on Saturday and I ⁵ran into Zahra.

²Remember her? She asked me if I had time for ⁵a bite to eat and we went to an Italian restaurant that she likes. I'm afraid it wasn't my favourite food... I hope she didn't mind!

So, ⁴what's up with you? ³Hope your exams are going well.

²Must run, Dad's calling me for dinner! Call me!

⁶Emma

A Get ideas

- Think about who you are writing to and why you are writing.
- Make notes about the things you want to include.
- Think of some questions to ask / suggestions to make.

B Plan

- Organize your ideas into paragraphs. For example:

Paragraph 1

- Write a greeting and opening sentences.

Paragraphs 2–4

- Give the main news you want to share.

Final paragraph

- Ask for news and add closing sentences.

C Write

Tips for writing an informal email

- ✓ Use contractions (I'm), not full forms (I am).
- ✓ Use informal punctuation, such as exclamation marks.
- ✓ Use informal language and ellipsis; avoid formal expressions and linkers.
- ✓ Use phrasal verbs and idioms.
- ✓ Ask direct questions and express interest.

¹Use an informal greeting and a closing expression

²Use chatty colloquial language

³Use ellipsis

⁴Ask questions and make suggestions

⁵Include phrasal verbs and idioms to add interest

⁶Just write your name

A for and against essay

In a for and against essay, you consider a topic or statement from opposite points of view, before giving your own opinion.

Example task: 'Everyone should do voluntary work at some time in their life.' Discuss.

Useful language

Introducing the topic

In recent years / Nowadays, ...

Many people think / believe / consider (that) However, others ...

There are both advantages and disadvantages to this idea.

Introducing contrasting ideas

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

On balance, ...

However, / Nevertheless, it can also be argued that ...

One (dis)advantage of ... is ...

An(other) argument for / against ... is ...

Giving evidence

According to ...

It is clear that ...

(Research) has shown that ...

Making suggestions or recommendations

... should (not) / ought (not) to ...

Shouldn't we / people (be able to, etc.) ... ?

Would (noun / + -ing) be a better solution / alternative?

Expressing your opinion

(Personally,) I think / believe / feel / am of the opinion (that) ...

I (strongly) agree / disagree that ... / with the statement that ...

In my opinion / view, ...

A Get ideas

- What do you already know about the statement or topic?
- List as many arguments as you can for and against the statement.
- Now choose your two strongest arguments in each category.
- Decide what your own opinion is.

B Plan

- Organize your ideas into paragraphs. For example:

Paragraph 1

- Introduce the topic and say what people generally think about it.

Paragraph 2

- List arguments for the statement and give examples.

Paragraph 3

- List arguments against the statement and give examples.

Paragraph 4

- State your opinion and summarize the arguments.

C Write

Tips for writing a for and against essay

- ✓ In the first paragraph, give a general introduction to the topic, not your opinion. Leave this for the final paragraph.
- ✓ Separate for and against arguments into equal, distinct paragraphs.
- ✓ Support your arguments by giving evidence and examples.
- ✓ Use formal language.

¹Use passives and impersonal distancing language

²Give a general introduction

³Use modals to make suggestions and recommendations

⁴Use linkers of contrast

⁵Separate arguments for and against into two paragraphs

⁶Give your own opinion at the end

¹It is said that ²everyone ³should ²do voluntary work at some time in their life because it is good for both the volunteer and the people that ¹are helped. ⁴However, ²there are both advantages and disadvantages to this idea.

⁴On the one hand, ¹it is ⁵often ¹thought ⁵that doing voluntary work is very important because the volunteer can help people who need it. In addition, voluntary work can help the volunteer gain useful experience for a future job.

⁴On the other hand, ¹many people say ⁵voluntary work is not a good idea because the volunteer ¹is not paid. Moreover, ¹many people believe ⁵that sometimes those ¹being helped ⁵rely on the voluntary work when they ³should ⁵actually be helping themselves.

⁶Personally, I believe that voluntary work is beneficial and ²ought to ⁶be encouraged. ⁴Nevertheless, ⁴I feel that people who decide not to do it ²should ⁶not be judged.

6 WRITING WORKSHOP

A description

In a description, you describe a place, person or an event.

Example task: Write a description of an organized event.

Useful language

Comparisons using the senses

- ... sounded like ...
- ... smelled / tasted like / of ...
- ... looked / felt like / as if ...

Describing reactions

- ... made me feel proud / happy / emotional
- ... made me think about ...
- ... reminded me of ...

Using similes

- ... as bright as the sun ...
- ... as if to remind us of the purpose of ...
- ... the crowded poured into the city like flood water ...

A Get ideas

- Think about an organized event, a protest or a march you have attended.
- Make notes about when and where it happened, who was there and how you felt.
- Think of adjectives to describe emotions.

B Plan

- Organize your ideas into paragraphs. For example:
 - Paragraph 1
 - Introduce the event and say how you felt about it in general.
 - Paragraphs 2–4
 - Develop the description. Add facts and details.
 - Paragraph 5
 - Summarize the event and add a final comment.

C Write

Tips for writing a description

- ✓ Use descriptive language.
- ✓ Organize your description into paragraphs.
- ✓ Use similes to make your description more vivid.
- ✓ Add facts, details and examples.

Shine Night Walk

As I arrived in London at the start point, ¹I felt quite emotional to see so many people ready to walk the 26.2 miles for charity that I had also signed up for. After five months of training, I was feeling ²as strong as a lion and ready to enjoy the experience.

My friend and I set off with the faster walkers at 10 p.m. along a set route through the London streets. To begin with, ³there were lots of people around us and we chatted happily with other walkers. Everyone was there to raise money for a loved one, with their names written on their T-shirts or wearing bright clothing ⁴as if to show they still had happiness in their hearts.

As we continued on, there were fewer walkers and ⁵the London streets were unusually quiet. As I thought about people sleeping while I was walking, it made me think about how raising money for such a cause was so important. ⁶I felt proud to have trained so hard and to be participating.

After nearly six hours of walking, it was almost 4 a.m. and ⁷the sun was beginning to rise. It was chilly, but ⁸we were feeling warm and delighted to have finished. We had done it! We received our medal and were given a bag of snacks that ⁹tasted like heaven! I'm already looking forward to next year when I can do it all again.

¹Describe how you felt

²Use similes

³Describe your surroundings

A formal email

In a formal email of enquiry, you write to a person in an official role (for example, an employee at a company) to request information.

Example task: Read the advert and write a formal email of enquiry to Ms Mason.

Useful language

Opening

Dear Mr / Mrs / Ms + surname (if you know the person's name)

Dear Sir / Madam (if you don't know the person's name)

Starting the email

I am writing to / in order to enquire about ...

I'm interested in doing volunteer work / volunteering, etc.

Indirect questions

Could you tell me / let me know ...

I would be grateful if you could ...

Would you mind (+ -ing) telling me ...

I would appreciate it if you could ...

Closing the email

I look forward to hearing from you.

Thank you for your help.

Signing off

Yours faithfully, (if you don't know the name of the recipient)

Yours sincerely, (if you know the name of the recipient)

ARE YOU LOOKING FOR A REWARDING EXPERIENCE

THIS
SUMMER?

IF YES,
then we may have
the opportunity
for you!

The youth centre needs
volunteers to organize activities
every Monday to Friday during
the summer months.

Please send your email to Ms Mason for more information.

A Get ideas

- Read the advert carefully and make notes about the information given.
- Make notes about three things you would like more information about.

B Plan

- Organize your ideas into paragraphs. For example:

Opening

- e.g. Dear ...

Paragraph 1

- Explain why you are writing.

Paragraphs 2–4

- Ask your questions and explain why you are asking them.

Paragraph 5

- Ask for a reply and sign off.

C Write

Tips for writing a formal email of enquiry

- ✓ Organize your ideas into paragraphs.
- ✓ Use indirect polite forms and appropriate formal language.
- ✓ Sign off in an appropriate way.

Dear ¹Ms Mason,

I am writing to enquire about the volunteer work at the youth centre that was advertised in the local newspaper recently. ²I would be grateful if you could give me some more information about it.

Firstly, ¹²would like to know when the activities start. Your advert mentions that they take place during the summer months. At present, I am still at school and will be busy with exams until the end of June, so I would like to be sure that I have enough time to finish my studies before starting the work.

Secondly, ²could you tell me what sort of activities will take place at the youth centre? At school, PE is my favourite subject and I want to be a sports coach when I finish school, so I would be particularly interested in helping out with sports activities.

Finally, I would be very keen to do some part-time volunteer work at the youth centre after the summer months. ²Could you let me know if there may be any opportunities to do this?

I look forward to hearing from you.

