

B B C

# Speak out

3<sup>RD</sup> EDITION

C1-C2



Damian Williams

Workbook

P Pearson

Global  
Scale of  
English

B B C

# Speak out

3<sup>RD</sup> EDITION



**Workbook**

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# Lesson 1A

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | if in natural speech

## VOCABULARY

### describing attitudes

#### 1 Choose the correct word to complete the sentences.

- 1 The idea that failure creates opportunities really ..... true for me.  
a calls      b rings      c strikes
- 2 To say all successful people are rich is a bit of a ..... statement.  
a brushing      b wiping      c sweeping
- 3 What you said about your experience when travelling really struck a chord ..... me.  
a for      b to      c with
- 4 The idea that we can learn from mistakes is spot ..... in my opinion.  
a on      b in      c off
- 5 Some of the things people believe about politicians are complete .....  
a fallacies      b paradoxes      c deviations
- 6 There's ..... of truth in the idea, but it's not without its problems.  
a a component      b an element      c a segment
- 7 I hate the way the media just ..... out these trite phrases all the time.  
a trot      b run      c spread
- 8 You can't say that. It's ..... not true.  
a officially      b patently      c openly

### idioms

#### 2 Choose the correct word or phrase to complete the sentences.

- 1 I think I'm going to have to throw in the **towel / share** in this game. I just can't win.
- 2 I trained as a science teacher, but I decided to change **strides / tack** and teach geography.
- 3 Try not to get hung **up about / on about** the details. Remember the main aim.
- 4 The remarks about my performance are really starting to **knock / throw** my confidence.
- 5 The way he gets results really **flies / changes** in the face of conventional wisdom.
- 6 You're doing a great job and **giving / making** strides in our new market.
- 7 That's a great idea and one I can really go **along / on** with.
- 8 I've wanted to learn the guitar for ages, so this year I'm finally going to **go / give** it a go.
- 9 After a few weeks of working in sales, I realised I'm just not cut **out for / up for** it.
- 10 Believe me, I have my **fair / true** share of problems with the new system.

## GRAMMAR

### conditional forms

#### 3 The sentences below each have a mistake. Choose the best option to correct the mistake.

- 1 If I to study journalism, I know I'd enjoy it.  
a I will      b I was to      c I were to
- 2 You can't go in there if you have permission.  
a without      b unless      c otherwise
- 3 I'll give it a go as you come with me.  
a as long as      b condition      c will
- 4 Had if there been even an element of truth in the theory, I might have taken it seriously.  
a If there hadn't      b Had there      c There had

#### 4 Complete the sentences with the words and phrases in the box. There are two extra items.

But for    Had you    If I    If I were to    Provided that  
Should    Unless    Without knowing

- 1 ..... we can afford the rent, we'll take the place.
- 2 ..... the support of my husband, I would never have written this book.
- 3 ..... exactly what you want, I can't really help you.
- 4 ..... tell him how I feel, do you think he'd understand?
- 5 ..... you pay a deposit, we can't keep it for you.
- 6 ..... we finish early, I'll let you know.

#### 5 Complete the second sentence so that it has the same meaning as the first sentence.

- 1 If you don't take your ID, you won't be able to get in. You need ..... otherwise .....
- 2 If my teacher hadn't helped me, I would have failed the exam. But for .....
- 3 We can just take the next flight if we miss ours. Should .....
- 4 If you hadn't driven so slowly, we would have been on time. If it hadn't been for your .....
- 5 If you'd spent more time studying, you would have got better grades. Had you .....
- 6 If Lily were to prepare the meal, everyone would love it. Were .....

## PRONUNCIATION

**6A** **1.01 | if in natural speech |** Listen and complete the sentences with three words in each gap. A contraction counts as one word.

- 1 ..... any questions, just let me know.
- 2 ..... too expensive, let's do that course together.
- 3 ..... check the facts, they would believe it.
- 4 ..... now, we should make it.
- 5 ..... true for you, then it probably is.
- 6 ..... too difficult, let's give it a go.

**B** **1.01 |** Listen again and repeat.

## READING

**7** Read the introduction to the article and choose the best phrase to fill the gap.

- a Practice makes perfect
- b It doesn't matter as long as you do your best
- c If at first you don't succeed, try, try, try again

# What does success really mean?

'.....', or so the conventional wisdom goes. But is this really true? Obviously, there are limits to what you can achieve on your own, and even with others, but can you feel a sense of success just by knowing that you've given it your all? Or, quite simply, does success mean that you've achieved what you originally set out to do, regardless of whether or not you've tried your hardest? We spoke to three successful professionals about what success means to them.

### Roman Hughes, surgeon

I think the conventional wisdom is spot on for me. The whole idea of success is a very personal thing, and obviously, success means different things to different people. That's the key, I think. In order to be successful, you first need to define what that means to you. It's important to visualise yourself being successful at what you do and then give it your all. So, for some, it might mean wealth and all the trappings that come with it, like a big house and nice car, but for others, that vision just doesn't strike a chord. It's important to also have a clear understanding of what motivates you to succeed. For me, success means being able to enjoy what I do every day, so that it doesn't feel like work. I know that I'm in a privileged position, but I've worked hard to get here. So, in that sense, the conventional wisdom definitely rings true.

**8** Read the article and choose the correct person.

- 1 Who expresses a stronger opinion than the others?
- 2 Who thinks success is unique for everyone?
- 3 Who suggests that success is measurable?
- 4 Who says that they always try their hardest?
- 5 Who suggests people need to decide what will drive them first?
- 6 Who talks about the effect of their success on other people?

**9** Read the article again. Are the statements True (T) or False (F)?

- 1 Roman thinks that many people don't understand what success means until they achieve it.
- 2 Roman agrees with the conventional wisdom because in his own experience doing his best has been rewarding.
- 3 According to Tod, the success of his company stems from using motivational statements.
- 4 Tod thinks the idea that trying hard won't always work in the world of business.
- 5 Isla thinks success for her personally isn't an easy thing to measure.
- 6 Isla believes luck is important for success.

### Tod Ibarra, founder of Roboxx

Doing your best is obviously important, and telling a child at a school sports day that taking part is more important than winning is probably wise. But in the adult world of business, the idea that all you need to succeed is to 'do your best' is absolute twaddle. Being successful is about getting results. If my team doesn't get results, my company won't survive. It's as simple as that. If I were to trot out trite inspirational phrases like 'just do your best' to my staff, then we wouldn't be where we are today. Success is a process whereby you do what you know works. And it's constantly changing. What brings results today might not tomorrow, so it's constantly under review and analysis. But to say nothing matters as long as you give it your all is just a complete fallacy.

### Isla Boyer, author

My motivation for succeeding has always been about legacy. It might appear that being a successful author is a clear-cut thing to measure – you get your book published. But to me, it's more complex than that. By 'legacy' I'm talking about how people feel after they've read my stories. If the words have moved them in some way, then I know I've done my job, more so if that effect remains with them. To be successful, I think you have to be lucky and get a break at some point, but it's what you do with that luck that counts. I know I'll only leave that emotional legacy to my readers if I absolutely give it my all when writing. So, part of the conventional wisdom strikes a chord with me. And that's why I make sure I do my best – with every word I write.

# Lesson 1B

GRAMMAR | nominal relative clauses

VOCABULARY | collocations: education; compound nouns

PRONUNCIATION | emphatic syllable stress

## VOCABULARY

### collocations: education

#### 1 Choose the correct words to complete the advert.

Here at Millfield Cross Community College, we are always <sup>1</sup>**striving** / **focusing** for excellence. With hundreds of different subjects on offer, you can be sure you'll be able to <sup>2</sup>**foster** / **find** your own path. We pride ourselves on the fact that we <sup>3</sup>**fulfil** / **maintain** rigorous standards in education in order to <sup>4</sup>**deliver** / **fulfil** a quality curriculum in all fields. Whether you study face-to-face at the college or take one of our online courses, we ensure that we <sup>5</sup>**develop** / **take** a nurturing environment while <sup>6</sup>**fostering** / **focusing** on individuality, as we know that different people have different needs. So why not <sup>7</sup>**find** / **take** the initiative today and see what we have on offer? It's the first step to <sup>8</sup>**fulfilling** / **delivering** your true potential.

#### 2 Complete the conversation using words from the box.

complete fair individual good  
mutual nurturing quality rigorous

A: How are you finding your new teaching job, Ava?

B: I'm loving it! But school's different from when I was a student, I think. It used to be all about delivering a(n) <sup>1</sup>..... curriculum. It was also more about maintaining <sup>2</sup>..... standards of teaching and learning.

A: And how is it different nowadays?

B: It's more about developing a(n) <sup>3</sup>..... environment, providing support and establishing <sup>4</sup>..... respect between students and staff. The idea is that by fostering <sup>5</sup>..... relationships, students will achieve more.

## PRONUNCIATION

#### 3A 1.02 | emphatic syllable stress | Listen and repeat each sentence exactly as you hear it.

#### B 1.02 | Underline the stressed syllables in the phrases. Listen and check.

- |                           |                                |
|---------------------------|--------------------------------|
| 1 take the initiative     | 5 rigorous standards           |
| 2 fulfil your potential   | 6 mutual respect               |
| 3 striving for excellence | 7 fostering good relationships |
| 4 a nurturing environment | 8 a quality curriculum         |

## compound nouns

#### 4 Complete the compound noun in each sentence. The first letter is given.

- 1 Our school offers a blended l..... course which combines online and face-to-face study.
- 2 There are good things about working in a virtual learning e....., but for me it's not as good as a physical classroom.
- 3 It took me nearly ten years to pay off my student l..... after finishing university.
- 4 Nowadays, schools do a lot to develop the critical t..... skills of younger students.
- 5 A joint venture between the company and college will provide free vocational t..... for out-of-work adults.
- 6 The government has promised no increase in tuition f..... for the next year.
- 7 When I was at school there was a lot of rote l..... – we had to learn things by memorising them.
- 8 We do a lot of peer a..... in English classes, where we review each other's work.
- 9 We're a private language school with external a..... from the country's largest professional body.
- 10 On this course, half of our marks come from continuous a....., and the rest from the final exam.

## GRAMMAR

### nominal relative clauses

#### 5 Choose the correct word to complete the sentences.

- 1 I'd like to speak with you later, ..... you have a few minutes spare.  
**a** whatever    **b** whichever    **c** whenever
- 2 I like the new curriculum. It's ..... what these students need.  
**a** precisely    **b** when    **c** whatever
- 3 ..... other people think doesn't matter to me.  
**a** What    **b** When    **c** Where
- 4 This website shows ..... to study in a virtual-learning environment.  
**a** how    **b** who    **c** you
- 5 ..... gets the most points wins the game.  
**a** Whatever    **b** What    **c** Whoever
- 6 ..... we're looking for is a way to blend online and face-to-face learning.  
**a** Who    **b** What    **c** That

## 6 Complete the conversation with one word in each gap.

- A: What training would you like to do this year, Marcus? We have lots of training courses available, so <sup>1</sup> ..... you like the look of, we can sign you up for.
- B: Well, I'd like to improve my sales technique, but I don't really know <sup>2</sup> ..... to do in practical terms to achieve this. I think it would be really useful if I could shadow one of the senior sales reps, to get an insight into <sup>3</sup> ..... they do things.
- A: Right. Our advanced sales courses involve a placement with a senior sales rep for a couple of hours a week. The time isn't fixed, either. You go <sup>4</sup> ..... it's convenient for both of you.
- B: Oh, that's precisely <sup>5</sup> ..... I meant. How do I enrol?
- A: I'll email you the guidance document. It has all the sales courses available. <sup>6</sup> ..... of them you choose, I'm sure you'll find it useful.

## LISTENING

### 7 1.03 | Listen to the first part of a radio programme about STEM (science, technology, engineering and mathematics) education. Which topics (a–h) are discussed?

- a the number of hours children spend at school
- b the world of work
- c skills that children need to develop at school
- d the amount of homework students should have
- e the integration of school subjects
- f the use of technology in jobs
- g children with special educational needs
- h implementing this type of learning in schools

### 8 1.03 | Listen again and choose the correct option (a–c) to complete the sentences.

- 1 Kendra says that STEM learning began because children
  - a weren't learning what they later needed in life.
  - b didn't learn enough about technology.
  - c were learning about jobs which don't exist.
- 2 STEM learning can teach skills which will be useful in
  - a some jobs.
  - b all jobs.
  - c technical jobs.
- 3 The key idea that Kendra expresses about STEAM learning is that
  - a it only focuses on part of the traditional curriculum.
  - b it's a mixed curriculum.
  - c it's different from other types of curriculum.
- 4 According to Kendra, adding the arts to STEM education to create the 'STEAM' model allows for a greater focus on
  - a developing critical thinking.
  - b communication skills.
  - c developing creativity.

5 In order to implement STEAM education, educators need to

- a change their mindset.
- b focus more on knowledge.
- c work together more closely.

6 Key skills to develop in children include ones that

- a they wouldn't use in traditional education.
- b they don't yet have.
- c they already possess.

### 9 1.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

## WRITING

### note-taking and summary writing

### 10 Complete the summary of what you heard in Ex 8 with the correct form of the verbs in the box.

accept	begin	cite	compare
focus	give	go	point

In this extract about STE(A)M learning, the presenter,

<sup>1</sup> ..... by outlining the aims of STEM education in general terms and introducing a specialist, Kendra Lewis. She <sup>2</sup> ..... the skills children are traditionally taught with the skills they'll need in the future and <sup>3</sup> ..... out that there's a mismatch between the two. She then <sup>4</sup> ..... a description of STEM learning and <sup>5</sup> ..... that education needs to go even further than that and integrate the arts into the model. She then <sup>6</sup> ..... on the fact that many jobs in the future will be automated, and <sup>7</sup> ..... on to say that a STEAM model of education will allow schools to develop skills in children that will set them apart from technology in terms of being able to do a job. She <sup>8</sup> ..... creativity in problem-solving as one of those skills. Finally, she gives advice for educators wishing to implement a STEAM model and explains that the starting point should be integration, both between different disciplines and between different parts of the educational process.

### 11 1.05 | Listen to the next part of the programme. Make notes to include in a summary.

### 12 Use your notes from Ex 11 and the verbs from Ex 10 to write a summary of what you heard. Write 200–220 words.

# Lesson 1C

HOW TO ... | manage interaction during a discussion

VOCABULARY | creativity

PRONUNCIATION | polite intonation

## VOCABULARY

### creativity

- 1 Choose the correct word to complete the sentences.
- 1 I wouldn't believe every word Jamie tells you – he has a rather **novel** / **fertile** / **intuitive** imagination.
  - 2 We really need to think outside the **box** / **sky** / **hole** for this project and try something different.
  - 3 A lot of my ideas are **sparked** / **fired** / **excited** by things I see in nature.
  - 4 We're seeing a lot of **basic** / **raw** / **silent** talent enter the company, which is great.
  - 5 I had a **spark** / **flash** / **light** of inspiration on the way to work this morning.
  - 6 Olivia's come up with a **raw** / **contemporary** / **novel** idea for our promotion.

- 2 Complete the social media comments with the words in the box. There are two extra words.

blue fertile innate inspiration  
intuitive outside sparked up



**Tessa:** Ugh, I'm completely out of ideas for my assignment! What does everyone do when they need new ideas?



**Ezra:** I drop everything and go for a walk. I almost always get a flash of <sup>1</sup> ..... when I try not to think about something. Walking in the park or just down the street, I find my ideas come completely out of the <sup>2</sup> ..... !



**Bianca:** I just ask my brother! He's got a(n) <sup>3</sup> ..... talent for thinking <sup>4</sup> ..... the box and coming <sup>5</sup> ..... with novel ideas!



**Chris:** I try to relax, close my eyes, and go with my instinct rather than overthink it. I try to be <sup>6</sup> ..... about these things.

## How to ...

### manage interaction during a discussion

- 3 1.06 | Listen to a radio discussion about creativity. Number the topics (a–f) in the order they are mentioned.

- a the 'creative flow'
- b sources of inspiration
- c having ideas and carrying them out
- d the time of day
- e trying things out to see what works
- f jumping in a river

- 4 1.06 | Match the phrase beginnings (1–7) with the endings (a–g). Listen and check.

- |                       |                                 |
|-----------------------|---------------------------------|
| 1 If I can            | a come in here ...              |
| 2 Earlier you raised  | b to say was ...                |
| 3 Let me pick         | c mentioned before ...          |
| 4 If I can just bring | d an important point ...        |
| 5 What I started      | e what I was saying earlier ... |
| 6 Going back to       | f up on that.                   |
| 7 As we               | g Daisy back in.                |

## PRONUNCIATION

- 5 1.07 | polite intonation | Listen and decide which sentences are said with polite intonation.

- 1 But surely it's not that simple.
- 2 But don't you think it's important to consider?
- 3 So you're saying we can draw ideas from anywhere.
- 4 Did you say 'a river'? What's that got to do with it?