³Yours sincerely,
Grace Teasdale

¹ Always include a name if you are given one

² Use indirect forms to make polite requests

³ Use an appropriate closing expression to match the opening

1 EXAM PRACTICE

The leader of the entertainment world

The gaming industry is the secret giant of the media and entertainment world. Its annual global revenue from video games is worth more than the film and music industries combined. Its massive growth in the last twenty years came at the same time as video games moved to online platforms, particularly on mobile phones. Now the purchase of boxed games rather than digital is only about 6% of total revenue. Gaming overtook the film industry in 2012 and is now five times its size at \$170 billion in annual world sales. Global video streaming is in second place, at \$95 billion, but is still far behind gaming, which is estimated to have 2.5 billion players.

What's intriguing is why the vast size of the gaming industry is not much talked about. Perhaps it is because traditional media, such as TV and print, support the promotion of the star system, and keep it in public view. Gaming, which is mainly animated, does not get this kind of promotion. However, this does not seem to affect its revenue or popularity, as it is the biggest entertainment industry of our generation.

The gaming industry has plans to become even bigger. It has been using the images of living sports stars, such as footballers, for some time, but games now have lifelike avatars of actors that have been adapted from films. But it can go both ways. There are games based on TV shows and movies, such as *Stranger Things* and *Star Wars*, and games that became films, such as *Pokemon* and *Mario Bros*. It's easy to understand why the film industry lets game publishers make video games of its blockbusters –



they are so much more lucrative. The bestselling game *Grand Theft Auto V* has made more than six billion dollars, while the highest earning film ever, *Avatar*, brought in less than half that. And video games take less time to make a profit. In 2023, the Harry Potter game, *Hogwarts Legacy*, earned \$850 million in just two weeks, as much as a single film in the series, but in a much shorter time period. Unlike films, new video games only involve one worldwide online launch, while films need actors to spend months doing promotion around the world.

Gaming is moving into the music industry with platforms like Fortnite hosting special-effects live concerts starring musicians, such as Ariana Grande and Justin Bieber. With tens of millions of viewers logging onto a game to watch concerts, in just a few minutes musicians can reach enthusiastic audiences that would take a lifetime of touring to achieve. The average gamer spends eight hours a week playing, and this figure continues to grow. A jump in the number of users is expected in developing Africa, as more than 60% of its population is under the age of 25 and, by 2030, will make up 42% of global youth. With billions of players already, and more to come, it is easy to understand why gaming is the leader of the entertainment and media world.

Reading

- 1 Read the article and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 Gaming is the same size as the film and music industries.
- 2 It is believed that 2.5 billion people use video streaming.
- 3 Video games do not need media publicity to make money.
- 4 *Stranger Things* was a video game before it was a series.
- 5 The top video games make money faster than films.
- 6 Ariana Grande has performed inside a video game.

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

- 1 *It's fascinating why the immense scale of the gaming industry receives so little attention.*
- 2 *It's clear why the film industry allows game publishers to create video game adaptations of its blockbusters because they are far more profitable.*
- 3 *New video games are released globally online in a single launch, whereas films require actors to travel for months to promote them worldwide.*
- 4 *Musicians can connect with millions of eager fans in minutes through in-game concerts, a reach that would take years of touring to achieve.*

Listening**3** 46 Listen and choose the correct answers.

- 1 According to the professor, who is an introvert?
 A Someone who hates parties.
 B Someone who prefers to spend time alone.
 C Someone who is stressed.
 D Someone who is different.
- 2 How does Adele feel about performing?
 A She is unfazed by it.
 B She used to like it.
 C It terrifies her.
 D She worries about what people think.
- 3 As a child Hayley Atwell ...
 A liked going to the theatre.
 B pretended to be on stage.
 C hid behind her mum.
 D starred in a Marvel film.
- 4 Researchers into figure skaters concluded that shy skaters ...
 A didn't perform as well as non-shy skaters.
 B did worse in competitions.
 C thought too much about the judges opinion.
 D were not disadvantaged.
- 5 What does the presenter conclude from the professor's examples?
 A Shy people are always at a disadvantage.
 B Anxiety is a negative emotion.
 C Feeling anxious is OK.
 D Feeling worried at parties is OK.

Use of English**4** Read the text and choose the correct answers.

How did Daisy Ridley manage to ¹(...) the third *Star Wars* trilogy, probably the biggest ²(...) in the world, when all she ³(...) previously was a few small parts on TV?

She was probably lucky that the film's director, JJ Abrams, had ⁴(...) decided that the lead roles should be played by ⁵(...) actors. So she auditioned and the rest is history.

Now a famous actor, Ridley still seems a bit ⁶(...) at her sudden success. She says that she ⁷(...) prepared for such an intense level of fame.

- | | | |
|-----------------|------------------|----------------|
| 1 A star in | B lead in | C fit in |
| 2 A platform | B film franchise | C thriller |
| 3 A would get | B had got | C was playing |
| 4 A yet | B already | C still |
| 5 A inspired | B uplifting | C unknown |
| 6 A surprised | B surprising | C unsurprising |
| 7 A hadn't been | B haven't been | C wasn't being |

**Pronunciation****5** Answer the questions.

- 1 How is 'T' pronounced in *storyline*: /i:/, /aɪ/ or /ea/?
- 2 How is 'sh' pronounced in *ashamed*: /tʃ/, /ʃ/ or /s/?
- 3 How is 'o' pronounced in *introvert*: /ə/, /əʊ/ or /o/?
- 4 How is 'in' pronounced in *inspiring*: /g/, /n/ or /ŋ/?

Writing**6** Write a composition of 120–150 words on one of the topics below.

- Write a narrative about a day you would like to experience again.
- Write a narrative about the first time you did something.

Immersive news

- A At a Los Angeles food bank, a crowd is queuing for food. Suddenly, a man collapses. People are trying to reach out to help, but can't actually get to him. Why? Because none of this is happening in real life. The people at the food bank are animated figures and the event is recreated in virtual reality. Viewers are observing the situation through a VR headset as part of an immersive news experience.
- B The interactive documentary *Hunger in L.A.* was created by journalist Nonny de la Peña for the Sundance Film Festival. It was the first time ever that a news story had been told using immersive technologies, such as virtual reality (VR), augmented reality (AR) and 360° videos. De la Peña's news piece was made by combining game development software, motion tracking and a headset with live audio recorded at the scene of the incident. The dramatic reactions experienced by participants revealed the great potential of this news medium.
- C The main benefit of immersive technologies is that they place participants in the middle of the action. Here, they can experience not only the sights and sounds, but also the feelings and emotions that accompany the news story. Participants said how upset they were that they could not help the man who had collapsed. Thankfully, he soon recovered. As well as giving the story a greater impact, immersive technologies make it more memorable too.
- D Unfortunately, these technologies do have some obvious drawbacks. Firstly, they are not appropriate where privacy or sensitivity might be an issue. Secondly, they're still very new and neither media teams nor consumers know how to make the best use of them. Thirdly, they might be used to create fake news; some countries have made it illegal to swap faces in videos.
- E So, what is the future for immersive technologies? Their value has already been proven by experiences like *Hunger in L.A.*, which succeeded in transmitting to participants the seriousness of the effect of hunger and poverty. What needs to happen now is that the obstacles are dealt with effectively to allow journalists to experiment and perfect their use as a medium for delivering news.



Reading

- 1** Read the article. Answer the questions or complete the sentences with the correct information.

- What is the purpose of the first paragraph?
- What was special about *Hunger in L.A.*?
- The participants of *Hunger in L.A.* felt (...).
- What is the problem for creators and people using this technology?
- Certain countries have banned the practice of (...).
- What is the writer's view of immersive technologies?

- 2** Find words in the article that mean the following.

- fall down and become unconscious (paragraph A)
- put together (paragraph B)
- get better after an illness (paragraph C)
- to exchange one thing for another (paragraph D)
- something that makes progress difficult (paragraph E)
- try out new methods, ideas or techniques (paragraph E)



Listening

3 47 Listen and choose the correct answers.

- 1 Transhumanists believe we should use technology to help us ...
 - A fix our physical problems.
 - B see better.
 - C boost our mental and physical abilities.
 - D become superhuman.
- 2 What are scientists at a research centre in California attempting to do?
 - A They are trying to abolish age-related issues.
 - B They are trying to find a cure for heart disease.
 - C They want to abolish lung disease.
 - D They want to help 100-year-olds be more active.
- 3 Zoltan Istvan thinks that in the future, ...
 - A he will become president.
 - B he'll be able to run much faster.
 - C a chip will replace our hearts.
 - D personal data will be contained in a chip.
- 4 What is the main problem with cryogenics for people?
 - A They think it's weird.
 - B It's too expensive.
 - C They don't want to upload their minds.
 - D They don't want to be immortal.
- 5 The children of today think that ...
 - A their grandparents should use a smartphone.
 - B steam trains are bizarre.
 - C anything that isn't digital seems unnatural.
 - D transhumanism is appealing.

Use of English

4 Choose the correct answer.

- 1 We (...) at the café next Saturday at 10 a.m.

A will meet	C will have met
B are meeting	D meet
- 2 The coding class (...) at 9 a.m. every Monday.

A is going to start	C will have started
B will start	D starts
- 3 He's going (...) coding at university.

A to study	C studying
B study	D be studying
- 4 I (...) to you on my new upgraded phone this time tomorrow.

A 'll have talked	C talk
B 'll talk	D 'll be talking
- 5 You won't (...) that e-book by next week.

A be finishing	C finishing
B have finished	D to finish

Pronunciation

5 Answer the questions.

- 1 How is the o pronounced in *offline*: /ɒ/, /a/ or /æ/?
- 2 How is the y pronounced in *hydrate*: /aɪ/, /ə/ or /əʊ/?
- 3 How is the sch pronounced in *schedule*: /ʃ/, /ʃ/ or /s/?
- 4 How is the or pronounced in *support*: /ɔ:/, /o/ or /a:/?

Writing

6 Write a composition of 120–150 words on one of the topics below.

- Some people say that technological inventions are damaging friendships. Discuss.
- There is no place for smartphones in classrooms. Discuss.

3 EXAM PRACTICE

CONQUERING DISEASE

A Vaccines prevent millions of deaths a year. But who first thought of them and how?

The first vaccine was developed in 1796 by an English doctor, Edward Jenner. His aim was to prevent people from getting smallpox, a serious disease caused by the variola virus. Symptoms include a high fever, vomiting and large spots which are filled with liquid and cover the whole body. By the end of the 18th century, at least three out of every ten smallpox patients were dying, while survivors might be left with horrible scars on their skin or could go blind.

- B Attempts had been made to protect people from smallpox as early as the 15th century when doctors in Asia deliberately exposed healthy people to the disease. Material from smallpox spots was either scratched into their arms or they had to breathe it in through their nose. Symptoms would always develop as a result of this procedure, but the disease seemed to be less dangerous: fewer people died than if they had caught smallpox naturally. The practice was known as variolation, after the name of the virus.
- C By the time Jenner was born, variolation had reached Europe, and he himself had experience of it as a child. In fact, the side-effects he suffered from this process might have led to his interest in medicine. At the age of fourteen, he became an apprentice to a doctor in the countryside and noticed that the girls who milked cows on farms did not seem to get smallpox. Instead, they often developed a less serious illness from the cows, the 'cowpox'.
- D Jenner concluded that the liquid inside cowpox spots must protect the milking girls against getting smallpox. If he could give a person the milder disease, it might lead to them getting the less



serious one. Some years later, he tested his theory on the young son of his gardener. First, he made a small cut in the boy's arm and put liquid from a cowpox spot on it. Six weeks later, he did the same, but this time, he put material from a smallpox spot inside. The test was a complete success. He did not develop smallpox.

- E Jenner's medical colleagues ignored Jenner's findings, until they realized that the new procedure was far safer and much more effective than variolation. The substance that was put into the blood became known as a 'vaccine' and the process of inserting it became known as 'vaccination' after the Latin word for cow, 'vacca'. Over the next two centuries, Jenner's smallpox vaccine was improved and given to people all over the world. The number of cases gradually decreased until in 1980, the World Health Organization announced that the disease had completely disappeared.
- F Since the development of the smallpox vaccine, a similar technique has been used to fight against other illnesses, such as polio, Ebola and coronavirus. Today, vaccines protect us against more than twenty different diseases. It is essential now to make sure that they reach people globally, not just those in the countries that can afford them.

Reading

- 1 Read the article. Answer the questions or complete the sentences with the correct information.

- Edward Jenner wanted to prevent some people from catching the smallpox disease because ...
- What effects did smallpox illness have on people in the 18th century?
- What did doctors in Asia do?
- While Jenner was an apprentice in the country, he observed that ...
- How did Jenner test his smallpox theory?
- Where does the word 'vaccination' come from?
- The most important thing about vaccines is ...

- 2 Find words in the article that mean the following.

- be sick; throw up
- people who continue to live, despite being nearly killed
- marks that are left after a wound has got better
- lose the ability to see
- the additional and usually bad results that a treatment has on you

- 3 Find antonyms of the words below in the article.

- | | |
|----------------|-------------|
| 1 mild | 4 increased |
| 2 accidentally | 5 locally |
| 3 safe | |

Listening**4** 48 Listen and choose the correct answers.

- 1 Compared with adults, babies have ...

A fewer bones.	C more bones.
B harder bones.	D softer bones in the hands and feet.
- 2 If you lose muscle mass, you ...

A will damage your bones.
B will find it happens quickly.
C will have trouble getting it back.
D are more likely to get hurt.
- 3 Our brains work the most when we are ...

A not awake.	C using a lot of oxygen.
B moving fast.	D using a computer.
- 4 What impresses Dr Peabody most about the heart?

A the force of its blood pressure
B the fact it is so constant
C the size of it
D the way it contracts
- 5 Dr Peabody says that the aorta ...

A contains five litres of blood.
B is found in the thumb.
C is extraordinarily long.
D carries oxygenated blood.
- 6 What does Dr Peabody say about human CO₂ emissions?

A They are about the same as a car.
B They are a huge part of our carbon footprint.
C They could be affected by a large population.
D They are caused by unnecessary breathing.
- 7 What happens if the alveoli are damaged?

A They don't recover easily.
B They stop growing.
C They become stronger.
D The lungs grow more of them.

Use of English**5** Choose the correct answers.

- 1 (...) check I've understood correctly?

A Am I able	C Must I
B Could I	D Should I
- 2 This seat's free. You (...) sit here.

A must	C can't
B don't need to	D can
- 3 You (...) phoned me for advice.

A should have	C must
B can't have	D could
- 4 You ought (...) to bed earlier.

A go	C have gone
B going	D to go
- 5 You (...) be seventeen to drive.

A have	C ought to
B must	D might
- 6 She might (...) herself playing football.

A injured	C have injured
B to injure	D need to injure
- 6 Rewrite the sentences in bold using a modal perfect.
 - 1 I'm not sure where Sofia is. It's possible she's **gone to a friend's house**.
 - 2 **It wasn't necessary for you to bring anything.**
But thank you all the same.
 - 3 You don't look very smart. **Why didn't you get dressed up?**
 - 4 The fans are cheering. I'm sure their team won.
 - 5 Where's my biology book? It isn't possible that **I left it at school!**
 - 6 I woke up late. **I was wrong to turn off my alarm.**

Pronunciation**7** Answer the questions.

- 1 In which word is the vowel sound *ə* pronounced the same as in *hot*? *sport*, *bronchi*, *anatomy*, *bone*, *blood*.
- 2 In which word is the *ss* pronounced the same as in *tissue*? *pressure*, *message*, *illness*, *moss*.
- 3 In which word is the letter *g* pronounced the same as in *large*? *breathing*, *gas*, *lungs*, *oxygenated*.
- 4 In which word is the vowel sound *a* pronounced the same as in *play*? *hand*, *vein*, *heart*, *carbon*.

Writing**8** Write a composition of 120–150 words on one of the topics below.

Write a review of a sports facility in your area.

Write a review of a health, fitness or well-being website.

How to make a good first impression at work

A Facial expressions

A friendly, open look accompanied by your biggest smile is the way to start the first day at work. Even if you're not feeling it, 'fake it until you make it'. People react to and accept newcomers better if they look relaxed and friendly.

B Attitude

In your first days at work, try your best to give the impression that you are positive and enthusiastic about the job. Don't complain but ask for help if you need it. Your managers and colleagues will be happier to guide you if they think you deserve their time.

C Clothes

Despite the fact that in many workplaces nowadays, a more casual look is acceptable, don't take the idea too far – especially on your first day! By all means, leave the tie at home, but make sure your trousers are not too tight, and are clean and ironed. Keep your clothes simple and professional in style. Colours are fine, but not too many crazy patterns. Comfort is acceptable, but not as far as wearing your pyjamas and slippers! There may be special occasions when you can wear what you like and express yourself, but the first day is not the right moment.



D Hair

Many workplaces will need you to keep long hair tied up for safety and hygiene reasons. That's a good way to look smart and tidy straight away. If you like the green or purple look, you'd better check with the company first about how they feel about it. Facial hair is fine as long as it's clean and neat.

E Accessories and Jewellery

Not everyone likes piercings and tattoos, and some people still think they indicate an unconventional attitude. To be on the safe side, stick to discreet items like earrings and a necklace, and wear long sleeves, at least until you work out the company's dress code.

Reading

- 1 Read the article and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 There is no need to smile if you're not feeling very happy on your first day.
- 2 You don't have to wear a tie on your first day at work.
- 3 You might be able to wear your favourite outfit to work at some point later on.
- 4 It's a good idea to tie long hair back on your first day at work.
- 5 A tidy, trimmed beard is acceptable.
- 6 You shouldn't wear any jewellery at all.

- 2 Find sentences in the article that mean what has been paraphrased below.

- 1 When you start work, you should show that you are interested in what you are doing.
- 2 Casual clothes are OK, but don't wear your nightwear.
- 3 Make sure your beard is tidy.

Listening

- 3 49 Listen to the podcast and choose the correct answers.