## SPEAKING

- 6A 1.08 | Complete the discussion. Write one word in each gap. Listen and check.

- A: To go back to my earlier <sup>1</sup> ..... about what exactly creativity is, can we add anything to our definition? To get the ball <sup>2</sup> ..... let's start with Alison.
- B: Well, I think there are two key concepts: novelty and value. Is it a new idea? Does it have value?
- A: But, surely, an idea doesn't have to be completely new? Sorry, I didn't mean to <sup>3</sup> ..... you off, Alison. But take the work of a biographer, for example. They're telling a story that's already there. The novelty comes from the way that they tell it. Sorry Alison, you were <sup>4</sup> ..... .
- B: Not at all, you're right. That's where novelty plays a part, in how you turn ideas into reality.
- A: I'd <sup>5</sup> ..... to hear Chris's thoughts on this.
- C: I completely agree. And value is important, too. Does your idea have value to other people? Obviously, everyone's different, and the more people it has value for, the more valuable it is.
- A: Yes, and going back to <sup>6</sup> ..... we were saying before, not all creative people are alike.

- B 1.09 | You are A in Ex 6A. Listen and speak after the beep. Record the conversation if you can.

- C Listen to your recording and compare it to Ex 6A.

- D Repeat Ex 6B, without looking at the discussion in Ex 6A. Then repeat Ex 6C.

# Lesson 1D

**LISTENING** | favourite teachers

**READING** | teachers who have made a real difference

## LISTENING

- 1 **1.10** | Listen to three people describing their favourite teachers. Who gives these reasons for liking them: Ilsa (I), Brayden (B) or Joanna (J)?
  - 1 their ability to create a 'safe space' in lessons
  - 2 the amount of work they put into their job
  - 3 their own enthusiasm for the subject
  
- 2 **1.10** | Listen again and choose the correct person.
  - 1 Who says the teacher encouraged them to find answers for themselves?
  - 2 Who says they weren't interested in the subject before they had this teacher?
  - 3 Who says they found the subject difficult before they had this teacher?
  - 4 Who talks about how the teacher created their own materials?
  - 5 Who describes a situation in which the teacher made them think about things in a different way?
  - 6 Who describes how the teacher created a positive atmosphere in the lessons?

## READING

- 3 Read the article about two teachers who went above and beyond. Match the headings (a–c) with the paragraphs (1 and 2). There is one extra heading.
  - a Developing skills the right way
  - b The agreement
  - c The sounds of hope
  
- 4 Read the article again. Are the statements True (T) or False (F)?
  - 1 Cateura smells bad.
  - 2 Favio Chávez knew how bad things were for residents of Cateura before he visited.
  - 3 Chávez asked businesses across the country to donate musical instruments.
  - 4 Many children at Whitney Elementary School had a stable home life when Sherrie Gahn arrived.
  - 5 Gahn asked local businesses to donate money.
  - 6 Because of what Gahn did, the children became better students.

## Going the extra mile

All of us can think of a significant teacher we've had. But, every now and then, a teacher comes along who astounds everyone by the lengths to which they are willing to go.

<sup>1</sup> ..... On the outskirts of Asunción, Paraguay's capital, sits the sprawling settlement of Cateura, home to around 250,000 families. The area is also home to the country's largest landfill site: a huge pile of rubbish discarded by the residents of the capital. There's no electricity or running water, and daily life is dominated by the overwhelming stench of the tip. For most people who live here, a meagre living is earned by searching the dump for recyclable material, which can then be sold for a few cents. When teacher, musician and environmental technician Favio Chávez visited the area as part of a state recycling project, he was shocked at the conditions these families were living in. Knowing the benefits that learning musical instruments can bring, he decided to start a project, teaching music to children in the area. But he had a problem: how to provide them with the musical instruments they needed. That's when he realised the answer lay all around them, in the rubbish. Enlisting the help of former carpenter Don Cola Gomez, they set about creating musical instruments from the material they found in the dump. Don has now made over 400 string instruments and 50 guitars, and, thanks to Favio's teaching skills, the children have formed what's become known as 'The Landfill Harmonic'. Using the instruments they've crafted, they regularly perform classical concerts and, for many, it has provided a new focus and opportunities.

<sup>2</sup> ..... When school principal Sherrie Gahn first arrived at Whitney Elementary School in Las Vegas, she was shocked at the conditions the children were living in outside school. Up to three-quarters of the children's families were living in motels and she even saw children eating packets of ketchup, because they were so hungry. That was when she made a deal with the parents: keep your children in school and I'll take care of everything else. She then set about launching a national campaign to raise funds by asking businesses and organisations across the country to donate money. She was so successful that one pop star even donated \$100,000 in 2011, and then visited the school in 2013 and donated a further \$150,000. Sherrie used the money to buy food and clothes for the children. She also paid for haircuts, dental treatment and, in some cases, even paid the families' rent. Children were given food packages to take home on a Friday to see the families through the weekend and she set up a 'clothes pantry' in one of the classrooms so that children could help themselves when they needed new clothes. The result was the establishment of a classroom dynamic where children could focus on the subjects at hand and not have to worry about what they were going to eat or wear. As a result, the students' scores in all subjects greatly improved.

# Lesson 2A

GRAMMAR | advanced ways of comparing

VOCABULARY | describing the impact of an action; binomials

PRONUNCIATION | schwa /ə/

## VOCABULARY

### describing the impact of an action

#### 1 Choose the correct words to complete the text.



A lot has been said about the recent renovation, or 'modernisation', of my local area. What was once a collection of decrepit old buildings is now a thriving cultural hub. The aim of modernising the area was to help raise its cultural <sup>1</sup>**figure** / **profile** by <sup>2</sup>**facilitating** / **facing** cultural development, and the improvements to local buildings and streets were expected to <sup>3</sup>**bring** / **take** long-term benefits to the wider area. The problem with modernisation, however, is that it is often led by the private sector and, as new businesses move in, they often do more harm <sup>4</sup>**as** / **than** good for the residents. In our area, for example, it's had a <sup>5</sup>**destructive** / **detrimental** effect on local people's standard of living because of soaring cost of rent, forcing many out of the area. Those who manage to stay end <sup>6</sup>**off** / **up** having to pay a lot more than they used to.

#### 2 Complete the conversation using words from the box.

boost detrimental facilitate harm  
profile showcase stuck tangible

A: What do you think of our city's bid to become the new 'City of Culture', Esra? Do you think it will have any <sup>1</sup> ..... benefits?

B: Yes. Giving the cultural life of the city a <sup>2</sup> ..... is always a good thing.

A: I'm not so sure. I worry that it might do more <sup>3</sup> ..... than good. They plough all this money into new theatres, exhibitions and stuff and when the moment's passed, we end up <sup>4</sup> ..... with things local people don't need.

B: Yes, but, at the same time, we get to <sup>5</sup> ..... the best of our local talent. And that can only be a good thing.

## binomials

#### 3 Complete the binomial in each sentence.

- 1 In the end, we grew tired of the hustle and b ..... of city life and moved to the country.
- 2 We tend to find that, by and l ..... , it's more expensive to live in a larger city.
- 3 Buy a travel pass if you're going to be out and a ..... exploring all day.
- 4 Increased tourism is part and p ..... of being a 'City of Culture'.
- 5 We made mistakes in the project, but you live and l ..... , don't you?
- 6 The solutions to the problems aren't cut and d ..... – they're quite complex.

#### 4 Complete each sentence with a binomial using one word from each box.

first give make peace slowly sooner

break foremost later quiet surely take

- 1 I like a bit of ..... after a stressful day at work.
- 2 ..... , we need to ensure everyone has a decent quality of life.
- 3 We can't fail. The success of this project really is ..... for us.
- 4 It won't happen overnight, but ..... , we will start to see some tangible benefits.
- 5 It's not urgent, but ..... we're going to have to decide what to do with the city's open spaces.
- 6 The project will cost €5 million, .....

## GRAMMAR

### advanced ways of comparing

#### 5 Choose the correct word to complete the sentences.

- 1 This part of the city is ..... like where we live – nice and quiet.  
**a** bit      **b** rather      **c** lot
- 2 You ..... have picked a better location than this, right next to the station.  
**a** wouldn't    **b** can't      **c** couldn't
- 3 Living in the suburbs is ..... near as expensive as living in the city centre.  
**a** anywhere    **b** nowhere    **c** much
- 4 It's not so much a City of Culture ..... a City of Traffic!  
**a** as      **b** than      **c** like
- 5 This bag is ..... like the other one.  
**a** lot      **b** little      **c** nothing
- 6 The new café isn't a ..... on the old one.  
**a** variance    **b** patch      **c** nowhere

## PRONUNCIATION

**6A** **2.01 | schwa /ə/** Complete the sentences with the missing words. Listen and check. What vowel sound do the missing words have in common?

- 1 This chair's nowhere near ..... comfortable ..... my old one.
- 2 This feels ..... lot like being at home.
- 3 You can't drive any faster ..... you are.
- 4 I think she's more upset ..... angry, really.
- 5 This hill is nothing like ..... steep ..... I expected.

**B** **2.01 | Listen again and repeat.**

## READING

**7** Read the dictionary entry and answer the questions. Use no more than three words for each answer.

- 1 What's another name for 'twin towns'?
- 2 Is it a national or an international relationship?
- 3 What is their objective sometimes (apart from cultural understanding)?
- 4 When did twin towns in their contemporary form start?

### twin town [n]

a twin town, or 'sister city', is a town or city with a legal or social connection with one or more towns in a different country or countries. The aim of having these ties is to develop cultural understanding and in some cases, trade. Such cultural ties have a long history, but the modern idea as we know it came about during the mid-20th century.

**8** Read the article again. Choose the best answer to each question.

- 1 In the first paragraph, how does the writer suggest many people feel about twin towns?
  - a largely uninterested
  - b friendly towards the residents
- 2 What was the original thinking behind the creation of twin towns?
  - a as a way of preventing immediate conflict in Europe
  - b as a way of avoiding long-term conflict
- 3 What is special about Rome and Paris?
  - a they are twinned with other cities
  - b they see their connection as unique and equal
- 4 Why does the writer include information on shared industrial heritage?
  - a to show how little relevance some town-twinning has in the modern world
  - b to show how some cities became twinned
- 5 What benefit of educational ties does the writer mention?
  - a creating new opportunities to travel
  - b providing extra qualifications

## Do cities really need siblings?

Travel round the UK and, upon arriving in most towns, you're likely to see a sign which says something along the lines of 'Welcome to [town]. Twinned with [exotic-sounding place you've never heard of and have no intention of finding out about]'. But what exactly does it mean for a town to be 'twinned' with another town in some far-off place?

At the end of World War II, the prevalent thought across the world was 'never again'. In order to see off the threat of future wars, many famous organisations were created to build stronger links between nations that had previously been at war with each other, such as the United Nations (UN). A perhaps lesser-known way of forging links between areas was that of twin towns, also known as sister cities. This was intended as a way of opening up lasting channels of communication between cities after years of conflict between warring nations. One of the most famous of these was between Coventry (UK) and Dresden (then in East Germany), both of which had suffered devastation from bombing campaigns during the war. Similarly, in 1956, the two previously warring cities of Paris and Rome became exclusively twinned. This sisterhood of great cities carries the motto, 'Only Paris is worthy of Rome; only Rome is worthy of Paris.'

Many now question the need for twinned towns, especially in today's hyperconnected world. It could be argued that the ties have little relevance for people who live in the towns and cities. Most people have never even visited their town's sibling or even know where it is. Another reason two cities might be linked is a shared industrial heritage. For example, Sunderland in the north of England is twinned with Saint-Nazaire in France, due to their historical ties in the maritime and ship-building industries. But, decades on, much has now changed in these industries. So, is there much point in them being twinned?

Part of the answer may come through education. Famous university towns have often been twinned for that very reason. Oxford and Cambridge have been twinned with other notable university cities such as Szeged (Hungary), Heidelberg (Germany) and Grenoble (France). When places link in this way, it has tangible benefits for young people, such as exchange programmes where teenagers get to visit the other town and stay with a family.

The fresh perspectives that this can bring can only be good for young people. But mostly, especially in light of recent world events, any links we can build between nations are more than welcome.



# Lesson 2B

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

## VOCABULARY

### summarising verbs

#### 1 Choose the correct word to complete the sentences.

- 1 Despite describing the intense challenges involved in translating, she ..... that it is a very rewarding job.  
a maintained    b echoed    c illustrated
- 2 James ..... his point with an example from his own experience.  
a pondered    b called    c illustrated
- 3 Despite praising the project's achievements so far, he ..... there was still a lot of work to do.  
a echoed    b questioned    c accepted
- 4 During the meeting, Nigella ..... the issue of staff cutbacks.  
a commented    b raised    c voiced
- 5 We're here today to ..... our concern about the development plans.  
a call    b voice    c accept
- 6 When I came in this morning, Anna ..... on my new jacket.  
a commented    b voiced    c accepted
- 7 My boss ..... whether the project was really delivering enough.  
a raised    b commented    c questioned

#### 2 Complete the summarising sentences with the correct form of the verbs in the box.

acknowledge call cite  
echo ponder question

- 1 'International companies spend millions on translation services.'  
She ..... the fact that international companies spend millions on translation services.
- 2 'Yes, I understand you're having a lot of problems with the new system.'  
He ..... the difficulties with the new system.
- 3 'Today we're going to try and imagine what life was like in the 1600s.'  
In history class yesterday, we ..... what life was like in the 1600s.
- 4 'Yes, I completely agree with you that AI can be useful in the workplace.'  
I ..... her point about AI in the workplace.
- 5 'I'm not sure just throwing money at it is going to improve the situation.'  
He ..... whether increased funding would improve the situation.
- 6 'We need better regulation of the film industry.'  
The minister ..... for better regulation of the film industry.

### multi-word verbs for reporting

#### 3 Choose the correct words to complete the text.

A few months ago, I read that an organisation to help deaf people was calling <sup>1</sup>**to** / **for** more people to learn sign language. I have a friend who works with deaf children, communicating through sign language. He instantly talked me <sup>2</sup>**into** / **to** signing up for a course. I enjoyed learning it and I'm now able to reel <sup>3</sup>**off** / **out** quite a few sentences in sign language. Anyway, last week he tipped me <sup>4</sup>**out** / **off** that a signing position was available where he works, and filled me <sup>5</sup>**in** / **up** on what I needed to do to apply for it. I handed my application in and he backed me <sup>6</sup>**up** / **on**, saying what a fast learner I was. So now it's fingers crossed that I get an interview – quite literally!

## GRAMMAR

### reporting

#### 4 Choose the best option to correct the mistake.

- 1 Marie explored her boss to take fast action.  
a implored    b imploring    c exploring
- 2 He asked are subtitles were available.  
a about    b whether    c do
- 3 The rules profess that no photography is allowed.  
a echo    b stipulate    c acknowledge
- 4 Accord to this article, many people use subtitles.  
a Accordingly    b Accorded    c According

#### 5 Complete the summary of a radio programme with the correct form of the words in the box.

able call claim confidence  
echo need opinion point

A really interesting programme <sup>1</sup> ..... for TV channels to make subtitles more widely available, after a study <sup>2</sup> ..... that most people who use subtitles are not hearing impaired. Chris Morgan, who works in film-making, <sup>3</sup> ..... this claim and was <sup>4</sup> ..... that subtitling would become universally available soon. In his <sup>5</sup> ....., the rise in the use of subtitles was down to more people watching TV on smart devices, particularly in public. Other people on the programme <sup>6</sup> ..... out that subtitles helped them understand accents more easily. A representative from a video streaming service questioned their <sup>7</sup> ..... to apply subtitles universally, but accepted the <sup>8</sup> ..... for them to be more available.

## PRONUNCIATION

### 6A 2.02 | using intonation to show contrasting opinions |

What is the function of the second part of the sentences?  
What happens to the intonation? Listen and check.

- 1 I always watch TV with the subtitles on, but my husband prefers watching without them.
- 2 His teacher thinks translation apps aren't very good, but Connor finds them quite useful.
- 3 While Scarlett thought writing subtitles would be quite easy, her boss knew this wasn't the case.

### B 2.02 | Listen again and repeat.

## LISTENING

### 7 2.03 | Listen to an interview with a subtitler. Number the challenges in the order they are mentioned.

- a creative synthesis
- b space restrictions
- c audiovisual rhythm conservation
- d time restrictions
- e reading flow conservation

### 8 2.03 | Listen again. Are the sentences True (T) or False (F)?

- 1 Lisa usually works as a translator.
- 2 She believes her work is more challenging than that of a translator.
- 3 The first thing she needs to consider is how the text will look on screen.
- 4 The speed at which an actor speaks can determine how difficult subtitling is.
- 5 Subtitlers have to transcribe the exact words that the speaker says.
- 6 They have to take into account the personality of the speaker on screen.
- 7 Each line of the subtitles must be a complete unit of meaning.
- 8 The main aim of subtitling is for the viewer not to notice them.