- 1 When we go on holiday ...
 - taxis can be very expensive.
 - other people try to give you advice.
 - you can never connect to the wi-fi.
 - we often make new friends.
- 2 What is the speakers experience of travelling?
 - People don't like to lend you things.
 - People refuse to help you.
 - People are cautious about talking to strangers.
 - People are kind and helpful.
- 3 Which of the following statements is true?
 - People are kind if you are kind to them.
 - Some people don't smile when you talk to them.
 - Altruism doesn't come easily to some people.
 - People can't work together in a crisis.
- 4 According to evolutionary theory, humans ...
 - aren't sure why they like helping others.
 - usually only want to help themselves.
 - don't like helping the opposite sex.
 - don't like accepting help from strangers.

Use of English

- 4 Read the text and decide which answer (A, B, C or D) best fits each gap.

The ultimate luxury

In this increasingly connected world, it's becoming more and more difficult to ever really switch off. People can lie in bed late into the night to ¹(...) friends, wide awake, seemingly unable to stop looking at a screen. Even on holiday, you see people who are unable to give their families their full ²(...) as they check their emails and TikTok every few minutes, worrying ³(...) if they're missing out on something. Perhaps these days the ultimate luxury is to truly get away from it all to ⁴(...) life without being constantly connected. If we didn't have the internet we would have no choice, but to concentrate ⁵(...) having fun and ⁶(...) with our loved ones. Smartphones ⁷(...) in certain areas of many top hotels for precisely this reason.



- | | | |
|----------------|-------------|---------------|
| 1 A deliver | B update | C interact |
| 2 A mind | B attention | C impression |
| 3 A about | B on | C at |
| 4 A experience | B evolve | C interact |
| 5 A with | B on | C at |
| 6 A updating | B messaging | C interacting |
| 7 A is banned | B banned | C are banned |

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

- 1 She made me feel really relaxed. (ease)
She really (...).
- 2 'I'm sorry I was late,' said Marta. (apologized)
Marta (...).
- 3 'I'll deliver your note,' said Dad. (said)
Dad (...).
- 4 'Don't stay up too late,' she told me. (warn)
She (...).
- 5 He said that he would carry her suitcase.
(promised)
The new teacher (...).
- 6 The new teacher seemed to be really friendly.
(across)
The new teacher (...).
- 7 'Don't forget to bring the signed forms tomorrow!' (reminded)
The teacher (...).
- 8 'Let's translate the article ourselves,' Anika said.
(suggest)
Anika (...).

Pronunciation

- 6 Answer the questions.

- 1 How is the ss pronounced in *impression*: /ɪʃ/, /ʃ/ or /s/?
- 2 How is the j pronounced in *jam*: /dʒ/, /g/ or / tʃ/?
- 3 How is the ie pronounced in *science*: /aɪ/, /a/ or /ao/?
- 4 How is the ee pronounced in *freed*: /ə:/, /i:/ or /a:/?

Writing

- 7 Write a composition of 120–150 words on one of the topics below.

- Write an email to a friend or relative about some exciting news.
- Write an email to a friend or relative about a new activity you have taken up.

5 EXAM PRACTICE

VISITORS BEHAVING BADLY

A

The Mediterranean island of Sardinia is famous for its white sandy beaches – in fact, holidaymakers turn up and take large quantities of sand home with them. One summer, a couple were caught with 40 kg of white sand in fourteen plastic bottles. The couple told police they were taking the sand home as a souvenir and did not realize that they had committed a crime. It has been illegal to remove sand and shells from Sardinian beaches since 2017 to protect the stunning beaches. Visitors who break the law may face fines of between €500 and €3,000.

B

So many of the accidents in museums and galleries these days are caused by visitors taking selfies. Not long ago, an 18th century statue of Saint Michael in the National Museum of Ancient Art in Lisbon was destroyed by a tourist. In an attempt to get the perfect shot of himself with the statue, the man stepped back into the statue and knocked it to the floor, where it broke into several pieces. Another visitor took a photo of the damage and shared it on social media. It is not clear whether or not the tourist was punished for the incident.

C

Things can also go wrong when an exhibit doesn't actually look like one. One couple in their twenties damaged a graffiti artwork on display at a gallery in the Lotte World Mall in Seoul. They were so sure the brushes and paint laid out were for visitors that they used them to add their own touch to the work. In fact, the tools were an essential part of an untitled piece painted by US graffiti artist JonOne in front of an audience in Seoul in 2016 and displayed in various galleries since then. The work was estimated to be worth just under \$500,000. In the end, the couple weren't charged for the damage because it was considered a genuine mistake.

D

The ancient Colosseum, in the centre of Rome, is such an impressive attraction that it receives more than seven million visitors each year. Not all of them treat the monument with respect, however. One summer, a tourist was seen on video cutting his girlfriend's name into the walls of the structure using his keys. The video went viral, and the man was identified and charged with damaging a historical and artistic landmark.



Reading

- 1 Read the article and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 You are not allowed to take items from the beach on the island of Sardinia.
- 2 The tourist who visited the National Museum of Ancient Art in Lisbon was charged with causing damage.
- 3 The couple who visited the gallery in Seoul were attending an art class.
- 4 The tourist who visited the Colosseum ... broke the law.

- 2 Read the article and answer the questions.

- 1 What reason for taking sand from the beach did the couple give the police?
- 2 How did the tourist destroy the statue of Saint Michael?
- 3 Why wasn't the couple in text C charged for the damage that they did?
- 4 How did a tourist damage the Colosseum?

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

- 1 When trying to take a photo, a visitor knocked over a statue.
- 2 The video was spread very quickly and the man was found

- 4 Find words or phrases in the article that mean the following.

- 1 people who are visiting a place on holiday
- 2 a photograph
- 3 being in a place where people can look at it
- 4 a building or a place that is very important historically and that should be preserved



EXAM PRACTICE

- 3 The travel industry employs lots of people.
Lots of people (...).
- 4 An older couple are renting the house on the beach at the moment.
The house on the beach (...).
- 5 We won't forget your hospitality while we were staying with you.
Your hospitality (...).

Listening

- 5 ① 50 Listen to a podcast interview with a teenager who went on holiday with her family to a horse ranch. Choose the correct answers.
- 1 Where is the horse rescue ranch?
A near New York C in Big Apple
B in America D near her family home
- 2 Samantha is staying ...
A in an old house. C in the ranch house.
B with the owners. D in a cottage.
- 3 The ranch owners ...
A don't earn money.
B earn a large profit.
C charge a lot.
D give some money to charity.
- 4 What HASN'T Samatha been doing?
A feeding horse
B building a shed
C filming for their YouTube channel
D riding the horses
- 5 Why are the horses there?
A Because people don't have the money to look after them.
B Because the ranch is a better place to live.
C Because they need to see a vet.
D Because they behaved badly.
- 6 The best thing about the ranch for Samantha is ...
A that she's been able to adopt a horse.
B the trail rides.
C the other guests she'd met.
D the photos she's taken for Instagram.

Use of English

- 6 Rewrite the sentences with the correct passive form of the verbs in brackets.
- 1 They made these boots in Morocco.
These boots (...).
- 2 Work started on the Tower of Pisa in 1173.
Work (...).

- 7 Rewrite the sentences in the passive form.
Only include the agent where necessary.

- 1 We'll refund your money if you aren't satisfied.
Your money (...).
- 2 Many people think that tourism started in Egypt.
It (...).
- 3 Reports estimate that there will be 85 million tourists in Spain this year.
It (...).
- 4 People of all ages own rucksacks these days.
Rucksacks (...).
- 5 Dad is booking our winter holiday.
Our winter holiday (...).
- 6 People say that it's best to walk around the old town early in the morning.
It (...).
- 7 We've seen the film star in the village several times since the film crew arrived.
The film star (...).
- 8 Locals were discussing the negative aspects of tourism when more visitors arrived.
The negative sides of tourism (...).

Pronunciation

- 8 Answer the questions.

- 1 How is e pronounced in *impressive*: /i:/, /ə/ or /e/?
- 2 How is a pronounced in *ranch*: /ɑ:/, /æ/ or /ə/?
- 3 How is o pronounced in *horse*: /ɔ:/, /o:/ or /ə/?
- 4 How is s in pronounced in *shed*: /tʃ/, /ʃ/ or /s/?

Writing

- 9 Write a composition of 120–150 words on one of the topics below.

- There should be limits on the number of tourists allowed in popular destinations. Write an essay discussing the arguments for and against this statement and give your own opinion.
- Discuss the advantages and disadvantages of the impact that social media has on travel trends.

6 EXAM PRACTICE

The small against the mighty

It isn't often that rural villagers succeed in defeating big business when defending the environment. Yet, that is exactly what the Chipko movement achieved in the state of Uttarakhand in northern India. The protest movement's name 'Chipko' means 'to hug' in Hindi, the main language of the region.

The people of Uttarakhand have always relied heavily on trees for food, fuel and to keep the water sources pure, and the soil stable. The 1960s saw the arrival to the area of foreign-based logging companies looking to make a profit from cutting down huge numbers of trees. The damage caused to the environment by this activity soon became evident: crop production and water resources decreased, while erosion and flooding became more common.

Things came to a head in April 1973, when the government chose to support a large company over the interests of local people. Nine years earlier, social activist Chandi Prasad Bhatt had set up an organization to create work opportunities. When the Forest Department turned down the organization's request for ten trees to make farm tools, and instead granted a sports manufacturing company 300 trees to make tennis rackets, Bhatt decided he couldn't put up with it any longer. He led about a hundred like-minded villagers into the forest near the village of Mandal in the Alaknanda valley. Here, they began 'hugging' the trees assigned to the sports company, preventing loggers from reaching them. This first Chipko protest resulted in the government cancelling the company's contract and granting the organization's original request.



Bhatt was soon joined by environmentalist Sunderlal Bahuguna, and together they travelled the region sharing the Chipko methods with people in other villages. Less than a year later, another major protest occurred near the village of Reni, also in the Alaknanda valley, where over 2,000 trees were due to be cut down. Hoping to avoid a conflict on the day the logging company workers arrived, the government had invited all the men from the village to a nearby city, theoretically to receive compensation for the trees. What the government officials did not expect was that, under the leadership of Gaura Devi, the women of the village would stand up to the loggers and eventually force them to leave. Not only did they not get away with it, but a committee was set up to investigate deforestation in the Alaknanda valley (which decided in favour of the villagers), but it also brought a change in attitude regarding the status of women in the region. Between 1972 and 1979, more than 150 villages in Uttarakhand joined the Chipko movement, and there were a further ten major protests and many minor confrontations. Then, in 1980, the movement achieved its greatest success when Indian Prime Minister Indira Gandhi introduced a 15-year ban on commercial logging in Uttarakhand.

Reading

- 1 Read the article. Answer the questions and complete the sentences with the correct information.
- 1 What does 'Chipko' mean?
 - 2 What damage did logging companies do to the area?
 - 3 Bhat and 100 other villagers went to the forest near Mandal because (...).
 - 4 What happened as a result of the protest in Mandal?
 - 5 Shortly after, in the Alaknanda valley (...).
 - 6 What did the government in Reni not realize the women could do when they sent the men to the city?
 - 7 The biggest success of the Chipko movement was (...).

- 2 Find words or phrases in the article that mean the following. For verbs, write the infinitive forms.

- 1 got so bad that something had to be done
- 2 money you are given to make up for something
- 3 not accept bad treatment without resisting
- 4 a group of people who are chosen to make a decision
- 5 situations where groups disagree and argue or fight with each other

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

- 1 *The environmental harm resulting from this activity quickly became apparent.*
- 2 *But they didn't escape punishment because a committee was established to look into the deforestation.*

Listening

- 4** ① 51 Listen to a news correspondent and choose the correct answers.

- 1 What are authorities warning people about?
A closed shelters
B lack of power
C rising water levels
D overall destruction of homes
- 2 Which one of these things did not happen?
A a state of emergency was declared
B Walt Disney World was closed
C people were evacuated
D the hurricane became stronger
- 3 How much damage might Milton cause?
A more than \$50 billion
B about \$50 billion
C \$36 billion
D over \$36 billion
- 4 What has been unusual this year?
A There hasn't been a clear pattern.
B More than one storm occurred at a time.
C Sea temperatures fell.
D October was particularly warm.

Use of English

- 5** Rewrite the second sentence so that it has the same meaning as the first.

- 1 If you keep to the path, you won't get lost.
You won't get lost as (...).
- 2 I didn't know about the climate change documentary, so I didn't watch it.
I would (...).
- 3 You won't see much wildlife in the woods if it's foggy.
You will see a lot of wildlife in the woods (...).
- 4 I might go out later, so you should take a key.
Take a key in (...).
- 5 It might take me all day, but I'll finish this hike.
I'll finish this hike (...).
- 6 We missed our train because the taxi didn't arrive on time.
We wouldn't (...).

- 6** Complete the text with one word in each gap.

Supporting a cause

More and more people believe ¹(...) the importance of supporting a meaningful cause. However, with so many charitable organizations out there, it can be challenging to decide ²(...) ones to contribute to. So, how can you choose?

Experts recommend focusing on a cause that matters to you personally. For instance, ³(...) you care deeply about animals, there are numerous wildlife charities to consider. Some, such as the Royal Society for the Protection of Birds (RSPB), specialize ⁴(...) protecting specific species, while others, such as the World Wildlife Fund, work to look ⁵(...) all animals.

Nowadays, many charities prefer consistent monthly donations to one-off gifts, but you can still contribute regardless of your budget. Supporting a cause should be something to ⁶(...) forward to, and not a burden.

Pronunciation

- 7** Answer the questions.

- 1 How is the *er* pronounced in *protester*: /e/, /ɜ:/ or /ə/?
- 2 How is the *a* pronounced in *demonstration*: /eɪ/, /aɪ/ or /æ/?
- 3 How is the *ch* pronounced in *much-needed*: /dʒ/, /tʃ/ or /ʃ/?
- 4 How is the *eu* pronounced in *Europe*: /j/, /e/ or /o/?

Writing

- 8** Write a composition of 120–150 words on one of the topics below.

- Write a description of an important event for your local community.
- Write a description of a time when you experienced unusual weather.

7 EXAM PRACTICE

JOB APPLICATIONS at their best

At some point, you'll be applying for a job. But how do you catch the attention of the person reading your CV? There's a lot to think about!

What to put on your CV

Most people list their work experience on their CV, but Nina Mufleh chose a different approach. Keen to work for a well-known holiday property company when she moved to San Francisco from the Middle East, Nina needed to make her CV stand out. So, she applied her knowledge of the travel industry and her own region to put together a report of possible openings for the company in the Middle East and included the report on her CV. Although she aced the interview and was offered the job, she ended up working elsewhere.

How to present your CV

Instead of printing out a paper CV, Karly Blackburn from North Carolina had hers printed on a cake! Having discovered that her favourite sports manufacturing company has a department devoted to developing businesses with new ideas, Karly wanted to get herself noticed. She had the cake delivered on the day of the company party. When the company received the cake, she was praised for thinking differently, but didn't get a job as the department wasn't taking on new staff.

How to distribute your CV

The most common way to send a CV these days is by email, but that wasn't good enough for Lithuanian-born Lukas Yla. While on holiday in



San Francisco, he came up with the idea of putting his CV inside a box of doughnuts and delivering them in person to the Marketing Directors of tech companies who were hiring. As a result of this strategy, Lukas was offered three jobs, but couldn't accept any of them because his visa application was turned down.

When writing CVs isn't your thing

London-based Jay Beech isn't a big fan of CVs, so when he needs a new job, he makes a video instead. After losing his last job, he uploaded a video of himself singing and dancing to Gloria Gaynor's song *I Will Survive*. He made up hilarious new lyrics and learned some clever dance moves for the video, which received almost a million likes. More importantly, he got the attention of potential employers, and soon enough, he was starting a new job.



Reading

1 Read the article and choose the correct answers.

- 1 What do the four job applicants have in common?
 - A They succeeded in getting the jobs they applied for.
 - B They created CVs that were attractive to employers.
 - C They used an unconventional approach to job-hunting.
- 2 Which statement about the applicants is true?
 - A The methods they used didn't help any of them get a job.
 - B One of the applicants didn't take the job they were offered.
 - C Only one applicant delivered their CV in person.

2 Read the article again. Answer the questions and complete the sentences with the correct information.

- 1 Where did Nina Mufleh grow up?
- 2 What was the result of her efforts?
- 3 How did Karly get the attention of a business?
- 4 Karly didn't get the job because (...).
- 5 What was Lukas Yla doing in the USA?
- 6 Lukas's idea was spot on (...).

3 Find words in the article that mean the following. For verbs, write the infinitive forms.

- 1 find yourself in a situation at the end of a process
- 2 refuse an offer or request
- 3 be easily seen or noticed
- 4 use time and energy for a particular purpose
- 5 employ someone



Listening

- 4** 52 Listen and choose the correct answers.
- Miro liked ...
 - biology at school.
 - being in charge of his life.
 - being at university.
 - his lectures.
 - Which of the following statements is true?
 - A scholarship only pays for tuition fees.
 - He needs to study for six more months.
 - He doesn't feel confident about his grades.
 - His final exams are in two weeks' time.
 - Bethany is studying ...
 - for a medical degree.
 - on the university campus.
 - to care for animals.
 - to look after horses.
 - How does she feel about her course?
 - She thinks it's extremely useful.
 - She thinks it's expensive.
 - She hopes the diploma will be useful.
 - She thinks her lectures aren't often enough.
 - Which of the following statements is true about Ravi?
 - He has to do a lot of research.
 - He loves his course.
 - He is halfway through an undergraduate degree.
 - His dad loves his course.
 - What does Ravi think about education?
 - You shouldn't only focus on your career.
 - You should listen to your parents' advice.
 - You should drop out if you don't like it.
 - It's important to get a well-paid job.