## WRITING

### an informative summary

### 9A 2.04 | Listen to an interview with a voiceover artist and make notes to answer the questions.

- 1 What kinds of things does a voiceover artist record for?
- 2 How does a voiceover artist find work?
- 3 What are the pros and cons of this job?

### B Read the blog (A) and the advertisement (B). Add to your notes from Ex 9A and answer these questions.

- 1 What is a typical working day like?
- 2 What skills does a voiceover artist need?

### 10 Use your notes to write an informative summary of the work of a voiceover artist. Write around 220 words.

**A** My name's Deanna Pope and I'm a professional voiceover artist. If you've ever listened to an audiobook, radio advertisement or watched an animated movie, then chances are you've heard my voice. I really enjoy what I do. It's a great way to earn a living, but it can be demanding at times. This is my typical day.

### Morning

I usually get up at 8 a.m. It's important for me to set a routine and stick to it to be able to manage and keep on top of the different tasks I need to do. I try to do non-vocal tasks first in order to to 'wake up' my voice rather than do any recording with my 'morning voice'. So I answer emails, send invoices to clients, that kind of thing. I download any scripts for auditions that I like the look of.

### Afternoon

I head upstairs to my studio and start recording. First, I record my auditions. I usually spend the first hour of work every day on these. I like to think of them as a sort of investment into future work. It's important to do them well in advance of deadlines so I can take your time with them and record them in a relaxed voice. If I rush them in order to meet a deadline, it will show, and I might not get work. After that, my voice will feel warmed up and I'm ready to work on my main clients' jobs. I get through a lot of water as it's vital to stay hydrated, otherwise I risk damaging my voice.

### Evening

After dinner, I like to go for a walk. It's a great way to rest my voice before the next day's work ... and get some much-needed exercise after being at home all day!

**B**

### Voiceover artist

We are looking for a voiceover artist to record commentary for a series of radio adverts for a travel company. We are particularly interested in people with the following skills:

- the ability to understand the intent behind what you're reading
- reading fluency
- the ability to work to strict deadlines
- a good sense of timing

For the audition script and to submit your audition recording and CV, please click here.

# Lesson 2C

HOW TO ... | maintain and develop interaction  
 VOCABULARY | conventions/cultural heritage  
 PRONUNCIATION | expressing surprise and asking for reaction

## VOCABULARY

### conventions/cultural heritage

- 1 Complete the conversation using words from the box.

commonplace deeply frowned irrespective  
long-standing peculiar rooted stereotypical

- A: How was your work trip to China, Alissa?  
B: Great. I must say though, they do business differently there. For one thing, lateness isn't just <sup>1</sup>..... upon. It's actually normal to get to a meeting around fifteen minutes early.  
A: That's interesting.  
B: And business cards are still <sup>2</sup>..... there, and they're designed really ornately, almost like a power symbol. Also, everything follows strict rules of seniority. It's a <sup>3</sup>..... convention to find the most senior person and greet them first. Then, during the meeting, you have to address them first, <sup>4</sup>..... of whether they're the right person to speak to. But the most <sup>5</sup>..... thing for me was the small talk. It's all personal questions like, 'How old are you?' and 'How much do you earn?'

- 2 Choose the correct words to complete the sentences.

- 1 Many people associate the British with drinking tea, but that's just a belief about **stereotypical** / **irrespective** behaviour. Coffee is popular, too.  
2 It's important to respect other people's cultural beliefs, **peculiar** / **irrespective** of whether you agree with them.  
3 My husband's family has a deeply **standing** / **rooted** heritage dating back centuries.  
4 It's a long- **standing** / **holding** tradition in our family to have a party on someone's birthday.  
5 Didn't you think it was a bit **commonplace** / **peculiar** the way he didn't say anything?  
6 Informal language in a business letter is generally frowned **upon** / **down**.

## How to ...

### maintain and develop interaction

- 3 2.05 | Listen to a discussion about politeness. Who does these things: Nigel, Stacey or Wanda?

- 1 describes a situation where they were at fault  
2 thinks that, without manners, nobody would be polite to each other  
3 describes a situation where someone apologised to an object  
4 concedes that people sometimes take politeness too far  
5 differentiates between polite language and polite behaviour  
6 talks about speaking to people they don't know

- 4 2.05 | Choose the correct words to complete the sentences. Listen again and check.

- 1 And / But surely it's good to be polite like that?  
2 I bring / take your point.  
3 You give / make a good point.  
4 Fair / Just enough.  
5 That's a relevant point / decision.  
6 You're looking at things the wrong side / way round.

## PRONUNCIATION

- 5A 2.06 | expressing surprise and asking for reaction | Match the sentence beginnings (1–4) with the endings (a–d). Listen and check.

- 1 But surely it's good      a best way to behave?  
2 But surely that's the      b to be polite like that?  
3 But surely that's not      c believe that?  
4 But surely you don't      d a bad thing?

- B 2.06 | Listen again and repeat.

## SPEAKING

- 6A 2.07 | Complete the discussion with the phrases (a–f). Listen and check.

- a good point      c but surely      e a flaw  
b fair enough      d coming from      f strong views

A: I think it's fair to say that people's personalities are influenced by their culture.

B: I think there's <sup>1</sup>..... in your argument there. People's personalities are made up of lots of things, not just culture.

A: No, no, I'm not saying that at all. I'm just saying that it's one of the influences, not the only one.

B: <sup>2</sup>..... I see what you mean. <sup>3</sup>..... other things are much more important. The experiences you have, education, for example.

A: Yes, but I think culture has a bigger impact than many people realise. The language, the way family is regarded, these are all part of culture.

B: I think I get where you're <sup>4</sup>..... I guess these are things which affect us at a young age and seem less important as we get older.

A: You make a <sup>5</sup>..... The less relevant something is to us as we get older, the less aware of it we become, I guess.

C: It's clear you both have <sup>6</sup>..... on this.

- B 2.08 | You are B in Ex 6A. Listen and speak after the beep. Record the conversation if you can.

- C Listen to your recording and compare it to Ex 6A.

- D Repeat Ex 6B, without looking at the conversation in Ex 6A. Then repeat Ex 6C.

# Lesson 2D

LISTENING | traditional British food

READING | street food

## LISTENING

- 1 **2.09** Listen to a podcast about British food. Match the names of the food (1–3) with the photos (A–C).

- 1 Welsh Rarebit
- 2 Irish Champ
- 3 Clootie Dumpling



- 2 **2.09** Listen again and choose the correct word to complete the statements.

- 1 The presenter thinks traditional English food is **popular** / **unpopular** round the world.
- 2 Rabbit **is** / **isn't** part of Welsh Rarebit.
- 3 Dylan's modern take on the dish is using a different kind of **bread** / **cheese**.
- 4 People usually eat Irish Champ **on its own** / **with something else**.
- 5 A Clootie Dumpling is named after **its ingredients** / **the way it's baked**.
- 6 Every year, people take part in a **festival** / **competition** in Avonbridge.

## READING

- 3 Read the article about street food. Choose the reasons (1–9) given for the popularity of street food.

- 1 low expenditure
- 2 an easy business to get into
- 3 good quality
- 4 cleanliness
- 5 authenticity
- 6 vendors as stakeholders in their business
- 7 a new take on traditional dishes
- 8 comfort
- 9 how easy it is to buy

- 4 Complete the sentences with words and phrases from the article. Use no more than three words in each gap.

- 1 You can purchase ..... from a vehicle in the USA.
- 2 Far back in Greek history, ..... were a street food.
- 3 The low cost of street food encourages people to taste a wider variety of .....
- 4 Being able to watch the food being cooked gives people peace of mind about .....
- 5 Many street vendors offer you the chance to ..... something before you buy it.
- 6 The writer suggests you can have a complete meal made up of dishes from ..... of the world.
- 7 The final explanation that the writer mentions for why people like street food is .....

## Why is street food so popular?

Whether you're eating fried rice in a street stall in Indonesia or fish tacos from a food truck in California, street food is universally popular. It has a long history, right back to ancient Greece where vendors sold small fried fish (though some Greek philosophers frowned upon the practice). A vast array of culinary delights are available to eat anywhere. So why is it so popular?

The first, most obvious answer is the cost – or lack of it. Vendors generally have low start-up and running costs compared to a traditional restaurant, which means they can pass this on to customers. And when things are cheaper, you're likely to try more different types of food than you normally would, meaning a more enjoyable experience (assuming you like what you try).

Quality is often better with small, independent street food vendors, too. There are a number of reasons for this. First and foremost, you can watch your food being cooked. This gives people peace of mind when it comes to hygiene concerns, and the fact that the vendors know they're being watched means they're

cooking to the best of their ability. Many street-food vendors allow you to sample their wares, which means you might try something you normally wouldn't. Usually street food-vendors are the owners of their business, so making sure you enjoy the quality of their food is part of their livelihood.

Traditional brick-and-mortar restaurants often only sell one type of cuisine, such as Italian or Chinese. Although, when you visit a street-food market, it's possible to have a three-course meal from three different parts of the globe, all in one place. This wide variety also leads to innovations in food, whether it's a fusion of different cuisines, such as Japanese sushi, tacos or Indian pies, or completely new types of food or drink.

Another reason why street food is so popular is its convenience. In today's busy world, you can grab a meal and eat it on the go. Or you can hang around with friends while you eat. Whatever your preference, it's clear that street food is something to be celebrated, and will be for years to come.

## GRAMMAR

**1** Use the prompts to write sentences using conditional forms. Use the correct form of the verbs in brackets.

- 1 If I / (know) / about / dress code, / I / (dress) / smartly.  
 2 Unless you / (check), / you / (not have) / the full picture.  
 3 But / my parents' support, / I / (not go) / university.  
 4 If I / (be) / go out tonight, / I / (regret) it tomorrow.  
 5 Had you / (study) more, / you / (pass) / the exam.  
 6 We / (be) / there on time / providing / we leave early.

**2** Complete the conversation with the words in the box. There are two extra words.

exactly how this what whatever  
whenever who whoever

- A: <sup>1</sup> ..... takes on the head-of-year role is going to have a tough job.  
 B: I know, they'll need to know <sup>2</sup> ..... to implement the new curriculum.  
 A: That's <sup>3</sup> ..... what I mean. It seems to me that <sup>4</sup> ..... you want to do, the curriculum restricts it.  
 B: Yes. It doesn't matter <sup>5</sup> ..... you think about teaching. You just need to follow the plan set out for you.  
 A: You see, <sup>6</sup> ..... is what I feared would happen when they first introduced it.

**3** The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 The new system is no like the old one. It's better.  
 a nowhere b nothing c none  
 2 The sequel was easily as exciting than the first film.  
 a like b is c as  
 3 It wasn't so much a picnic like a festival.  
 a is b as c than  
 4 I'm more excited like worried about the trip.  
 a than b like c as

**4** Choose the correct words to complete the text.

People working in the translation industry last night were <sup>1</sup>**hopeful / regretful** that new legislation would be passed safeguarding their rights. According <sup>2</sup>**from / to** Alissa Webb, president of the National Association of Translators, workers have seen an erosion of their rights in recent years. She <sup>3</sup>**professed / acknowledged** that the industry has become more competitive, thus reducing pay levels and benefits, but <sup>4</sup>**implored / claimed** industry leaders to respect workers' rights. In doing so, she <sup>5</sup>**questioned / cited** the example of one of the association's members who had seen his salary reduced by ten percent in real terms. MP Ruth West <sup>6</sup>**echoed / pointed out** these concerns and questioned the industry's <sup>7</sup>**able / ability** to regulate itself sufficiently, saying that things <sup>8</sup>**will / have** to change.

## VOCABULARY

**5** Complete the sentences with a word from each box.

complete ring spot struck sweeping vacuous

chord comments fallacy on statement true

- 1 This is exactly what we need. Your idea is ..... .  
 2 What Julia said about the boss really ..... a ..... with me.  
 3 The idea that being rich makes you happy is a ..... , in my opinion.  
 4 At work we have these posters on the walls with ..... which are supposed to motivate us.  
 5 Something about his excuse for being late doesn't ..... with me. I think he's lying.  
 6 To say that all unemployed people are lazy is a bit of a ..... !

**6** Complete the sentences with one word in each gap.

- 1 It's no use getting hung ..... over small mistakes.  
 2 Her methods may fly ..... the face of conventional wisdom, but she gets results.  
 3 To be honest, I'm close to throwing ..... the towel right now.  
 4 Go on, give it a go, you've got ..... to lose.  
 5 After having to deal with rejection after rejection, I realised I just wasn't cut ..... for life as an actor.  
 6 The company is ..... strides in developing new, eco-friendly technology.

**7** Complete the text with the words in the box.

blended critical nurturing path  
potential rigorous tuition virtual

I really like the university where I study. We study through <sup>1</sup> ..... learning, so part of our study is in a <sup>2</sup> ..... -learning environment, and part of it is face-to-face, on campus. The staff at the university maintain <sup>3</sup> ..... standards in teaching, developing a <sup>4</sup> ..... environment to help us fulfil our <sup>5</sup> ..... . In all lessons, they encourage us to use <sup>6</sup> ..... thinking to question what we learn and find our own <sup>7</sup> ..... in the subject. I guess that's why the <sup>8</sup> ..... fees are so high!

## 8 Choose the correct words to complete the sentences.

- 1 Using her **fertile** / **novel** imagination, she created some of the most popular books of the decade.
- 2 We really need to think outside the **talent** / **box** with this project. Anything goes, really.
- 3 He just showed up on my doorstep, completely **in** / **out of** the blue.
- 4 That art exhibition really **sparked** / **flashed** my imagination.
- 5 James just oozes **raw** / **fresh** talent.

## 9 Complete the sentences with one word in each gap.

The first letter is given.

- 1 Teachers should lead students towards understanding something, rather than feeding them the a.....
- 2 Talk me t..... your ideas for the assignment and I'll help you.
- 3 I always try to a..... my teaching to suit individual learners' preferences.
- 4 I had an amazing geography teacher at school who was able to inspire me on a personal l.....
- 5 Teachers have to take students' different needs and styles of learning into a.....

## 10 Choose the correct option (a or b) to complete each sentence (1–6).

- 1 Training is needed to facilitate
- 2 Investment in the sector will have tangible
  - a benefits for all concerned.
  - b the development of our employees.
- 3 The conference is a fantastic opportunity for us to showcase
- 4 The article should help raise
  - a the best of our talent.
  - b the cultural profile of our town.
- 5 All too often a city ends up stuck
- 6 Sometimes publicity can have a detrimental
  - a with buildings they have no use for.
  - b effect on the city's profile.

## 11 Choose the correct word to complete the sentences.

- 1 It's mainly a true story, give ..... take a few small details.
  - a and
  - b or
  - c but
- 2 Trams are a great way to travel when you're ..... and about in the city.
  - a in
  - b out
  - c across
- 3 Thanks for coming to the meeting. I'll try to keep it as ..... and sweet as possible.
  - a short
  - b long
  - c small
- 4 Self-defence is ..... and parcel of training to become a police officer.
  - a bit
  - b piece
  - c part
- 5 Attendees will be able to ..... and choose which stands they want to visit.
  - a pick
  - b select
  - c take
- 6 Keep practising, then ..... but surely you'll become a good player.
  - a fast
  - b quickly
  - c slowly

## 12 Complete the text with the correct form of the verbs in the box.

acknowledge echo fill illustrate raise reel

Last night there was a TV programme on about the work of dubbing specialists. To start, the presenter <sup>1</sup> ..... the fact that dubbing has not always been successful in the past, and <sup>2</sup> ..... off countless examples where this has been the case. However, the industry has come a long way over the last few decades. There was an interview with a professional dubber, who <sup>3</sup> ..... the issue of the need for people who provide voiceovers to have a deep understanding of the character. To <sup>4</sup> ..... his point, he said that as part of the process he'll meet with both the writer and the actor who will <sup>5</sup> ..... him in on the necessary details. The presenter then <sup>6</sup> ..... this point and went on to describe other methods they use.

## 13 Choose the correct words to complete the sentences.

- 1 Most people have a **deeply rooted** / **commonplace** cultural heritage that they're proud of.
- 2 We offer equal opportunities for advancement, **irrespective of** / **peculiar to** your background.
- 3 The film was characterised by **stereotypical** / **deeply-rooted** characters and a tired storyline.
- 4 Too much vanity is usually **looked** / **frowned** upon in most cultures.
- 5 While English is used around the world, bilingualism is also **long-standing** / **commonplace**.
- 6 This type of tree is **stereotypical** / **peculiar** to this region.

## 14 Choose the correct options (a–c) to complete the text.

Looking to try new and interesting food?

Well, Camden Food Market is the ideal place to go. From the moment you enter, the

<sup>1</sup> ..... smells and hustle and bustle of the market create a(n) <sup>2</sup> ..... on your senses. From the Mexican <sup>3</sup> ..... on Indian food to Peruvian soups which expertly <sup>4</sup> ..... flavours, you're bound to find <sup>5</sup> ..... cuisine in every corner.