Use of English

- 5** Choose the correct answers.

- My friend, (...) a student, lives close to the city centre.
A who B who's C that's D whose
- Breaktime is (...) we catch up on campus gossip.
A when B where C that D which
- A scientist (...) protects the environment is called a conservationist.
A who's B whose C which D who
- I have a friend (...) mum is an undergraduate.
A who's B whose C that's D who

- 6** Rewrite the second sentence so that it has a similar meaning to the first. Use a relative pronoun only where necessary.

- Do you often pull an all-nighter?
Is pulling an all-nighter something (...)?
- If you're on campus, the library often has a guest speaker.
There's a library on campus (...).
- I've never revised so much for an exam before.
That was the most revision (...).
- If you want to learn more words, this app can help you.
An app is something (...).
- Can you recall any other information apart from that?
Is this the only (...)?
- The lecturer was great, but I can't remember her name.
The lecturer, (...), was great.

Pronunciation

- 7** Answer the questions.

- In which word is the *g* pronounced the same as in *jam*? *graduate, great, biology, degree*.
- In which word is the vowel sound *o* pronounced the same as in *coat*? *local, enjoy, observing, accommodation*.
- In which word is the letter *s* pronounced the same as in *see*? *shock, passionate, apprenticeship, prospects*.
- In which word is the vowel sound *a* pronounced the same as in *apple*? *career, amazing, animal, attend*.

Writing

- 8** Write a composition of 120–150 words on one of the topics below.

- Write an email asking about volunteer opportunities.
- Write an email asking for more information about a scholarship to study at a university abroad.

ESSENTIAL GRAMMAR

Tenses

TENSE or STRUCTURE	FORM			USE
	Positive	Negative	Question	For ...
Present simple	I/You/We/They work . He/She/It works .	I/You/We/They do not (don't) work . He/She/It does not (doesn't) work .	Do I/you/we/they work? Does he/she/it work?	• facts and states • habits and repeated actions • future use to talk about timetabled events • after time clauses (<i>when, before, as soon as, after, until</i>)
Present continuous	I am ('m) working . He/She/It is ('s) working . You/We/They are ('re) working .	I am ('m) not working . He/She/It is ('s) not working . You/We/They are ('re) not working .	Am I working? Is he/she/it working? Are you/we/they working?	• actions happening now • temporary situations • future use, to talk about planned events or arrangements
Present perfect simple	I/You/We/They have (ve) worked . He/She/It has (s) worked .	I/You/We/They have not (haven't) worked . He/She/It has not (hasn't) worked .	Have I/you/we/they worked? Has he/she/it worked?	• present situations that started in the past • past experiences, without specifying exactly when they took place
Present perfect continuous	I/You/We/They have (ve) been working . He/She/It has (s) been working .	I/You/We/They have not (haven't) been working . He/She/It has not (hasn't) been working .	Have I/you/we/they been working? Has he/she/it been working?	• repeated actions that affect the present • a recent repeated activity that is relevant now • an explanation for something by referring to a past action / event
Past simple	I/You/He/She/It/We/They worked .	I/You/He/She/It/We/They did not (didn't) work .	Did I/you/he/she/it/we/they work?	• completed actions or past events • repeated past actions • past states
Past continuous	I/He/She/It was working . You/We/They were working .	I/He/She/It was not (wasn't) working . You/We/They were not (weren't) working .	Was I/he/she/it working? Were you/we/they working?	• actions in progress at a specific time in the past • past actions interrupted by other actions
Past perfect simple	I/You/He/She/It/We/They had (d) worked .	I/You/He/She/It/We/They had not (hadn't) worked .	Had I/you/he/she/it/we/they worked?	• states or actions that happened before other events in the past
Past perfect continuous	I/You/He/She/It/We/They had (d) been working .	I/You/He/She/It/We/They had not (hadn't) been working .	Had I/you/he/she/it/we/they been working?	• states or actions that continued up until other events in the past
used to	I/You/He/She/It/We/They used to work .	I/You/He/She/It/We/They did not (didn't) use to work .	Did I/you/he/she/it/we/they use to work?	• past habits or situations that are no longer true in the present
would for past habits	I/You/He/She/It/We/They would (d) work .	I/You/He/She/It/We/They would not (wouldn't) work .	Would I/you/he/she/it/we/they work?	• past habits or situations that are no longer true in the present
will for future use	I/You/He/She/It/We/They will ('ll) work .	I/You/He/She/It/We/They will not (won't) work .	Will I/you/he/she/it/we/they work?	• making predictions or giving opinions about the future • spontaneous decisions
be going to for future use	I am ('m) going to work . He/She/It is ('s) going to work . You/We/They are ('re) going to work .	I am ('m) not going to work . He/She/It is ('s) not going to work . You/We/They are ('re) not going to work .	Am I going to work? Is he/she/it going to work? Are you/we/they going to work?	• predictions based on evidence • plans and intentions
Future continuous	I/You/He/She/It/We/They will ('ll) be working .	I/You/He/She/It/We/They will not (won't) be working .	Will I/you/he/she/it/we/they be working?	• future actions that take place over a period of time or future actions that have already been planned
Future perfect	I/You/He/She/It/We/They will ('ll) have worked .	I/You/He/She/It/We/They will not (won't) have worked .	Will I/you/he/she/it/we/they have worked?	• future actions we expect to be finished by a certain time in the future

Comparatives and superlatives

We use comparative adjectives to compare things.
 Spain is bigger than Germany.

We use superlative adjectives to express extremes.
 Italians make the best pizzas in the world.

Comparative + than compares people, places and things.
 These headphones are better than my old ones.

The + superlative adjective expresses the highest degree of something.
 This is the worst thing that's ever happened to me!

as + adjective + as compares two equal things.
 The second singer was as good as the first.

not as + adjective + as expresses inequality.
 The film wasn't as good as the book.

less is the opposite of **more**.
 Gold is more expensive than silver.

Silver is less expensive than gold.

the least + adjective is the opposite of **the most**.
 This is the most / least expensive restaurant here.

Modal verbs

Modal verb	Use to ...
can / can't	• talk about ability
could / couldn't	
be able to / not be able to	
must	• express certainty
may / may not	• express possibility
could / couldn't	
might / mightn't	
can't	• express impossibility
have to / don't have to	• express obligation
need to / needn't	
must	
should / shouldn't	• give advice
ought to / oughtn't to	• make recommendations
mustn't	• express prohibition

Modal perfect	Use to ...
must have + past participle	• express a certainty in the past
can't have + past participle	• express an impossibility in the past
may / might have + past participle	• express a possibility in the past
could have + past participle	• suggest an alternative past action
should have + past participle	• express a criticism of a past action

Reported speech: tense changes

Direct speech	Reported speech
Present simple	Past simple
He said, 'I watch TV.'	He said he watched TV.
Present continuous	Past continuous
He said, 'I am watching TV.'	He said he was watching TV.
Present perfect simple	Past perfect simple
He said, 'I have watched TV.'	He said he had watched TV.
Past simple	Past perfect simple
He said, 'I watched TV.'	He said he had watched TV.
Past continuous	Past perfect continuous
He said, 'I was watching TV.'	He said he had been watching TV.
Past perfect simple	Past perfect simple*
He said, 'I had watched TV.'	He said he had watched TV.
<i>will</i>	<i>would</i>
He said, 'I will watch TV.'	He said he would watch TV.
<i>can</i>	<i>could</i>
He said, 'I can watch TV.'	He said he could watch TV.
<i>must</i>	<i>have to</i>
He said, 'I must watch TV.'	He said he had to watch TV.

* The past perfect simple doesn't change in reported speech.

say and tell

The reporting verbs **say** and **tell** have the same meaning, but are used differently.

- **say** (+ that) + reported speech.
- **tell** + indirect object (+ that) + reported speech.

The policeman **said** (that) they had arrested the burglar.

The policeman **told** me (that) they had arrested the burglar.

We do not use **say** for reported orders or instructions.

We use **tell** + object (+ not) + to + infinitive instead.

'Be quiet!' → The teacher **told** us to be quiet.

Reported speech: reporting verbs

Verb	Reported speech form
agree, offer, promise	verb + to + infinitive She offered to pay for the tickets.
advise, ask, invite, order, tell, warn	verb + object + to + infinitive He told her to sit down.
apologize (for), insist (on)	verb + (preposition) + -ing She apologized for being late.
add, admit, suggest, explain, insist, say, recommend	verb + (that) clause He declared that he loved her.
convince, remind, warn	verb + object + (that) She told us that she had done it.

Reported questions

Reported questions have a different word order to direct questions. We also change the tense of the verbs in the same way as we do for reported statements.

Verb + subject (direct question)

'How tall are you?' he asked.

Subject + verb (reported question)

He asked me how tall I was.

Relative clauses

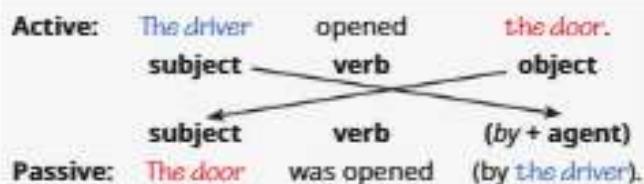
Relative pronoun	Use to ...
which / that	refer to things
who / that	refer to people
whose	express possession
Relative adverb	Use to ...
when	refer to times
where	refer to places

The passive

Tense	Active	Passive
Present simple	open	is opened
Present continuous	is opening	is being opened
Present perfect	has opened	has been opened
Past simple	opened	was opened
Past continuous	was opening	was being opened
Past perfect	had opened	had been opened
will	will open	will be opened
be going to	is going to open	is going to be opened

Active → passive

When we change an active sentence to a passive sentence, the object of the active sentence becomes the subject of the passive sentence.



Use of the passive

We use the passive to emphasize the action (= the verb), rather than who or what carried out the action (= the agent).

Conditionals

Form	Use to talk about ...
Zero conditional <i>If / unless</i> + present simple, present simple / imperative present simple / imperative <i>If / unless</i> + present simple	• general truths
First conditional <i>If / unless</i> + present simple, will + infinitive will + infinitive <i>If / unless</i> + present simple	• possible or probable future events
Second conditional <i>If</i> + past simple, would + infinitive would + infinitive <i>If</i> + past simple	• hypothetical present and future situations
Third conditional <i>If</i> + past perfect, would have + past participle would have + past participle <i>If</i> + past perfect	• hypothetical events in the past

Relative clause	Form	Use to give ...
Defining relative clause	She's the girl who helped me.	essential information about the noun that they follow
Non-defining relative clause	The girl, who was very clever, helped me.	extra, non-essential information about the noun that they follow

Omission of relative pronouns

We can omit the relative pronoun if it is not the subject of a defining relative clause.

That's the book (*that / which*) Sole's dad bought.

He's the man (*that / who*) I was telling you about.

We often omit the relative pronouns *who*, *which* and *that* in speech. We cannot omit *whose*.

Gerunds and infinitives

Verbs	Can be used with ...	
admit	finish	the gerund (-ing form) only
avoid	imagine	
can't imagine	mention	
can't stand	miss	
consider	practise	
don't mind	report	
enjoy	suggest	
afford	hope	to + infinitive only
agree	learn	
arrange	manage	
ask	pretend	
attempt	promise	
choose	seem	
decide	want	
expect		
begin	love	the gerund OR to + infinitive
hate	prefer	
like	start	

Gerund as a noun

We can sometimes use the gerund form of a verb to act like a noun, often as the subject of a sentence.

Living in a capital city can be very expensive.

PRONUNCIATION

Unit 1: Past tense -ed endings

- 1 53 Listen and repeat the past simple forms. How is the *-ed* ending pronounced? Match each verb with the correct sound: /d/, /t/, or /dʒ/.

1 streamed 2 walked 3 downloaded

- 2 54 Read the past tense verbs below and decide if the *-ed* ending in each verb is pronounced /d/, /t/, or /dʒ/. Then listen, check and repeat.

1 decided	5 commented
2 dropped	6 talked
3 looked	7 subscribed
4 returned	8 watched

Unit 2: Word stress

- 1 55 Listen and repeat the words below. Is the stress different for the noun and the verb? Write the words in your notebook and mark the main stress on each one.

1 complete	completion
2 explore	exploration

- 2 56 Copy these pairs of words into your notebook. Listen to how they are pronounced and mark the main stress on each word. Does the stress stay the same in any of the pairs? Listen again and repeat.

Verbs	Nouns
1 modify	modification
2 experience	experience
3 record	record
4 alter	alteration
5 experiment	experiment

Unit 3: Strong and weak forms of *must* and *should*

- 1 57 Listen to the strong and weak forms of the verbs in the table. Which verbs have a silent letter?

	must	mustn't	should	shouldn't
strong	/mʌst/	/'mʌsənt/	/ʃʊd/	/'ʃʊdənt/
weak	/məst/		/ʃəd/	

- 2 58 Listen to the sentences. Decide if the verbs in bold are strong (S) or weak (W).

- 1 Should I try again? Yes, you **should**.
- 2 You **shouldn't** give up.
- 3 You **mustn't** compare yourself to other people.
- 4 Look at her yawning. She **must** be bored!
- 5 He's not here. He **must** have gone out.
- 6 Must we follow these rules?

Unit 4: Vowels (/æ/ and /ʌ/)

- 1 59 Listen and repeat. Can you hear the difference?

/æ/ attach /ʌ/ update

- 2 60 Read the words. Are the letters in bold pronounced /æ/ or /ʌ/? Listen, check and repeat.

1 interact	3 jump	5 slang
2 language	4 fashion	6 touch

Unit 5: Stress in compound words

- 1 61 Listen and repeat. Which syllable is stressed in each compound word?

Compound nouns

rush hour headphones

Compound adjectives

breathtaking snow-capped

Compound verbs

understand turn up

- 2 62 Listen and repeat the words below. Then write them in your notebook and mark the main stress on each one.

camper van	inhabit
mind-blowing	long-haul
take off	hang around
faraway	package holiday

Unit 6: The pronunciation of ough

- 1 63 Listen and repeat the words.

/ʌf/ enough	/oo/ though
/ao/ drought	/ɔ:/ thought

- 2 64 How is *ough* pronounced in these words? Match them with the sounds in exercise 1, using the words in exercise 1 to help you. Then listen, check and repeat.

although brought rough

Unit 7: The letter o (/ɒ/ and /əʊ/)

- 1 65 Listen and repeat. Can you hear the difference?

/o/ job /əʊ/ vocational

- 2 66 Read the words. Is the letter *o* pronounced /o/ or /əʊ/? Listen, check and repeat.

grow up knowledge location module
spot on volunteer

PHRASAL VERBS

Phrasal verb		Definition
back (sth) up	/baek ʌp/	make a copy of data
barge in	/,ba:dʒ ɪn/	enter a place in a rude way
break down	/,brek 'daʊn/	stop working because something has broken
build (sth) up	/,bu:ld ʌp/	create or develop something
carry on	/,kaeri 'on/	continue doing something
catch up (with a friend / on sb's news)	/kaetʃ ʌp/	meet up or find out the latest news
catch on	/kaetʃ 'on/	become popular
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	/tʃɪə ʌp/	make somebody happier
close off	/,kləʊz 'ɒf/	separate an area so that people cannot enter
come out	/,kam 'aʊt/	be released (e.g. a film)
come up with	/,kam ʌp wɪð/	think of or suggest an idea or a plan
cope with	/ko:p wɪð/	take action in order to solve a problem
count on (sb / sth)	/kaont ɒn/	be confident you can depend on somebody or something
cut down on (sth)	/kʌt daʊn ɒn/	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)	/di:l wɪð/	solve a problem, do something necessary
die out	/daɪ aʊt/	become less common and stop existing
daze off	/dəʊz ɒf/	go into a light sleep
drop off	/drɒp ɒf/	fall asleep
end up	/end ʌp/	be in a situation or place you did not expect to be
face up to (sth)	/feɪs ʌp tə/	accept and deal with something that is difficult
fall out (with sb)	/fɔ:l aʊt/	argue and no longer be friends with somebody
figure (sth) out	/,figə(r) aʊt/	understand or solve something
focus on	/'fəʊkəs ɒn/	give a lot of attention
get away with	/,get ə'weɪ wɪð/	avoid punishment
get by	/,get baɪ/	survive or manage
get carried away	/,get 'kaərid 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 ɒn/	use a bus, train, etc.
get on well (with sb)	/,get ɒn weɪl/	have a friendly relationship with somebody
get together (with sb)	/,get tə'geðə(r)/	meet with somebody socially
give up	/gɪv ʌp/	stop doing something
go ahead	/go ə'hed/	proceed with something
go on	/go ɒn/	continue
go on (about sth)	/go ɒn/	talk about something for a long time
go for	/go fo:(r)/	decide on or choose
go through (sth)	/go θru:/	look again at work you have done
grow up	/grəʊ ʌp/	develop into an adult
hang around	/haeng ə'rənd/	wait in a place without doing much
hang out (with)	/haeng aʊt/	spend time and socialize with somebody
hit it off with (sb)	/hit ɪt əf wɪð/	get on well with somebody you meet for the first time
kick (sth) off	/kɪk əf/	start a meeting, an event, etc.
lead to	/li:d tu:/	cause
leave (sth) behind	/li:v br'haɪnd/	leave a place without taking something with you