- |            |              |               |
|------------|--------------|---------------|
| 1 a topped | b intriguing | c inquisitive |
| 2 a attack | b hit        | c assault     |
| 3 a give   | b take       | c try         |
| 4 a stir   | b have       | c fuse        |
| 5 a unique | b equal      | c the same    |

# Lesson 3A

GRAMMAR | relative clauses

VOCABULARY | festivals; the environment

PRONUNCIATION | pitch in non-defining relative clauses

## VOCABULARY

### festivals

- 1 Complete the blog post with the correct form of the words in the box.

act atmosphere attend attract  
festival-goer line-up organiser venue



SherryG

Mon 30 Jul | 09:33

Just back from <sup>1</sup> WOMAD festival and it was awesome! There was a fantastic <sup>2</sup> of artists from all over the world – not just music but dance and other arts, too. I saw as many <sup>3</sup> as I could during the four days I was there and none of them disappointed. The <sup>4</sup> was amazing – everyone was singing, dancing and having a great time.

The festival grounds are huge, and all of the <sup>5</sup> certainly did a good job of making it easy to get around the enormous <sup>6</sup>, which stretched over several large fields. It's a beautiful place, too – no wonder the festival <sup>7</sup> such a massive number of people. I think there were about 40,000 <sup>8</sup> in total! You should definitely go!



## the environment

- 2 Choose the correct word to complete the sentences.

- 1 Driving less is the simplest way for individuals to reduce their carbon **footprint / power / emission**.
- 2 We need to move away from natural **emissions / power / resources** such as oil and gas and look for sustainable alternatives.
- 3 We've introduced a **recycling / renewable / clean-up** scheme at work for cardboard, glass and metal.
- 4 Carbon **emissions / power / footprints** will drop by forty percent if the current targets are met.
- 5 More and more organisations are turning to **clean-up / renewable / recycling** energy such as wind and solar power.
- 6 We can't depend on solar **resources / emissions / power** in our country because the weather's so bad!

## GRAMMAR

### relative clauses

- 3A The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 Everyone in which we've spoken to has really enjoyed the event.  
**a** what      **b** which      **c** who
- 2 My mum, that is a singer-songwriter, is appearing at the Edinburgh Festival this year.  
**a** who's      **b** which      **c** whose
- 3 That's the album which is they're most famous for.  
**a** when      **b** what      **c** that
- 4 Camp Bestival, who attracts thousands of visitors every year, takes place in the UK.  
**a** where      **b** which      **c** that

- B Read the sentences in Ex 3A again. In which can you omit the relative pronoun?

## PRONUNCIATION

- 4A 3.01 | pitch in non-defining relative clauses | Listen and underline the clauses with a lower pitch.

- 1 Glastonbury Festival, which has been running since 1970, attracts over 200,000 visitors.
- 2 The band, who had never played to such a large crowd before, felt very nervous.
- 3 The headline act, which will perform this evening, is expected to draw a huge crowd.
- 4 Billie Eilish, who has sold over 5 million records worldwide, will be on stage at nine.
- 5 The orchestra, which is bigger than ever, will play on the Sticks stage this afternoon.
- 6 Woodstock, which took place over three days in 1969, was a turning point in music.

- B 3.01 | Listen again and repeat.

## READING

### 5A Read the article and tick the topics that are mentioned.

eco-businesses food waste green festivals  
product quality renewable energy  
sustainable products transport water usage

# Be a greener festival-goer!

Here are our top tips to help you cut your festival carbon footprint ...

#### **Tip 1: Go to environmentally-friendly festivals**

Start off in the right way by choosing to attend a green festival, whose organisers will make cleaner decisions on your behalf, including powering their grounds with green energy, providing recycling bins, and committing to environmental policies.

#### **Tip 2: Stay local**

Instead of travelling long distances to go a festival, choose one that is closer to home. Bands often do the festival circuit around the country, so you'll still get to see your favourite performers. You'll also have the opportunity to see up-and-coming bands in your area and add some new favourites.

#### **Tip 3: Re-think your 'stuff'**

It's easy to pack your rucksack full of mini-bottles of shampoo, shower gel and hair products, but too many of these still come in unnecessary plastic packaging. Fortunately, there are alternatives: you can take – or make – shampoo bars, bamboo toothbrushes, and natural deodorants; and some companies have refill stations, where you can take along a reusable container and fill up with your favourite toiletries before the festival.

#### **Tip 4: Buy once, buy well**

Many festival-goers actually leave their tents behind after the event, not realising the majority end up in landfill. So, instead of purchasing a single-use festival tent, invest in something high-quality and reusable. It'll be more comfortable, too. And go plastic-free by taking along reusable water bottles and coffee cups.

#### **Tip 5: Be an electricity saver**

Festivals usually have charging points for mobile phones but these come at a cost. Why not take your own pocket charger? All you have to do is wind it up and it'll provide charge for your phone. And why not decorate your tent with solar-powered fairy lights to make it stand out from the crowd – and help you find your way home at night!

**B** Read the text and answer the questions. Use no more than three words for each answer.

1 What are many green festivals committing to?

2 To fill up your reusable containers, where should you take them to?

3 What can you do if you use reusable water bottles and coffee cups?

4 What do you need to do to use a pocket charger?

## WRITING

### a formal email

#### 6A Read the email from a local resident to the organisers of a festival. What is the purpose of the email?

<sup>1</sup>Hi,

I live in the countryside where XFest is held annually. Every year, I <sup>2</sup>get more and more fed up with the mess left behind by festival-goers, who <sup>3</sup>couldn't care less about the damage they are causing to the local environment.

I have been involved in clean-up operations for the last few years and <sup>4</sup>hate the amount of waste that is left in the fields. I know that some of the camping gear is rescued and given to homeless charities, but this doesn't <sup>5</sup>sort out the problem of it being buried or the ground being damaged.

Is there no way you can insist on campers leaving the place as they found it?

<sup>6</sup>Can't wait to hear from you all!

Suki Wolensson, Kent

**B** Read the email again. Replace the underlined informal phrases (1–6) with their more formal equivalents (a–f).

**a** become increasingly frustrated by

**b** strongly disapprove of

**c** address the issue of

**d** I look forward to your response.

**e** appear to have little concern

**f** To whom it may concern,

**C** Imagine you are one of the organisers of XFest. Plan a formal response to the email in Ex 6A.

**D** Write your formal email. Write 100–140 words.

**7** Read the question. Then plan, write and review your answer. You must write at least 75 words.

Governments should make people look after their local environment. Do you agree or disagree with this statement? Why/Why not?

# Lesson 3B

GRAMMAR | cleft sentences

VOCABULARY | phrasal verbs: performing; phrasal verbs: communication

PRONUNCIATION | emphatic stress

## VOCABULARY

### phrasal verbs: performing

#### 1 A Choose the correct phrase to complete the sentences.

- 1 The play certainly didn't ..... my expectations. It was all pretty disappointing.  
a come up with    b live up to    c end up
- 2 Stand-up comedians often have to ..... heckling from members of the audience.  
a put up with    b end up    c carry on
- 3 I totally ..... my lines in our dress rehearsal. Let's hope things go well on opening night.  
a put me off    b fell back on    c messed up
- 4 Who ..... the name for this show? *Fairy Lights* sounds like a children's programme!  
a lived up to    b carried on    c came up with
- 5 I slipped on stage and ..... falling into the orchestra pit! It was so embarrassing!  
a ended up    b fell back on    c carried on

#### B Complete the forum posts with the phrasal verbs in the box. There are two you don't need.

came up with    carry on    ended up    fall back on  
live up to    mess up    put up with    put you off

### Calling all street performers!

Felix99 Yesterday at 9.36 p.m.

Hi, all! I'm currently studying music at uni, but I'm struggling to pay the fees this term. I'm a pretty decent musician, so I'm thinking of doing a bit of busking to help me <sup>1</sup> ..... with my studies. And maybe if I fail all of my exams it'll give me something to <sup>2</sup> ..... ! Ha ha! So, what's the job really like? Thanks!

#### Comments

Perry Yesterday at 9.48 p.m.

Hey, Felix. I'm a busker and <sup>3</sup> ..... the idea in the same way you did – to get a bit of extra cash. Obviously, it means a lot of performing out in the cold and you can be there for hours! Don't let that <sup>4</sup> ..... , though – it's fun and if you're good enough, you can earn a decent amount. Good luck!

Kittykat02 Yesterday at 10.01 p.m.

I <sup>5</sup> ..... busking for a bit last year and it was hard work. You'll have to <sup>6</sup> ..... a lot of difficult people and you **WILL** get cold and stiff after a while. It's still great fun though.

### phrasal verbs: communication

#### 2 Choose the correct words to complete the text messages.

Hey, Antonio! How did the presentation go?

4.32

Hey! Yeah, not too bad. They kept asking me to <sup>1</sup>**speak up / bring up** though because my mic wasn't working properly.

4.35

Oh, really? But did you still manage to <sup>2</sup>**come across your message / get your message across**?

4.36

More or less. I did have to <sup>3</sup>**spell out / speak up** the need for us to be better at recycling. Every day I find plastic in the normal bin, loads of waste paper by the photocopier ... We've talked about it before so it's a bit frustrating having to keep <sup>4</sup>**coming back to / pointing out** the same point.

4.37

Yeah, that must be pretty annoying! Did you <sup>5</sup>**move on / bring up** your idea for the renewable energy programme?

4.38

No, I decided to leave that for now. Anyway, how did your interview go?

4.39

Well, they said I <sup>6</sup>**spoke up / came across** well, but I didn't get the job. In the feedback, they <sup>7</sup>**pointed out that / came back to** the candidate who got the job had a lot more experience.

4.41

Oh, no! Sorry, mate. Well, never mind. Take what you can from the experience and <sup>8</sup>**come back to / move on from** it.

Thanks, I will!

## GRAMMAR

### cleft sentences

**3A** Match the sentences beginnings (1–6) with the endings (a–f).

- 1 What theatre performers enjoy
  - 2 It was my school drama teacher, Ms White
  - 3 What I hoped to get across in the screenplay
  - 4 What happened next
  - 5 What Hannah wanted to do as a child
  - 6 What I'd really like to find out
- a who suggested I apply to acting school.
  - b was that Johannes fell off the stage!
  - c is making music with my friends.
  - d is getting immediate feedback from the audience.
  - e that we discovered there was a talent scout in the crowd.
  - f was become an opera singer.
  - g is whether I'm playing the lead role.
  - h was the character's sense of despair.

**B** The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 That I want to know is how to get into film acting.  
a It's      b What      c How
- 2 It was Candice who wants to go into the circus, not Toni.  
a who want    b which wants  
c who wanted
- 3 It were my grandparents who gave me my 'lucky' socks.  
a was      b is      c are
- 4 It the performers did was pretend to be audience members.  
a They're    b It's      c What

## PRONUNCIATION

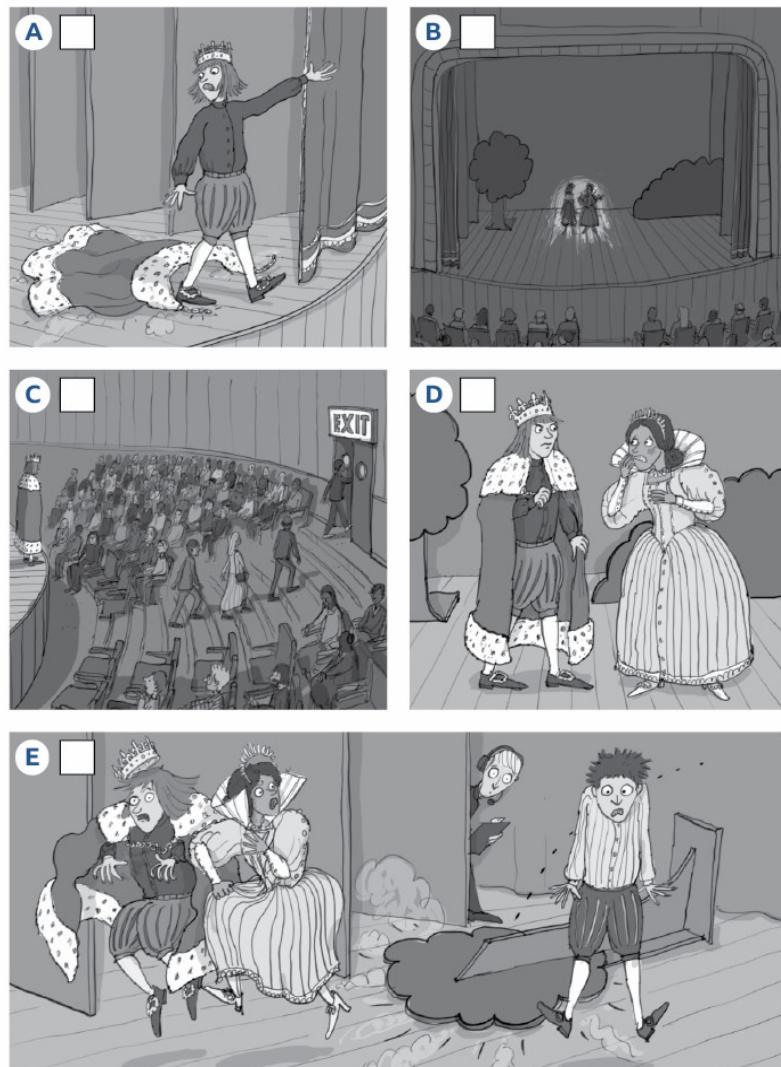
**4A** 3.02 | emphatic stress | Listen and underline the stressed words.

- 1 What I like watching are the less well-known acts.
- 2 It was Max who left the car unlocked, not me.
- 3 What sounds better to me is finishing on a minor chord.
- 4 It's you who likes Italian opera – that's why I got the tickets!

**B** 3.02 | Listen again and repeat.

## LISTENING

**5A** 3.03 | Listen to a conversation between two friends, about a stage performance. Number the pictures in the correct order.



**B** 3.03 | Listen again. Are the statements True (T) or False (F)?

- 1 Alex's partner did not think she had got her lines wrong.
- 2 Katy worried that she would make mistakes on stage.
- 3 Katy thinks it may have been her fault that there was a problem with Alex's costume.
- 4 The crew in charge of the scenery were able to resolve an issue straightforwardly.
- 5 All the audience members wanted a refund of their tickets.
- 6 Katy thinks that people who watch a performance want the actors to do well.

**C** 3.04 | Listen and complete the phrases.

- 1 It was like, a total ..... !
- 2 I'd practised, like, a ..... times!
- 3 I could hardly stand up, I was ..... so much.
- 4 ... it was like the ..... day of my life!
- 5 You feel as if you're going to die of ..... .
- 6 I bet your time on stage seemed to go on ..... !

**D** 3.05 | Listen to the recording and write what you hear. You will hear the sentence only once.

# Lesson 3C

HOW TO ... | use vague language  
 VOCABULARY | film and TV  
 PRONUNCIATION | linking and elision

## VOCABULARY

### film and TV

- 1 A Complete the review with the words in the box. There is one word which you do not need.

based cast costumes ending scenes  
set soundtrack subtitles twist



### Review of Daniel Craig's last James Bond film, *No Time to Die*

★★★★★

Many James Bond films are<sup>1</sup> ..... on novels by Ian Fleming, but this one was written specially for the film. The<sup>2</sup> ..... includes Daniel Craig as the retired (!) James Bond, along with Ralph Fiennes as M, Ben Wishaw as Q, and Léa Seydoux as Madeleine.

The film is<sup>3</sup> ..... in Italy and on a remote island, and the scenery – as always in James Bond films – is stunning. There are the usual action-filled car chase<sup>4</sup> ....., which are always fun, as well as some more emotional ones, for example, when Bond is with his girlfriend – and her young child. The<sup>5</sup> ..... is unexpected! I wouldn't call it a<sup>6</sup> ..... as such, but there are certainly some surprises!

As for the<sup>7</sup> ..... , well, it's the usual James Bond suit and nothing else very exciting. The<sup>8</sup> ..... is as great as ever, with dramatic music throughout and the well-known James Bond theme, though unfortunately, we never actually hear the full tune!

- B Choose the correct word to complete the sentences.

- I have to put the **soundtrack / costumes / subtitles** on when I watch a film because I can't hear very well.
- My current favourite series is **cast / set / based** in Sweden – it's a 'Scandi noir' murder mystery.
- I love a good **twist / ending / set** in a film or novel – it's exciting to find out what happens next.
- I thought the **cast / scene / set** was brilliant. The main actor doesn't usually play mean characters!
- I loved the **ending / scene / subtitle** where James meets the new 007. It makes you wonder what's going to happen.
- It annoys me when they make a film **subtitled / based / set** on a best-selling book and then change the ending!

## How to ...

### use vague language

- 2 A 3.06 | Listen and tick the phrases you hear.

and stuff bits old-ish sort of  
something like that that kind of thing

- B 3.07 | Match the questions (1–5) with the vague replies (a–e). Then listen and check.