Phrasal verb		Definition
live up to	/lɪv ap tu:/	fulfill expectations
look after (sb)	/lʊk 'a:ftə(r)/	take care of somebody
look forward to (sth)	/lʊk 'fɔ:wəd tə/	feel pleased about something that is going to happen
look (sth) up	/lʊk ʌp/	look for information in a book or on a computer
look up to (sb older)	/lʊk ʌp tə/	admire or respect somebody
make (sth) up	/merk ʌp/	invent a story
mess about	/mes ə'baʊt/	waste time doing unimportant things
miss out	/mɪs aʊt/	not experience something
pass (sth) on (to sb else)	/pɑ:s ən/	give something to somebody else
pick (sb / sth) out	/pɪk aʊt/	choose, select or identify
pick (sth) up	/pɪk ʌp/	learn a new skill
put down to	/pʊt daʊn tu:/	say that something happened because of something else
put (sb) off (sth)	/pʊt əf/	make somebody lose interest
put together	/pʊt tə'geðə/	combine different parts, pieces or elements
put up with (sb / sth)	/pʊt ʌp wɪð/	accept somebody or something that is annoying
rely on	/rɪ'lai ən/	expect help or support from somebody or something
run into	/rʌn 'ɪntə/	encounter or experience
run out (of sth)	/rʌn aʊt/	use up or finish a supply of something
see (sb) off	/si: əf/	say goodbye to somebody starting a journey
sell out	/sel aʊt/	sell all the available items
set off	/set əf/	begin a journey
settle down (somewhere)	/setl daʊn/	start living in one place permanently
shoot up	/ʃu:t ʌp/	increase
show off	/ʃo:o əf/	behave in a way that is intended to attract admiration
sort out	/sɔ:t aʊt/	deal with successfully
soak (sth) up	/saʊk ʌp/	enjoy something very much
splash out on	/splæʃ ət ən/	spend a lot of money on something
stand up for (sth)	/staend ʌp fɔ:(r)/	support or defend something
stay in	/ster ɪn/	stay at home
stay away from (sth)	/ster ə'weɪ frəm/	not go near something
stick with (sth)	/stɪk wɪð/	continue doing something and not stop
switch off	/swɪtʃ əf/	turn something off
take off	/teɪk əf/	become fashionable or very common
take (sb) in	/teɪk ɪn/	fool or deceive somebody
take (sb) on	/teɪk ən/	play against somebody in a game or contest
take (sth) in	/teɪk ɪn/	understand something you have heard or read
take (sth) up	/teɪk ʌp/	start doing something
take (sth) back	/teɪk bæk/	return something to where it came from
talk (sb) into	/tɔ:k 'ɪntu:/	convince or persuade somebody to do something
think about (sth)	/θɪŋk ə'baʊt/	consider something
try (sth) on	/traɪ ən/	put something on to see if it fits and looks nice
turn up	/tɜ:n 'ʌp/	arrive
walk out (of a film)	/wɔ:k aʊt/	leave an event to show your disapproval
watch out for (sth)	/wɒtʃ 'aʊt fɔ:(r)/	be careful to notice something
work out	/wɜ:k aʊt/	exercise the body; calculate
zone out	/zaʊn aʊt/	lose concentration

IRREGULAR VERBS

Infinitive		Past simple		Past participle	
be	/bi:/	was / were	/wəz/, /wə:(r)/	been	/bi:n/
beat	/bi:t/	beat	/bi:t/	beaten	/bi:tən/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
begin	/bɪ'gɪn/	began	/bɪ'gæn/	begun	/bɪ'gən/
bend	/bend/	bent	/bent/	bent	/bent/
bet	/bet/	bet	/bet/	bet	/bet/
bite	/baɪt/	bit	/bit/	bitten	/bitn/
bleed	/blɪd/	bled	/bled/	bled	/bled/
blow	/blaʊ/	blew	/blu:/	blown	/blaʊn/
break	/breɪk/	broke	/brəʊk/	broken	/brəʊken/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bʊld/	built	/bʊlt/	built	/bʊlt/
burn	/bɜ:n/	burnt, burned	/bɜ:nt/, /bɜ:nɪd/	burnt, burned	/bɜ:nt/, /bɜ:nɪd/
buy	/baʊ/	bought	/bo:t/	bought	/bo:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃo:z/	chosen	/tʃo:zn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/dɪd/	done	/dən/
draw	/drɔ:/	drew	/drʊ:/	drawn	/drən/
dream	/drɪ:m/	dreamt, dreamed	/drɪ'mɪt/, /drɪ:md/	dreamt, dreamed	/drɪ'mɪt/, /drɪ:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/dræŋk/
drive	/drɪv/	drove	/drəʊv/	driven	/drɪvn/
eat	/e:t/	ate	/eɪt/	eaten	/e:tən/
fall	/fɔ:l/	fell	/fɛl/	fallen	/fə:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/fɛlt/	felt	/fɛlt/
fight	/fa:t/	fought	/fɔ:t/	fought	/fɔ:t/
find	/fa:nd/	found	/faʊnd/	found	/faʊnd/
fly	/flaʊ/	flew	/flu:/	flown	/flən/
forbid	/fɔ:bɪd/	forbade	/fɔ:bend/	forbidden	/fɔ:bɪdn/
forget	/fɔ:gɪt/	forgot	/fɔ:gɒt/	forgotten	/fɔ:gɒtn/
forgive	/fɔ:gɪv/	forgave	/fɔ:gəv/	forgiven	/fɔ:gɪvn/
freeze	/frɪz/	froze	/frəʊz/	frozen	/frəʊzn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/gev/	given	/gevn/
go	/gao/	went	/went/	been / gone	/bi:n/, /gon/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/haeng/	hung	/haŋg/	hung	/haŋg/
have	/haev/	had	/haed/	had	/haed/
hear	/hu:(r)/	heard	/hə:d/	heard	/hə:d/
hit	/hit/	hit	/hit/	hit	/hit/
hold	/həuld/	held	/həeld/	held	/həeld/
hurt	/hərt/	hurt	/hə:t/	hurt	/hə:t/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/noʊ/	knew	/nju:/	known	/noʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lə:n/	learnt, learned	/lə:nt/, /lə:nd/	learnt, learned	/lə:nt/, /lə:nd/
leave	/li:v/	left	/lef/	left	/lef/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/
lie	/laɪ/	lay	/ley/	lain	/leɪn/

Infinitive		Past simple		Past participle	
light	/laɪt/	lit	/lɪt/	lit	/lɪt/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
mean	/mi:n/	meant	/ment/	meant	/ment/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
rise	/raɪz/	rose	/rəʊz/	risen	/'rɪzn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
sell	/sel/	sold	/soʊld/	sold	/soʊld/
send	/sɛnd/	sent	/sɛnt/	sent	/sɛnt/
shake	/ʃeɪk/	shook	/ʃɒk/	shaken	/ʃeɪkn/
shine	/ʃaɪn/	shone	/ʃɒn/	shone	/ʃɒn/
shoot	/ʃu:t/	shot	/ʃɒt/	shot	/ʃɒt/
show	/ʃo:/	Showed	/ʃo:d/	shown	/ʃo:n/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sæŋ/
sink	/sɪŋk/	sank	/sæŋk/	sunk	/sæŋk/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
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	/spək/	spoken	/spəkn/
spell	/spel/	spelt, spelled	/spel:t/, /spel:d/	spelt, spelled	/spel:t/, /spel:d/
spend	/spend/	spent	/spent/	spent	/spent/
spill	/spɪl/	spilt	/spɪlt/	spilt	/spɪlt/
spin	/spɪn/	spun	/spən/	spun	/spən/
split	/splɪt/	split	/splɪt/	split	/splɪt/
spoil	/spo:l/	spoilt, spoiled	/spoɪlt/, /spoɪld/	spoilt, spoiled	/spoɪlt/, /spoɪld/
spread	/spred/	spread	/spred/	spread	/spred/
spring	/sprɪŋ/	sprang	/spræŋ/	sprung	/spræŋ/
stand	/stænd/	stood	/stod/	stood	/stod/
steal	/sti:l/	stole	/stəl/	stolen	/stəlon/
stick	/stɪk/	stuck	/stʌk/	stuck	/stʌk/
sting	/stɪŋ/	stung	/stʌŋ/	stung	/stʌŋ/
sweep	/swi:p/	swept	/swep:t/	swept	/swep:t/
swim	/swim/	swam	/swæm/	swum	/swʌm/
swing	/swɪŋ/	swung	/swæŋ/	swung	/swæŋ/
take	/teɪk/	took	/tək/	taken	/teɪkn/
teach	/ti:tʃ/	taught	/tə:tʃ/	taught	/ti:tʃ/
tear	/teɪ(r)/	tore	/tə:r/	torn	/tə:n/
tell	/tel/	told	/təuld/	told	/təuld/
think	/θɪŋk/	thought	/θə:tʃ/	thought	/θə:tʃ/
throw	/θrəʊ/	threw	/θru:/	thrown	/θraʊn/
understand	/ʌndə'stænd/	understood	/ʌndə'stəd/	understood	/ʌndə'stəd/
wake	/weɪk/	woke	/wə:k/	woken	/wə:kən/
wear	/weə(r)/	wore	/wə:(r)/	worn	/wə:n/
win	/wɪn/	won	/wən/	won	/wən/
write	/raɪt/	wrote	/rəʊt/	written	/rɪtn/

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