- Who's that guy who played the thief in *Lupin*?
- When was the *Great Gatsby* supposed to be set?
- How old do you think the actor in *Maid* is?
- Did you enjoy watching *The Originals*?
- Is *Money Heist* a dark story?  
**a** I'd say she's young-ish ... maybe late 20s?  
**b** It was OK. It's sort of for a younger audience, really.  
**c** It's what's his name – oh, you know!  
**d** I suppose it is, a bit. But I like that kind of thing.  
**e** Around the 1920s, I think.

## PRONUNCIATION

- 3 3.08 | linking and elision | Listen and complete the sentences. Then listen again and repeat.

- I love ..... in a good mystery series.
- I like the film. It's ..... a combination of action and thriller.
- I love dramas that are ..... real events.
- The Crystal Maze?* Oh, that's where they run around and find crystals or ..... , isn't it?

## SPEAKING

- 4 A 3.09 | Complete the conversation with one word in each gap. Then listen and check.

Peter: Have you seen that TV programme *The Crown*?  
Alex: Yeah. I've watched the first series.

Peter: What's it<sup>1</sup> ..... ?  
Alex: It's about the British Royal Family. Each series concentrates on a different period of time and the events that took place then. It's a<sup>2</sup> ..... slow in places for me, but it's interesting enough.  
Peter: Does it show real events<sup>3</sup> ..... stuff? Or is it all made up?  
Alex: It's based on real things that happened, but I think they sort<sup>4</sup> ..... use a bit of artistic licence – you know, they don't really know what people said<sup>5</sup> ..... anything so they have to make that up.

- B 3.10 | You are Alex in Ex 4A. Listen and speak after the beep. Record the conversation if you can and compare yourself to Ex 4A.

# Lesson 3D

GRAMMAR | *do* and *did* for emphasis

LISTENING | a music podcast

## GRAMMAR

### **do** and **did** for emphasis

**1 A** Choose the correct word to complete the sentences.

- 1 I really **did** / **didn't** / **don't** delete your Spotify account! You must've done it by mistake.
- 2 I know you think hiking that mountain is possible in a single day but I just **did** / **don't** / **do**.
- 3 Oh, I **do** / **did** / **didn't** love this song when I was younger – I would dance to it all the time.
- 4 I **do** / **don't** / **didn't** listen to electronic music – just not the kind that you like!
- 5 **Do** / **Does** / **Don't** come over after the concert if you have time.
- 6 I **do** / **didn't** / **did** use to get up at midday when I was younger, but I don't now!

**B** Complete the sentences with **do**, **don't**, **does**, **doesn't** or **did**.

- 1 I ..... want to go to the gig, but I just can't afford it right now.
- 2 Saira does have expensive tastes in clothes, ..... she?
- 3 I ..... call the venue to check the gig was still on, but no one answered.
- 4 You ..... remember to send that gift to Mario, didn't you?
- 5 I loved The Sparks' last two albums, but I really ..... like this one.
- 6 You ..... like spaghetti with meatballs, don't you?
- 7 You ..... know I'm not into jazz. I've told you before.
- 8 He ..... like your band, but he just doesn't like crowded places.



## LISTENING

**2 A** **3.11** Listen to the introduction to a music podcast and answer the questions.

- 1 Which genre are they talking about?
- 2 Who is Elijah?
- 3 Who is Bethany?

**B** **3.12** Listen to the next part of the podcast and choose the correct option (a–c).

- 1 How does Bethany think some people react when they hear jazz?  
a They feel anxious.  
b They feel annoyed.  
c They feel confused.
- 2 What does Elijah think puts people off about jazz?  
a the unusual techniques used  
b the sound of certain instruments  
c the lack of real tunes
- 3 What do Elijah and Bethany agree on?  
a Some kinds of jazz are easier to listen to.  
b People should avoid jazz if they don't like it.  
c Only jazz musicians understand it properly.

**C** **3.12** Listen to the main part of the podcast again. Complete the sentences with no more than three words from the recording.

- 1 Bethany says it's hard to know what will happen in jazz because some musicians ..... while playing.
- 2 Bethany says we tend not to like music or other things that make us feel .....
- 3 Elijah describes a ..... called 'noodling', in which the musicians move away from the main tune.
- 4 Elijah says noodling can seem ..... but says that it has structure and tune.
- 5 Elijah thinks jazz has an ..... and shows a lot of creativity.
- 6 Bethany says that basic and structured jazz makes a ..... to jazz music for people.

**D** **3.13** Listen to the final sentence again and write what you hear. You will hear the sentence only once.

# Lesson 4A

GRAMMAR | future continuous and future perfect  
VOCABULARY | health and lifestyle; illness and treatment  
PRONUNCIATION | connected speech: future perfect

## VOCABULARY

### health and lifestyle

- 1 Complete the sentences with the correct form of the verbs in the box.

do (x2) cut expand keep (x2)  
stay transform vary work

- 1 It's very important, especially as you get older, to ..... mentally active. Doing puzzles is great for your brain.
- 2 I've ..... down on the amount of fat and sugar I consume and feel much healthier now.
- 3 You really need to ..... your horizons and get out and about more.
- 4 It's hard to find time to ..... in shape when you've got a full-time job and a family to look after.
- 5 Research shows that ..... regular workouts is good for you both mentally and physically.
- 6 I ..... a sedentary job for years and was very unfit. Then I retrained as a yoga teacher and now I'm healthier than ever!
- 7 I've always ..... long hours and I'm often too tired to make a proper meal when I get home.
- 8 Last year, my sister totally ..... her lifestyle. She became a vegan and started doing more exercise.
- 9 It's important to ..... your diet as much as you can and include all food groups in your meals.
- 10 I took up running last year and hopefully, if I ..... up my progress, I'll do a marathon soon!

### illness and treatment

- 2A Complete the table with the words in the box.

allergies antibiotics asthma first aid  
food poisoning medication run-down vaccine

illness	treatment

- B Complete the sentences with words to describe illness and treatment.

- 1 The whole group got ..... from the restaurant and were very sick.
- 2 I suffer from ..... all year round and often have itchy eyes and sneeze a lot.
- 3 I did a ..... course so that I could help anyone who suddenly became ill or injured.
- 4 If you want to find out whether your ..... can be taken with other medicines, please consult your doctor.
- 5 Patients are given ..... to help fight against diseases.
- 6 Sophie's feeling a bit ..... , so won't be coming to school today.

## GRAMMAR

### future continuous and future perfect

- 3A The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 In two years' time I'll be completing my degree and hopefully found a job.  
**a** I'll have completed      **b** I'm completing  
**c** I completed
- 2 This time next week, you'll have swum in the sea and thinking of me back at home!  
**a** you'll be swimming      **b** you'll swim  
**c** you're swimming
- 3 If I'm lucky, I'll have got a visa and work in Australia by next summer.  
**a** I'll work      **b** working      **c** be working
- 4 I'll be finishing lunch by 1 p.m., so we could go for a walk then.  
**a** I've finished      **b** I'll have finished      **c** I finished

- B Complete the blog post with the future continuous or future perfect form of the verbs in brackets.

## Going Vegan

Going vegan has been a gradual process for me. By this time next month, I'll <sup>1</sup> ..... (be) vegan for a whole year.

I became vegetarian first: I'll <sup>2</sup> ..... (celebrate) three years without meat or fish next week. It was hard to give up my favourites, but now I barely think about what I no longer eat – only what I'll <sup>3</sup> ..... (have) for my next meal! I've become very inventive – you have to be when you're vegan – and I might <sup>4</sup> ..... (set up) my own vegan meal business soon.

Personally, I did it because I developed a mild allergy to milk and dairy products, so I had to cut down on them. I'll <sup>5</sup> ..... (go) to the doctor's soon and we'll see whether things have improved – I think my allergy will <sup>6</sup> ..... (improve) because my symptoms are much better.

There are lots of benefits to going vegan, for both personal benefit and the planet's. If I can convince my parents to go vegan, I'll <sup>7</sup> ..... (do) a pretty good job of getting my message across. However, it's important to remember that you may not always get everything you need from a vegan diet – I'll <sup>8</sup> ..... (write) a blog soon about the vitamin supplements that can be helpful for staying on top form. Watch this space!

## PRONUNCIATION

### 4A 4.01 | connected speech: future perfect |

Listen and complete the sentences.

- 1 By this time next week, ..... this project.
- 2 Hopefully, ..... meat entirely by then.
- 3 With any luck, ..... a house by then.
- 4 Come round at 7 p.m. – ..... dinner by then.
- 5 By this time next week, ..... from university!

### B 4.01 | Listen again and repeat.

## READING

### 5A Skim the article and choose the main topic (a–c).

- a The benefits of different kinds of diet
- b The reality behind commonly held beliefs
- c The reasons we're lied to about what we eat

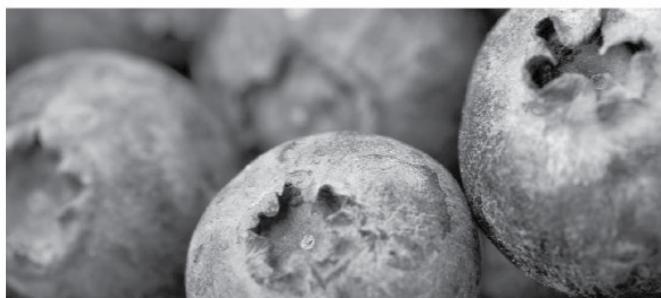
### B Read the article again. Are the statements True (T) or False (F)?

The writer ...

- 1 thinks food producers try to trick customers into paying too much for food.
- 2 will continue to buy the expensive health foods that she particularly likes.
- 3 feels that the message about fat has been very clearly stated.
- 4 does not intend to limit the amount of high-fat food she eats.
- 5 is confused about whether or not people should take extra vitamins.
- 6 has believed information provided on food packaging in the past.

### C 4.02 Read the article again and answer the questions. Use no more than three words for each answer.

- 1 What are superfoods meant to stop?
- 2 What does the writer think food manufacturers want from people?
- 3 What phrase does the writer use to describe the act of labelling food low in fat?
- 4 What is the writer happy to continue eating?



## Health myths busted!

We all want to be healthier, but with so much (mis)information out there, it can be difficult to know which changes are actually worth making. So, here is the truth about four common food myths, which may help you make up your mind ...

### Myth 1: Superfoods are a thing

Sorry, but superfoods aren't a thing! Yep, you heard right. While we've all been filling our trolleys with blueberries, ginger and coconut, it turns out that, yes, they do us good, but they're no better than other fruit and veg. 'Super' foods are promoted because they supposedly contain huge amounts of antioxidants (substances that prevent cell damage in our bodies), and the message is that we should buy as many as we can. These (often exotic) foods are – surprise, surprise – very expensive, though. I know what I'll be getting from now on: cheap 'ordinary' veg that I love just as much!

### Myth 2: All fat is bad fat

We've been told (over and over again) that we should cut down on foods that contain saturated fats, such as butter, cream and cheese, and eat plenty of foods that are great for heart, eye and brain health (think Omega 3 in oily fish). But the jury seems to be out on whether saturated fats really cause heart disease, and whether foods that contain cholesterol (a fat which can be found in eggs) actually raise cholesterol in our blood. I think I'll be carrying on with less butter and more salmon, just in case ...

### Myth 3: You don't need supplements

OK, so this one's hotly debated! Many say that if you have a varied diet, you'll get everything your body needs, and that manufacturers only promote vitamins and supplements so they can fill their pockets with our hard-earned cash! But it turns out there are arguments for supplements in certain circumstances: those with health conditions including diabetes, pregnant women and people over 50 can benefit from additional vitamins. Who knew? 🧑

### Myth 4: low fat = low calorie

Nope! It's just another marketing trick! Look in supermarkets and you'll see 'low-fat', 'fat free', 'diet' and 'light' in lots of labels. I've certainly fallen into that trap! While they might truthfully be low in fat, they may also be highly processed and full of sugar to make them tasty. 'You're better off having a few nuts or full-fat items like cheese and yoghurt than eating so-called "diet" products', says one specialist. I, for one, will be following this advice. So, bring on the ice cream (just not too much of it)!

# Lesson 4B

GRAMMAR | passives

VOCABULARY | sleep

PRONUNCIATION | sentence stress: content and function words

## VOCABULARY

### sleep

#### 1 A Complete the conversation with the words in the box.

deep dropping off exhausted keep  
nightmare oversleep sleeper snore

Doctor: Thanks for coming to the sleep clinic. I'd like to ask you a few questions before we run some tests.

Fran: Sure. I've just been so <sup>1</sup> ..... lately and I don't know why! I go to bed early, but often <sup>2</sup> ..... and end up being late for work.

Doctor: What time do you usually go to bed?

Fran: About ten o'clock. I don't have any problems <sup>3</sup> ..... and I'm never awake past 11 p.m.

Doctor: Do you wake during the night?

Fran: Only if I'm having a <sup>4</sup> ..... But I usually go back to sleep again once I'm calmer.

Doctor: And do you <sup>5</sup> .....? I mean, has anyone ever told you that you do?

Fran: Sometimes – if I've gone to bed *really* tired. I <sup>6</sup> ..... my husband awake then because I'm so loud – so he says! I think I must be quite a heavy <sup>7</sup> .....

Doctor: Why's that?

Fran: Well, I usually wake up with a headache. When my alarm goes off, it's like I must've been in a really <sup>8</sup> ..... sleep and I struggle to wake up.

Doctor: Well, that doesn't sound good. What we're going to do at the clinic is ...

#### B Choose the correct word or phrase to complete the sentences.

- 1 I'm ..... – I never wake up, even if there's a thunderclap outside!  
**a** a heavy sleeper    **b** an insomniac    **c** exhausted
- 2 There was a noisy party last night which ..... us awake.  
**a** kept                **b** overslept            **c** dropped
- 3 I ..... today – I just didn't hear my alarm.  
**a** kept awake          **b** overslept          **c** lied in
- 4 She says she always takes a short ..... on the train after work.  
**a** nap                **b** nightmare          **c** snore
- 5 I rarely get a ..... – my kids are up at dawn practically every day!  
**a** drop off            **b** lie-in                **c** nap
- 6 My husband says that I ..... and keep him awake at night.  
**a** oversleep            **b** drop off            **c** snore

## GRAMMAR

### passives

#### 2 Complete the article about sleep disorders using the correct passive form of the verbs in brackets.

## Why do people ...

### ... sleepwalk?

It <sup>1</sup> ..... (suggest) that sleepwalking runs in families. If you have a family member who walks in their sleep, it <sup>2</sup> ..... generally ..... (accept) that you are ten times more likely to do it yourself. It <sup>3</sup> ..... also ..... (suspect) that stress, illness and medication can make sleepwalking more likely. It <sup>4</sup> ..... once ..... (assume) to be dangerous to wake a sleepwalker, but this <sup>5</sup> ..... now ..... (not consider) to be a problem. However, it should be done quietly and carefully to keep distress to a minimum.

### ... talk in their sleep?

Talking in your sleep <sup>6</sup> ..... (define) as a sleep disorder where the sleep-talker doesn't know what they're doing. Speech <sup>7</sup> ..... more easily ..... (understand) when it occurs during REM sleep (when people are dreaming). Anyone can sleep-talk, but it <sup>8</sup> ..... (observe) most often in men and children. Records show that sleep-talking <sup>9</sup> ..... (notice) by ancient Greek philosophers about 2,500 years ago, so it <sup>10</sup> ..... (not discover) recently. Sleep-talking isn't usually a problem and does not require treatment.

## PRONUNCIATION

#### 3 A | sentence stress: content and function words | Read the sentences and predict which words will be stressed the most.

- 1 It was thought that eating cheese before bedtime gives you nightmares.
- 2 It's been suggested that using your phone in bed makes it harder to drop off.
- 3 It's believed that up to fifteen percent of the population are sleepwalkers.
- 4 It's estimated that most people sleep for fewer than seven hours a night.

#### B 4.02 | Listen and check.

## LISTENING

- 4A** **4.03** | Listen to the introduction to a radio programme. What kind of programme is it?
- B** **4.04** | Listen to the next part of the programme and choose the correct option(s) (a–c).
- 1 What does Rob say about using a sleep tracker?
    - a It provided some useful information.
    - b It helped him learn to relax.
    - c It caused him problems.
  - 2 How did Jenna feel before using her technique?
    - a worried about her future
    - b scared about being kept awake
    - c relieved to get some sleep during the day
  - 3 What does Jenna say helped her sleep better?
    - a reading before she went to sleep
    - b learning about sleep psychology
    - c quitting an old habit
  - 4 What does Álvaro say about nuts?
    - a He says they should be avoided at night.
    - b He is pleased he can eat more of his favourite kind.
    - c He doesn't fully understand how they work.
  - 5 What does Sonya say about the techniques?
    - a She finds them quite difficult to do.
    - b She thinks they sound rather unusual.
    - c She is not very keen to have a go at them.
- C** **4.05** | Listen to the recording and write what you hear. You will hear the sentence only once.

## WRITING

### an article

- 5A** Read the article and tick the topics that are mentioned.

dreams lack of sleep napping nightmares  
sleep and disability sleep behaviours  
sleep cycles sleep positions

- B** Complete the article (1–5) with the sentences (a–e).
- a In addition to this, they can involve anxiety, too.
  - b as well as sleep paralysis, where you wake up, but are unable to move.
  - c Moreover, their dreams involve feelings, smells and sounds rather than sight.
  - d Furthermore, they make friends easily, but don't enjoy being the centre of attention.
  - e A lack of sleep not only affects your mental health, but also your physical health.
- C** You are going to write an article about what kind of sleeper you are. Plan your article. Choose three ideas to write about from Ex 5A.
- D** Write an article about what kind of sleeper you are.

## Six Amazing Facts You Didn't Know About Sleep

Sleep has fascinated experts for centuries and new information is being discovered all the time. So, we've put together six of the most amazing facts we could find on the topic.

- Most nightmares are not frightening. They often include feelings of sadness, guilt and confusion.  
<sup>1</sup> ..... They happen most often when someone is feeling worried.
- The position you prefer to sleep in *might* reflect your personality. For example, people who sleep on their backs in the 'starfish' position tend to be good listeners.  
<sup>2</sup> .....
- <sup>3</sup> ..... For example, you won't cope with pain as well when you don't sleep much.
- Contrary to what some people may think, blind people do dream.  
<sup>4</sup> ..... Also, interestingly, deaf people use sign language when they dream.
- Everyone dreams, but they might not remember them. Those that do remember will have forgotten fifty percent of the dream within five minutes of waking. The most common dreams include teeth falling out, forgetting to prepare for an exam, and trying to run but not getting anywhere.
- Some unusual sleep behaviours include parasomnia or making unusual movements in your sleep; 'exploding head syndrome' where someone wakes to a loud noise that is only in their head,  
<sup>5</sup> ..... Don't worry if this happens to you – it just means your brain's woken up before the rest of your body has!



# Lesson 4C

HOW TO ... | express agreement and disagreement  
 VOCABULARY | exercise; sport: motivation and benefits  
 PRONUNCIATION | stress in phrases for partial agreement

## VOCABULARY

### exercise

- 1 Choose the correct word or phrase to complete the sentences.
- 1 You need a lot of **flexibility / stamina / moderate exercise** to be able to finish a marathon. They take a long time to run!
  - 2 It's important to do some **aerobic / low-impact / stamina** exercise because it makes your heart beat faster.
  - 3 **Strength / Flexibility / Low-impact** training doesn't have to mean hours lifting weights – you can build muscle using your own body weight at home.
  - 4 An example of **aerobic / high-impact / low-impact** training is yoga, which is gentle but strengthening.
  - 5 I do **moderate / vigorous / stamina** exercise every day, just a 20-minute walk around the park.
  - 6 **High-impact / Flexibility / Strength** exercise includes things like running and ball sports, such as football or tennis.

### sport: motivation and benefits

- 2 Complete the fundraising page with the words in the box. There is one word which you do not need.

benefit challenge confidence discipline encouragement incentive teamwork

## Cycling for the kids!

£1,258 raised by 3,480 supporters

DONATE

So, this year I'm planning a huge <sup>1</sup> ..... for myself and I need your <sup>2</sup> ..... to get me going!

I'm going to cycle the length of the country in as short a time as possible. The <sup>3</sup> ..... for me to raise money for a children's charity that is close to my heart, and the <sup>4</sup> ..... to them is being able to fund more research to make lives better.

I'm going to need a lot of <sup>5</sup> ..... to make sure I get up early to train before work, even when it's dark or cold. Most of my weekends will be spent cycling long-distance routes. I also need to build my <sup>6</sup> ..... for cycling bigger roads, though I'll take quieter ones when possible.

Follow the link to find out more about the charity or donate now.

## How to ...

### express agreement and disagreement

- 3A 4.06 | Listen to a conversation between two friends. What are they talking about?

- B 4.06 | Listen again. Do the friends agree (A), disagree (D) or partially agree (PA) with each other about the statements (1–6)?

- 1 Micro-HITT training doesn't seem worth the effort.
- 2 One benefit of micro-HITT is that it's quick.
- 3 Everesting sounds like a manageable challenge.
- 4 New cyclists could cope with Everesting.
- 5 The man needs to find a relaxing form of exercise.
- 6 Yoga helps with physical and mental health.

## PRONUNCIATION

- 4A 4.07 | stress in phrases for partial agreement |

Listen and underline the main stressed word in each of the phrases in bold.

- 1 **I agree up to a point**, but don't you think the government should play a role, too?
- 2 **I take your point**, but that's what footballers expect to get paid.
- 3 **That's a fair point**, but don't you think they get enough exercise at school?

- B 4.07 | Listen again and repeat the sentences.

## SPEAKING

- 5A 4.08 | Complete the conversation with phrases for agreeing and disagreeing. Then listen and check.

Marla: Let's do something. It would be a shame to stay in on a day like this.

Dan: I <sup>1</sup> ..... more. What shall we do? Want to try bouldering with me? Come on ...

Marla: Climbing over massive rocks all day? No, thanks. It sounds exhausting.

Dan: I know what <sup>2</sup> ..... , but you did say you want to improve your strength a bit ...

Marla: That's a fair <sup>3</sup> ..... , but I've got work tomorrow and I don't want to be worn out.

Dan: You go to the gym all the time – you'll be fine!

Marla: I completely <sup>4</sup> ..... ! Last time we went jogging it took me a week to recover!

Dan: All right. I take <sup>5</sup> ..... You do need a lot of stamina. But on the <sup>6</sup> ..... , if you stay here all day, you'll never get fitter!

- B 4.09 | You are Dan in the conversation in Ex 5A. Listen and speak after the beep. Record the conversation if you can.

- C Listen to your recording and compare it to Ex 5A.



# Lesson 4D

VOCABULARY | phrases related to time  
READING | disappearing traditional skills and lifestyles

## VOCABULARY

### phrases related to time

- 1 Choose the correct option(s) to complete the sentences.
- 1 Time is running out / It's time to move on for endangered animals and we need to take action.
- 2 We got to the theatre just in time / not a moment too soon for the start of the play.
- 3 We've got a very short future under threat / window of opportunity to carry out the conservation project.
- 4 I've got some new boots and time is running out / not a moment too soon – the old ones were wearing out!
- 5 The future of our planet is still under threat / has a short window of opportunity and we must keep making changes to our habits.
- 6 It's just in time for / It's time to move on from this job. I've become very bored.
- 7 The community are increasingly concerned that their traditional way of life is under threat / running out.
- 8 Right, I think it's probably just in time / time to go home or I'll miss the last train!

## READING

### 2A Read the article. What is its purpose?

B Read the article again. Are the statements True (T) or False (F)?

- 1 Kerry does not believe readers are aware of the skill practised by her great-grandfather.
- 2 Kerry suggests that people who wore clogs could not afford to replace them regularly.
- 3 Nisse says that Franco-Provençal speakers moved out to the countryside from cities.
- 4 Nisse speaks a different language to his grandparents because he does not need to use the language they speak.
- 5 Özkan believes that the way people worked in the past used a lot of time and energy.
- 6 Özkan thinks that technology can only solve one kind of problem.
- 7 Agata is not impressed with her grandparents' lifestyle choice.
- 8 Agata would be happy to move on from every aspect of traditional life.

## Should we care about losing traditional skills and ways of life?

Do you know how to make bread? Or fix a hole in your socks? Or even how to light a fire? For all too many of us, the answer to all of these questions is 'no'. Basic life skills that were once a staple part of everyday life have all but disappeared. But is this a bad thing?

### YES!

**Kerry, UK:** My great-grandad used to make clogs. I bet you don't even know what they are! Well, they're shoes made from leather and wood. They last a long time. This is why they were chosen by low-paid workers who put in long days at cotton mills, in coal mines and on boats that transported goods along canals. A very limited number of clog-makers still exist, but their future is under threat, as so few people wear clogs now. It would be a shame if such a great skill – and fantastic style of footwear – disappeared forever.

**Nisse, Switzerland:** Time is running out for my grandparents' language, Franco-Provençal. They live in an isolated part of Switzerland, and because my parents (like many) moved away to find work, I never learned it. Now it's dying out, despite attempts to get people learning it. I understand it, but I only speak Swiss-German – the most common language in Switzerland. Lots of books used to be written in Franco-Provençal. The window of opportunity for reviving the language is short. If no one can speak it, how will we learn about the history of our country?

### NO!

**Özkan, Turkey:** People make a lot of fuss about 'lost' skills and ways of life. But if they were so good in the first place, why did they disappear? It's time to move on. My grandparents lived tough lives as farmers, using traditional skills – but only because that's what was available then. It wasn't considered 'traditional' at the time! As far as I can tell, traditional skills and ways of life were very hard. Technology has solved so many problems and many people are a lot better off in all kinds of ways – not just financially, but health- and time-wise, too.

**Agata, Poland:** When I visit my great-grandparents in their village, I feel like I've gone back in time by a century. I suppose I have in a way because they stick to the 'old ways' and don't live as comfortably and easily as they could do – well, that's only my opinion. They don't enjoy using modern technology, anyway! For me, when a new app or phone model comes out, it's not a moment too soon. I will say this, though: I always seem to arrive just in time when my great-grandma's cooked some traditional dumplings – delicious! That way of life should never disappear!

## GRAMMAR

**1** Combine the sentences using a relative clause. Omit the pronoun where possible.

- 1 Nick works at the theatre. The one over there.  
That's ..... works.
- 2 We met a girl at your cousin's barbecues. Is that her?  
Is that ..... your cousin's barbecue?
- 3 A guy got his car stuck in the mud. I think that's him over there.  
I think that's ..... got stuck in the mud.
- 4 The venue has been very successful. It opened last year.  
The venue, ....., has been very successful.
- 5 Remember the hotel we stayed in for our honeymoon? They closed it!  
They closed ..... in for our honeymoon!

**2** Match the sentence beginnings (1–6) with the endings (a–f).

- |                       |                           |
|-----------------------|---------------------------|
| 1 It was Felicity     | a is wash your hands.     |
| 2 What I want to know | b who told me.            |
| 3 It's Helena that    | c do is go to sleep!      |
| 4 It was Ankoma who   | d is what you were doing! |
| 5 What you need to do | e told everyone.          |
| 6 What I'd like to    | f you need to speak to.   |

**3** Complete the conversation with the correct form of *do* to add emphasis.

- A: Are you going to the company party on Thursday?  
B: I<sup>1</sup> ..... want to go but it's on the other side of London from me. It'll be fun, though.
- A: Hmm, well, I didn't want to go last year either but I must admit, I<sup>2</sup> ..... enjoy it in the end.
- B: Yes, and there's a DJ again, isn't there?  
A: Well, you<sup>3</sup> ..... love a good dance, but I really<sup>4</sup> .....! I hate it.
- B: Fair enough. The quiz should be good though. I think Emir's running it this year.
- A: Well, he<sup>5</sup> ..... like testing us all, doesn't he?
- B: That's true. I'm rubbish at quizzes but I<sup>6</sup> ..... like the theme last time – 90s pop music.
- A: My team won! I think Mike was unhappy – he<sup>7</sup> ..... like to show off his knowledge!

**4** Complete the text with the future continuous or future perfect forms of the verbs in brackets.

We'll no doubt<sup>1</sup> ..... (hear) more and more weather forecasts about violent storms and flooding. The sad thing is that we probably<sup>2</sup> ..... (get used to) such reports by then. And that will only be if we still *have* weather reporters: scientists believe that as well as the weather having become more extreme, our society may also<sup>3</sup> ..... (fall) apart by 2050! By 2050, the South Pole<sup>4</sup> ..... (shrink) considerably, sea levels<sup>5</sup> ..... (rise) by 30 cm, temperatures<sup>6</sup> ..... (increase) dramatically, and civilisation as we know it<sup>7</sup> ..... (start) to collapse. The worst thing is that we<sup>8</sup> ..... (do) it all to ourselves: it will be our own fault.

**5** The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 There is generally accepted that film-making is a serious form of art.  
**a** It's                           **b** It was                   **c** There are
- 2 What's Going On by Marvin Gaye is consider to be one of the best albums of all time.  
**a** is considered being   **b** considers being  
**c** is considered to be
- 3 In the late 1800s, they believe widely that the Earth was flat.  
**a** it's widely believe       **b** it was widely believed  
**c** they widely believe it
- 4 Despite evidence to the contrary, Vitamin C thought still is to cure the common cold.  
**a** still are thinking       **b** it's still thought  
**c** is still thought

## VOCABULARY

**6** Choose the correct words to complete the sentences.

- 1 The **line-up / act** for the festival is superb, with over 50 bands performing over the weekend.
- 2 The **festival-goers / atmosphere** at music festivals is always amazing.
- 3 I think the **organisers / festival-goers** have done a great job of the layout.
- 4 Sanjay's never **attended / attracted** a festival before so we should look after him.
- 5 Donauinselfest is the world's biggest music festival, **attending / attracting** three million people!

**7** Complete the sentences with the words in the box.

emissions footprint power recycling resources

- 1 In an effort to reduce their carbon ..... music festivals are going greener.
- 2 Lollapalooza has its own programme to encourage festival-goers to do more .....
- 3 Reducing the number of plastic bottles that are made can help lower carbon ..... from the factories that produce them.
- 4 Many people who attend the Paléo Festival in Switzerland use public transport to avoid unnecessary use of natural .....
- 5 At the We Love Green festival in France, festival-goers can generate ..... by cycling at the festival's 'electric pedals' station.

**8** Replace the words in bold with the correct form of the phrasal verbs in the box.

come up with fall back on live up to mess up put someone off

- 1 I've **thought of** a brilliant idea for a new play.
- 2 You should stay at uni so you have something else to **use** if the band doesn't work out.
- 3 Your act was incredible – how can I ever be **as good as** that?

4 I got all my lines **wrong** on stage – it was really embarrassing.

5 Stop making silly faces – you're **distracting** me.

### 9 Complete the phrasal verbs with *across, back, on to, out or up*.

- 1 You come ..... as such a friendly person, but you're actually quite mean!
- 2 OK, let's move ..... to the issue of parking for the event.
- 3 Can you speak ..... a bit, please? We can't hear you at the back.
- 4 I'll come ..... to the topic of recycling later, if I may.
- 5 My teacher spelled ..... exactly what we had to do for our homework.

### 10 Complete the sentences with the words in the box.

based on costumes ending soundtrack twist

- 1 I was totally confused by the ..... – why did they finish it off like that?
- 2 The ..... were amazing in that film. I'd love to wear something like that.
- 3 I enjoyed it but the ..... was weird. It was set in 1770, but they used punk rock!
- 4 Is the series ..... a true story?
- 5 Wow, what a ..... ! I didn't see that coming!

### 11 Choose the correct words to complete the tips.

If you want to <sup>1</sup>**transform** / **expand** your lifestyle, follow our top tips!

If you do a <sup>2</sup>**sedentary** / **active** job, you need to make sure you build exercise into your day. If you can do a <sup>3</sup>**sedentary** / **regular** workout, even better! It can be difficult to <sup>4</sup>**stay** / **do** in shape when you work <sup>5</sup>**active** / **long** hours, but exercising when you can makes all the difference.

Try to <sup>6</sup>**expand** / **transform** your horizons: sign up for a new activity like high-intensity pool training.

Change what you eat: make sure you <sup>7</sup>**cut down on** / **vary** your diet and <sup>8</sup>**expand** / **cut down** on fatty and sugary foods.

<sup>9</sup>**Keep** / **Work** mentally active, too. Do puzzles, dance – anything to help your brain stay sharp.

Finally, <sup>10</sup>**stay in** / **keep up** the progress! Once you see the rewards of your efforts, you'll be keen to remain your best self.

### 12 Complete the definitions with the words in the box.

allergies antibiotics asthma  
food poisoning medication

1 ..... : medical conditions that make you ill when you eat, breathe or touch something.

2 ..... : a stomach illness caused by eating food that contains harmful bacteria.

3 ..... : an illness that makes it difficult to breathe.

4 ..... : drugs that are used to kill bacteria and cure infections.

5 ..... : a drug given to someone who is ill.

### 13 Choose the correct word or phrase to complete the sentences.

- 1 I'm such a ..... sleeper that I don't even wake up with a really loud alarm.  
**a** light      **b** heavy      **c** weak
- 2 My wife's ..... and she disturbs me when she puts the light on when she can't sleep.  
**a** an insomniac    **b** a deep sleeper    **c** a snorer
- 3 I usually ..... pretty quickly at night but wake up a few hours later.  
**a** deep sleep    **b** drop off    **c** nap
- 4 My dad always has a ..... after lunch. Eating seems to make him tired.  
**a** nap      **b** lie-in      **c** nightmare
- 5 I love having a ..... at the weekends, but I get up early the rest of the week.  
**a** deep sleep    **b** snore    **c** lie-in
- 6 My daughter woke me up at 1 a.m. She'd had a ..... and couldn't go back to sleep.  
**a** nightmare    **b** lie-in    **c** snore

### 14 Complete the sentences with the words in the box.

aerobic flexibility moderate stamina vigorous

- 1 It's better to do a small amount of ..... exercise every day than to do a lot of exercise on one occasion and then do nothing for weeks.
- 2 You really only need to do 20 minutes of ..... exercise a day, such as a gentle walk.
- 3 I'm currently building my ..... to do a marathon next month.
- 4 I really enjoy ..... exercise like dancing and running.
- 5 I really need to improve my ..... – I can barely touch my toes.

### 15 Choose the correct words to complete the sentences.

- 1 There's no real **incentive** / **discipline** for me to do more exercise. I'm fit enough.
- 2 I'll admit that winning is my main **motivation** / **confidence** when it comes to competitive sport.
- 3 I think playing in a team really boosted my **confidence** / **challenge**.
- 4 You need a high level of **benefit** / **discipline** to become a good gymnast or dancer.
- 5 I like a **challenge** / **motivation**, so I'm going to do an ultra-marathon next year.

### 16 Complete the sentences with the words *time, future, moment or opportunity*.

- 1 The ..... of the giant panda no longer seems to be under threat.
- 2 It's ..... to get real about online security. We have to take it more seriously.
- 3 Action is finally being taken to improve air quality – and not a ..... too soon.
- 4 We have a small window of ..... in which to slow the rate of global warming.
- 5 ..... is running out for endangered species.

# Lesson 5A

GRAMMAR | past perfect simple and continuous

VOCABULARY | time expressions

PRONUNCIATION | connected speech: past perfect continuous

## VOCABULARY

### time expressions

#### 1 A Complete the conversation with the phrases in the box.

by the time for ages for a while in no time  
just moments earlier up to that point

Adam: Have you ever done any of those embarrassing ice-breaker activities at work?

Isha: Yeah, I did one last year. We were asked to find the person in the room we had most in common with.<sup>1</sup> I'd finally understood what we were doing, most people had already paired up.<sup>2</sup> I'd just been going round introducing myself! We'd been given the instructions<sup>3</sup>, but I was chatting away<sup>4</sup> and forgot the purpose of the whole thing. I ended up on my own! What about you?

Adam: I haven't done any<sup>5</sup>, but my friend has just reminded me of some we did in our language class. We did this 'speed meeting' activity, introducing ourselves to as many people as we could in five minutes.<sup>6</sup> I'd realised how much work I had to do on my English – at least that made me study harder!

#### B Choose the correct phrase to complete the sentences.

- 1 I hadn't done an interview **up to that point / for a while / in no time** and I'd forgotten how to prepare properly.
- 2 My boss had told me her name **just moments earlier / for ages / up to that point** but I'd completely forgotten it.
- 3 **By the time / In no time / For a while** we'd all introduced ourselves, the meeting was almost over.
- 4 I couldn't get in and had to wait **for ages / just moments / up to that point** to be let in.
- 5 I had my first call with the team in China today! **By the time / In no time / Up to that point** I'd only spoken to them via email.
- 6 I feel really comfortable in my new job and I made friends **for ages / in no time / for a while**.



## GRAMMAR

### past perfect simple and continuous

#### 2 A The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 I got halfway to work and realised I'd been leaving my lunch in the fridge!  
**a** I was leaving    **b** I'd been left    **c** I'd left
- 2 I'd waited for an hour before they finally called me to my interview.  
**a** I'd been waiting    **b** I'd been waited  
**c** I been waiting
- 3 When I finally got to the conference, the talk I wanted to see finished.  
**a** had been finishing    **b** had finished    **c** finishing
- 4 I tried for hours before someone finally answered the phone.  
**a** am trying    **b** 'd been trying    **c** 've been trying

#### B Choose the correct phrase to complete the sentences.

**Newbie123** 23 April at 23:45

I've just had my first ever day at work!!!! By the time my line manager<sup>1</sup> (introduce) me to everyone and given me a tour of the office, it was time for lunch. I<sup>2</sup> (never see) an office canteen before and was amazed at the choice of food – yum! In the afternoon, I<sup>3</sup> (work) on the newsletter for a while when my manager invited me to go to a meeting with my favourite TV actor! Most. Awesome. Day. Ever.

**ManagementPro** 20th April at 01:32

So, I've just got a promotion! I<sup>4</sup> (prepare) for weeks for the interview so I was pleased that it went smoothly. The scary thing is that I'm now managing a team for the first time. I immediately got lots of emails asking me questions! I<sup>5</sup> (forgot) how demanding people can be. Anyway, I<sup>6</sup> (spend) an hour or so looking through them when a really nice one dropped into my inbox – 'Welcome to our team!'

**WindDownWorker** 19th April at 11:39

I'm really getting ready for retirement now. I<sup>7</sup> (already reduce) my working hours to three days and I<sup>8</sup> (look forward to) that for ages. Now I've gone down to just two. Now I've got time to put my energies into other things – like playing sport and doing some volunteering. I<sup>9</sup> (always planned) to set up my own small business when I retired, but having enjoyed a taste of freedom, I've decided against that!

## PRONUNCIATION

### 3A 5.01 | connected speech: past perfect continuous |

Listen and complete the sentences.

- 1 They ..... outside for hours.
- 2 I ..... for new job.
- 3 She ..... for a while.
- 4 ..... before that?
- 5 ..... at the bus stop for ages.
- 6 The team ..... for a pay rise for months.

### B 5.01 | Listen again and repeat the sentences as fluently as possible.

## READING

### 4A You're going to read an article about what young people expect from the modern workplace. Read the title, tagline and subheadings and predict what each section will be about.

## Gen Z – tech-loving, inclusive and flexible

Is the workplace ready for the next generation?

### TECHNOLOGY

Alex, 21

'We've become known as the generation who's always stuck to our phones ignoring the world around us. But all along, we've been using those phones to learn and soak up information. We are brilliant at networking and have loads of connections. Stop and consider how useful that can be to a company. Technology doesn't scare us like it did previous generations – we embrace new digital concepts and products and can help companies advance. Technology had been around since long before we were born and it's the norm for us to make use of it. We're ready to meet challenges because we know we've got the resources at our fingertips.'



### DIVERSITY AND INCLUSION

Elliott, 18

'Diversity. That's what we want from our workplace. And inclusion. We want our differences to be acknowledged and welcomed. In my opinion, our parents and grandparents had got so used to dealing with discrimination in the workplace that they didn't do enough to change it. When it comes to my generation, we want to make sure no one's discriminated against for any reason and will stand up for what we believe in. There's no room for prejudice or exclusion. We don't judge and nor should you.'



**B** Read the article and check your ideas.

**C** Which of the people in the article say the following?

- 1 We are very accepting of people from all different backgrounds. ....
- 2 Older generations think we are wasting our time with a certain activity. ....
- 3 Messing up provides an opportunity for learning. ....
- 4 We find quicker ways of doing things at work. ....
- 5 Previous generations were probably bothered by inequality but didn't show it. ....
- 6 We know we are easily capable of solving problems. ....
- 7 We're happy that certain measures are in place to look after employees. ....
- 8 We should take responsibility for the things we do wrong. ....

### RESPONSIBILITY

Jitka, 19

'I think it's crucial for companies and individuals to take responsibility for their actions and resolve any errors of judgement. I think our generation understands that we have to be accountable for the things we've done – or not done. You know, I mean, we expect everyone to own their mistakes. We don't like the idea of blaming other people for mistakes either. We strongly believe in learning from our mistakes and striving every day to be a better person.'



### FLEXIBILITY

Alonzo, 22

'Gen Z is used to the virtual world and we'll be happy to work virtually, too. Traditionally, colleagues emailed each other when they needed a quick reply. But we're more likely to text and use chat and instant messaging. What I'm saying is that we're less formal than the generations before us and that's what we'd like from our places of work, too. I'm not saying rules and regulations should be thrown out of the window – not at all because they're there to protect workers – but does it really matter whether we're wearing a suit and tie when we're programming software from home? We don't expect others to change, but we don't want to be changed either!'



# Lesson 5B

GRAMMAR | past plans and intentions

VOCABULARY | work and careers; areas of work

PRONUNCIATION | connected speech: intrusive /w/ sounds

## VOCABULARY

### work and careers

#### 1A Choose the correct word or phrase to complete the sentences.

- 1 I'm thinking of **retraining** / **reinventing** / **advancing** myself as a circus performer – what do you think?
- 2 Ben's done so well since he **switched** / **started out** / **set up** at the bank that he's just been promoted.
- 3 My dad **advanced** / **switched** / **retrained** careers in his 50s – it's never too late to make a change.
- 4 My best friend is an **entrepreneur** / **part-time** / **reinventing** – she made this amazing app that lets you sell old clothes.
- 5 I'd love to **start out** / **set up** / **retrain** a company, but I don't know if I've got the right business skills.
- 6 He'd like to **switch** / **advance** / **retrain** his music career by joining a well-known orchestra.

#### B Complete the text with the correct form of the words in the box.

advance entrepreneur part-time reinvent  
retrain set up start out switch

## Switching things up

Aneena Chaudri Wednesday 20th Aug | 11.44 GMT

We've all had moments where we've thought about changing careers, but what is it like to actually take the plunge? We speak to someone who has successfully<sup>1</sup> ..... himself.

Carlo Voccoli, 39

'I studied Maths at university and<sup>2</sup> ..... as a private tutor, helping school students study for exams. I enjoyed working with young people, but the job I had was only<sup>3</sup> ..... and I didn't have enough work. I didn't really fancy<sup>4</sup> ..... as a high school teacher, so I decided to go into accountancy instead.  
<sup>5</sup> ..... careers was a positive move for me financially, though I did miss the contact with my students. But I've been<sup>6</sup> ..... well and I really enjoy being able to use my love of numbers. One day, I wouldn't mind<sup>7</sup> ..... my own company. I'm no<sup>8</sup> ....., though, so I'd probably need a partner who knows more about business than I do!'

### areas of work

#### 2 Complete the sentences with the words in the box.

accountancy agriculture banking  
construction consultancy journalism  
medicine publishing research social work

- 1 My family has worked in ..... for generations, but farming isn't my thing.
- 2 I think ..... must be very rewarding – helping people who are in need is so important.
- 3 My niece wants to do scientific ..... and help find solutions to environmental problems.
- 4 Employment in the ..... industry has increased rapidly over the last few years, as there has been greater demand for housing.
- 5 Good ..... is essential in this day and age as there's so much fake news on the internet.
- 6 ..... can be a tough career because you not only help make people better but have to see people suffering, too.
- 7 My friend works in a business ..... advising large firms on how to manage change.
- 8 The ..... industry has changed radically, as more and more people are choosing to read content online rather than buying a book or magazine.
- 9 ..... is seen as a stable profession – people will always need a secure place to keep their money.
- 10 To work in ....., you obviously need a good understanding of financial data.

## GRAMMAR

### past plans and intentions

#### 3 Choose the correct word or phrase to complete the sentences.

- 1 I **hope** / **was hoping** / **has hoped** to become a journalist but ended up in marketing.
- 2 I **was arranging** / **arrange** / **had arranged** to go shopping with my sister, so we met up after work.
- 3 Ken **was planning** / **has planned** / **is planning** to decorate the dining room on Sunday, but he didn't have time in the end.
- 4 Maja **was considering** / **is considering** / **had considered** studying politics, but she's opted for history instead.
- 5 They **finally deciding** / **were finally deciding** / **had finally decided** where to go camping and set off early to avoid traffic.
- 6 Mel **is always intending** / **had always intended** / **always intends** to go into banking and she found a job straight after college.

## PRONUNCIATION

### 4A 5.02 | connected speech: intrusive /w/ sounds |

Draw a line ↗ between words which are connected with an intrusive /w/ sound. Then listen and check.

- 1 I was supposed to open a student bank account today, but I forgot.
- 2 I was going to ask whether you could help me write a new CV.
- 3 I was going to advise you against going self-employed.
- 4 I was meant to email my application form, but I got distracted.
- 5 I'd love to own a business one day, but I'm not sure what yet.

### B 5.02 | Now listen again and repeat.

## LISTENING

### 5A 5.03 | You will hear four people talking about their childhood ambitions. Which speaker is least happy about how things have turned out?

#### B 5.03 | Listen again. Are the statements True (T) or False (F)?

- 1 Mark is unsure why law appealed to him so much.
- 2 He had an idea of which area of law he wanted to work in when he entered the profession.
- 3 The reality of Mark's and Amanda's jobs is different to what people might think.
- 4 Amanda has always thought it would be easy to become a footballer.
- 5 Chilemba applied for the role because he had experience of working in a similar field.
- 6 He says that the reality of his job is very different to what people expect.
- 7 Kiku says that jobs that children used to want to do largely no longer exist.
- 8 She says that her kind of role is becoming more popular.

#### C 5.04 | Listen to the recording and write what you hear. You will hear the sentence only once.

.....

.....



## WRITING

### a report

#### 6A Complete the sentences with the words in the box.

appears conclude outlines purpose  
recommended slight sum up

- 1 It is ..... that young people consider a wide range of career options.
- 2 The ..... of this report is to compare the most popular career choices for university leavers.
- 3 There has been a ..... decrease in the number of people entering social media jobs this year.
- 4 I ..... that getting early careers' advice can be highly beneficial to school-leavers.
- 5 This report ..... the changing trends in workplace layouts over the last decade.
- 6 It ..... that staff absence is reduced when employees have the option of remote working.

#### B Read the information about remote working. Is it in favour of or against the trend?

### Mega-trend: the rise and rise of remote-working

- Office working is under threat from remote-working
- Younger generations prefer a more flexible approach to working environments.
- New software is making remote-working much more possible.
- Most home-workers are in high-skilled and professional jobs.
- Businesses need to support remote-workers (by providing software, home office equipment, etc.).

#### Benefits to employees:

- allows better work-life balance
- people are happier
- a less competitive environment

#### Benefits to employers:

- staff work harder
- people stay longer at the company
- better carbon footprint

#### C Your manager has asked you to write a report comparing remote working and office-based roles and to make recommendations about future positions. Make notes under the following headings:

- |                |               |
|----------------|---------------|
| 1 Introduction | 3 Main Issues |
| 2 Background   | 4 Conclusion  |

#### D Write your report using your notes and the information in Ex 6B to help you.

# Lesson 5C

HOW TO ... | describe problems and suggest solutions  
 VOCABULARY | video conference calls  
 PRONUNCIATION | intonation to show degrees of certainty

## VOCABULARY

### video conference calls

#### 1 A Choose the correct word to complete the sentences.

- 1 I need to turn the ..... up because I can't hear you.  
a echo      b volume      c delay
- 2 I'm always forgetting to ..... myself and no one can hear me speaking.  
a unmute      b unfreeze      c mute
- 3 I've accepted your ..... to the meeting but I don't seem to have the right link.  
a host      b connection      c invite
- 4 I think Jay's lost his ..... He seems to have disappeared from the call.  
a internet connection      b delay      c link
- 5 Can you type that in the ..... so I can check the spelling?  
a link      b invite      c chat box

#### B Complete the article about video conferencing with the correct form of the words in the box.

a link    be frozen    delay    get into    host    on mute

## Video conferencing for fun

### Virtual get-togethers

Carolina's away on business, Mike's got a cold he doesn't want to spread, and Ali's on a long-distance train journey. But they still want their weekly chat. Sure, there may be sound<sup>1</sup> ....., and there will be lots of times when you<sup>2</sup> ..... on screen with a silly expression on your face, but you don't have to miss out on the fun.

### Watching weddings

If you can't get to a wedding because you live halfway across the world, you can still be a guest by being invited to attend online. One click on<sup>3</sup> ..... and you'll<sup>4</sup> ..... the venue virtually, from thousands of kilometres away.

### Games nights

Compete with family and friends who live in different areas by tuning in to live online quizzes. Why not take it in turns to be the<sup>5</sup> ..... of the meeting – and you get to choose the quiz! 😊 Don't forget to put yourself<sup>6</sup> ....., so other teams can't hear you discussing your answers!

## How to ...

### describe problems and suggest solutions

#### 2 A 5.05 | Listen to parts of three video calls. What is the problem in each conversation? What solution is suggested? Make notes.

#### B 5.06 | Complete the extracts. Then listen and check.

- 1 There ..... a problem with the mute button.
- 2 Why ..... using your headphones instead?
- 3 I've clicked on the 'share screen' button. Hmm, I can't get it .....
- 4 ..... leave the meeting for a second or two.
- 5 Perhaps you ..... turning your volume down.
- 6 It's ..... try because it sometimes gets rid of it.

## PRONUNCIATION

#### 3 A 5.07 | intonation to show degrees of certainty | Listen to the sentences. Which speakers feel certain about what they are saying?

- 1 Perhaps you could log off and log in again?
- 2 You could try sending the link again.
- 3 It might be worth sharing your screen.
- 4 It sometimes helps if you turn your camera off.
- 5 That might work if you haven't already tried it.

#### B 5.07 | Listen again and repeat.

## SPEAKING

#### 4 A Put the conversation in the correct order.

Sally: Well, we've got a load of jobs to do around the house today. There seems to be a problem with the washing machine. It's not emptying.

Alfie: It might be worth a try ...

Alfie: Oh, dear. Maybe you could find a number for a plumber while I take a quick look. I doubt I'll be able to fix it, though.

Alfie: Good idea. Actually, I can't get the games console working.

Alfie: How's it going?

Sally: Why don't you try taking it to that repair guy?

Sally: Sure. There's something wrong with my bike brakes as well. I'll try replacing the brake pads. That might work because I'm sure they're pretty old now.

#### B 5.08 | Now listen and check.

#### C 5.09 | You are Sally in Ex 4A. Listen and speak after the beep. Record the conversation if you can.

#### D Listen to your recording and compare it to the model in Ex 4B.

# Lesson 5D

GRAMMAR | non-defining relative clauses for comments

LISTENING | team building

## GRAMMAR

### non-defining relative clauses for comments

**1 A** Complete the comments with *who*, *which*, *whose*, *where* or *when*.

- 1 No one in the team would help me finish the report, ..... was really annoying!
- 2 Let me introduce you to your line manager, ..... you will work closely with.
- 3 Your desk is over there by the window, ..... you'll have a great view over the city.
- 4 Why don't we have the meeting on Friday afternoon, ..... everyone's a bit more relaxed?
- 5 If you want to know how the printers work, ask Jo, ..... knowledge of them is incredible!
- 6 I worked on my own in my last job, ..... was boring and lonely.

**B** Complete the text with relative pronouns.

### Do you prefer working on your own or as part of a team? Why?

#### Comments



**Helena** Yesterday at 10.37

I work as a freelance editor, <sup>1</sup> ..... I really enjoy. I work on my own most of the day but I'm also part of a wider team of freelancers <sup>2</sup> ..... work together on interesting projects. So, I do a bit of both and I like that!



**David** Yesterday at 10.41

I work in a sports retail outlet, <sup>3</sup> ..... I have a lot of fun chatting to customers and finding things they need. But I'm also part of a team <sup>4</sup> ..... main objective is to meet sales targets! That can be tough but on the whole, I like being a team member.



**Jacques** Yesterday at 10.46

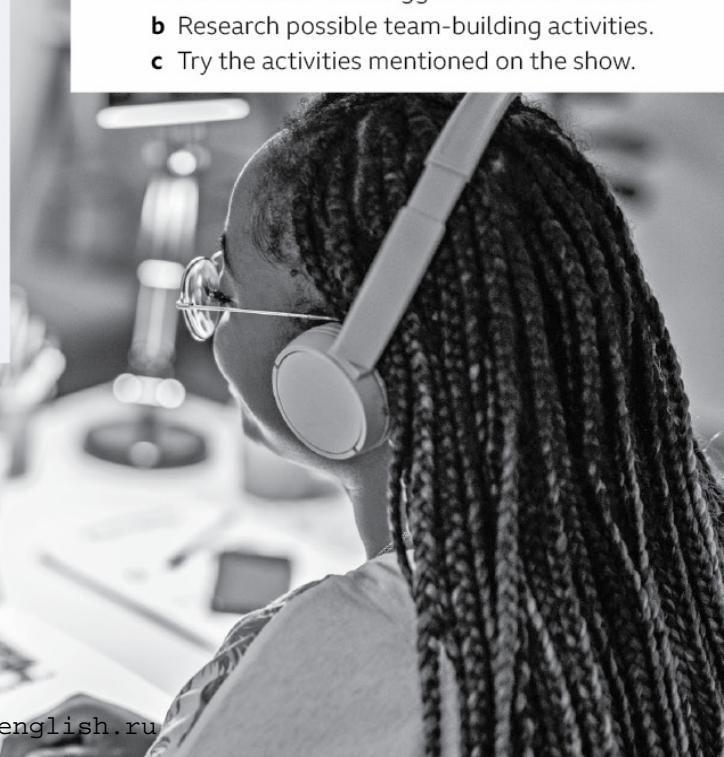
I enjoy working in a team <sup>5</sup> ..... the people are nice and we all get on. Unfortunately, I've worked in teams that aren't so great, <sup>6</sup> ..... I didn't enjoy at all. At those times, I'd rather have worked on my own.

## LISTENING

**2 A** **5.10** Listen to a radio programme about team building. What activities did the three teams do virtually? Make notes.

**B** **5.10** Listen again and choose the correct options (a–c).

- 1 What does the presenter say about traditional team-building exercises?
  - a There were clear favourites amongst employees.
  - b Participants came together in the same place.
  - c They are no longer used successfully.
- 2 What do employers now have to consider?
  - a how to bring home-working teams together physically
  - b how to ensure people working remotely still feel like a team.
  - c how to provide a sense of competition between teams
- 3 What does the first manager say about the escape room activity?
  - a It involved a strict time limit.
  - b It provided useful feedback.
  - c It was particularly challenging.
- 4 What happened during the travel challenge?
  - a Participants felt too much pressure to succeed.
  - b Participants needed to do some research.
  - c Participants had to do physical activity.
- 5 What does the third manager say about the murder mystery?
  - a It made staff feel happier about their jobs.
  - b It encouraged real collaboration.
  - c It was straightforward to solve.
- 6 What does the presenter want listeners to do?
  - a Get in touch with suggestions for activities.
  - b Research possible team-building activities.
  - c Try the activities mentioned on the show.



# Lesson 6A

GRAMMAR | necessity, prohibition and permission

VOCABULARY | prefixes

PRONUNCIATION | word stress: prefixes

## VOCABULARY

### prefixes

- 1A** Complete the conversations with the prefixes in the box.

dis im mis re sub un

- 1** A: I'm afraid the latest project you handed in is ..... standard and you'll need to revise it thoroughly.  
B: I'm sorry, I think I completely ..... understood your instructions.
- 2** A: I'm going to ..... do my essay before I hand it in. I've forgotten to include any references.  
B: Well, don't spend too long making ..... necessary changes.
- 3** A: Please don't ..... connect my phone. I'm charging it now because it's ..... practical to try and do it on a busy train.  
B: Sure.

- B** Complete the article by adding the correct prefixes to the words in bold.

## Can't concentrate on your work? Try the 'Pomodoro' technique

If you're becoming <sup>1</sup> ..... patient with your inability to 'get things done', you might want to <sup>2</sup> ..... train your brain. Telling yourself to manage your time better is <sup>3</sup> ..... realistic. But the Pomodoro (tomato) technique, developed by Italian business consultant Francesco Cirillo, has is a successful way of being more productive. No, you didn't <sup>4</sup> ..... read the name: Cirillo used a kitchen timer in the shape of a tomato to help him get more done!

The idea is to break work down into 25-minute chunks (using any timer you like!), take a 5-minute break between each one, and repeat throughout the workday. It may sound <sup>5</sup> ..... helpful when you've got a lot to do, and the technique probably is <sup>6</sup> ..... perfect when working on large, complicated projects. But, when it works, it works well: the quality of your work will improve, meaning less <sup>7</sup> ..... writing of work that you've done when you're distracted, and you'll get a better understanding of what might be achievable in the time you've got.

## PRONUNCIATION

- 2A** | word stress: prefixes | Underline the stressed syllable in the words in bold.

- 1** I'm usually quite an **impatient** person, but in my work as a teacher, I'm very understanding.
- 2** Who **disconnected** my laptop? I was charging it for later.
- 3** I've **rewritten** this paragraph three times already and I'm tired of doing it now!
- 4** I have poor concentration, so working in an open-plan office is **impractical** for me.
- 5** I'm afraid this report is **substandard** and it will need to be revised.

- B** **6.01** | Listen and check.

## GRAMMAR

### necessity, prohibition and permission

- 3A** Choose the correct word or phrase to complete the sentences.

- 1** My hair needed **to cut / cutting / to have been cut**, so I went to the hairdresser's.
- 2** Football **is / isn't / is to be** permitted in the park, so we play at the football pitch instead.
- 3** My brothers and I were allowed **staying / stay / to stay** out until it went dark when we were kids.
- 4** The thief was forbidden to **leave / have left / leaving** the country and his passport was taken away from him.
- 5** Something needs **done / to do / to be done** about all the rubbish people leave in the streets.
- 6** You are allowed **to have taken / to take / taking** a dictionary into the exam.

- B** Complete the sentences with the correct form of the verbs in brackets.

- 1** The front lawn ..... (need / cut) if you've got time.
- 2** Sorry, photography ..... (be / permit) in the gallery.
- 3** Just a reminder that swimming ..... (be / allow) anywhere on the nature reserve.
- 4** I think this PC ..... (need / look at) by one of the technicians.
- 5** Feeding the animals ..... (not / forbid), but all food must be purchased in the shop.
- 6** Camera flashes ..... (not / allow) during the performance.
- 7** My parents ..... (allow) me ..... (stay) up late when I was younger.
- 8** The school ..... (permit) students to leave early for doctor's appointments only.

## READING

### 4A Read the first paragraph of the article. What is 'flow'?

- a having good concentration skills
- b getting lots of necessary jobs done
- c being completely focused on an activity

### B Read the rest of the article and answer the questions.

- 1 Which two conditions for achieving flow during an activity are mentioned? (para 2)
- 2 What may people not pay attention to while they are in flow? (para 2)
- 3 What words are used to describe getting more done? (para 3)
- 4 What phrase is used to describe a sense of calm, which is needed to achieve flow? (para 3)
- 5 What do you need to make sure there are few of when trying to achieve flow? (para 3)

## The state of 'flow'

<sup>1</sup>We know by now that multi-tasking doesn't work. It's more productive to concentrate on one thing at a time. But what happens when we're concentrating so much that we don't notice what's going on around us? Psychologist Amy Wright discusses this state of mind, which is known as 'flow'.

<sup>2</sup>Flow occurs when you're doing something you really enjoy and are probably fairly good at, such as playing a musical instrument, writing, or even playing sports. Your entire focus is on the task at hand and you often don't notice what's happening around you. You might not 'hear' people having a conversation or notice other noises or activity around you. Once you've finished, you might be left with the feeling that time has flown and that the task didn't take very long at all, when it actually took many minutes or hours. Research shows that this occurs because of changes in brain activity that take place during flow, when an increased level of dopamine – the 'feel-good' chemical – floods the brain.

<sup>3</sup>There are many benefits to flow, from increased attention, to learning and skills development, being more efficient and de-stressing. It leads to greater creativity, motivation, and even happiness. But when does it happen? Flow has several characteristics, and for you to get into the state, you need to experience all of them, though not necessarily all at the same time. The characteristics of an activity include being rewarding, having achievable goals, allowing you to feel in control, and giving you peace of mind. We need to make sure distractions are reduced and that there is some challenge involved, too.

<sup>4</sup>Flow can be achieved in many areas of life, including in creative hobbies, sports, work and education. The good news is that you don't have to just wait for it to come along. Flow can be practised until you achieve it. Keep increasing the challenge and skill level required in your chosen activity, and your state of flow will follow.

## WRITING

### editing notes

#### 5A Read two sets of notes about the second paragraph of *The state of 'flow'*. Which is better, A or B?

A

Flow = what happens in brain during absorbing activity (e.g. playing sports, music)

Person in flow doesn't notice other activities

Time seems to pass quickly

Research – flow occurs due to chemical changes

B

- Flow is when someone is completely focused.
- This usually happens when you're doing something you like and can do well.
- Examples are playing an instrument, doing sports or doing something creative.
- When you're concentrating, you don't notice what else is happening around you.
- You might ignore noises or other people.
- Time will appear to pass by very quickly.
- The brain shows chemical changes during flow.

### B Edit the rest of the notes about the article.

There are benefits to flow, which include increased attention, learning and developing skills.

They include better productivity, de-stressing, better creativity, motivation and happiness, too.

There are several characteristics of flow, but we do not need to experience them all at the same time.

They include:

- doing a rewarding activity
- having achievable goals
- feeling in control
- getting feedback straightaway
- having peace of mind.

Flow happens in many areas of life such as creative hobbies, sports, work and education.

There need to be clear goals, few distractions, some challenge and it must be enjoyable.

It is possible to practise flow by increasing the level of challenge and skill.

# Lesson 6B

GRAMMAR | reported orders, requests and advice

VOCABULARY | reporting verbs

PRONUNCIATION | consonant clusters

## VOCABULARY

### reporting verbs

- 1 A** Choose the correct word to complete the sentences.
- 1 My tutor **emphasised / suggested / threatened** I try some exercises in the mirror to help with my public speaking skills.
  - 2 Juan **apologised / admitted / boasted** that he felt nervous about the presentation, so I offered to do it instead.
  - 3 Police **questioned / boasted / persuaded** the suspect for several hours before letting her go.
  - 4 Karen **claimed / threatened / refused** to lead the training session because she felt she didn't have the right skills.
  - 5 Jenner **suggested / boasted / apologised** about having lots of friends online, but he's never even met half of them.
  - 6 Ruth **claimed / boasted / questioned** that she had been very shy as a child, but I find that quite difficult to believe!
- B** Complete the article with the correct form of the verbs in brackets. Add *for* or *that* if necessary.

## Are employee personality tests worth doing?

Martin Wilcox | Monday 3 September | 20.00 GMT

**Have you ever done a personality test where you were asked lots of questions and had to choose the answer that was most like you? Sales Manager Sandie Frost tells us about the first test she took.**

My employer <sup>1</sup> ..... (suggest) I take a personality test before I joined the company as Sales Manager. She <sup>2</sup> ..... (claim) it would give her – and me – a better idea of who I was and what kind of employee I would be. I'd refused <sup>3</sup> ..... (do) one earlier because I didn't think it would tell me anything I didn't already know. But this time I was curious.

I sat down at the computer and answered the questions. I found some of them to be unusual. For example, 'Do you often apologise for <sup>4</sup> ..... (do) something that you didn't do?' and, 'Have you ever <sup>5</sup> ..... (criticise) someone <sup>6</sup> ..... (being) late?'.

The results were interesting. My answers suggested that I was lacking a bit of confidence, but that I was an excellent team player – and all my previous bosses have praised me for working well with others!

## PRONUNCIATION

- 2 A** **6.02 | consonant clusters** | Listen and complete the sentences.

- 1 She ..... taking the money.
- 2 He ..... to leave the project.
- 3 They ..... me to move in with them.
- 4 He ..... that he didn't blame me.
- 5 She ..... that I apply for the role.

- B** Underline the groups of consonants in the reporting verbs.

- C** **6.02 |** Listen again and repeat.

## GRAMMAR

### reported orders, requests and advice

- 3 A** The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 'You should talk to someone about how you're feeling.' My wife advised me talk to someone about how I was feeling.  
**a** to talk      **b** to have talked      **c** talking
- 2 'Do you think you could organise a meeting for us next week?' She asked to organise a meeting for them for the following week.  
**a** I had to organise      **b** to me to organise  
**c** me to organise
- 3 'Can you help me find somewhere to live?' She asked whether I helped her to find somewhere to live.  
**a** I can help him      **b** I could help her  
**c** she could help me
- 4 'Don't run by the side of the pool!' He ordered we should run by the side of the pool.  
**a** we aren't      **b** we shouldn't      **c** us not to

- B** Complete the reported orders, requests and advice with the correct form of the verbs in brackets.

- 1 My line manager ..... (advise) me ..... (take) some management training sessions.
- 2 The teacher ..... (order) us ..... (stop) talking and get on with our work.
- 3 My boss ..... (ask) me ..... (rearrange) her schedule for the rest of the week.
- 4 She ..... (instruct) the children ..... (come) downstairs for dinner.
- 5 My colleague ..... (ask) me ..... (remind) him to send me the report.
- 6 I ..... (advise) my children ..... (not make) the same mistakes that I had in life.

## LISTENING

**4A** **6.03** | Listen to a conversation between two university students and answer the questions.

- 1 What explanation does the man give about ambiverts?
  - a They make up the majority of people.
  - b They frequently vary their behaviour.
  - c They have a balance of characteristics.
- 2 What did the article say about ambiverts adapting to different situations?
  - a It means they may find it difficult to make a decision.
  - b It makes them suitable for a particular profession.
  - c It can confuse other people in social settings.
- 3 What surprised the man about omnivert behaviour?
  - a how they change their behaviour
  - b how interested they are in different activities
  - c how much rest they need after being with others
- 4 Why does the woman believe she's an omnivert?
  - a She particularly enjoys going to a good party.
  - b She finds that her feelings can change rapidly.
  - c She shares her time between different groups.
- 5 What do the students agree about at the end?
  - a The woman's personality type is very obvious.
  - b No one is either fully extroverted or introverted.
  - c It is difficult to determine the man's personality type.

**B** **6.03** | Listen to the conversation again. Do the speakers present these ideas as facts (F) or opinions (O)?

- 1 An ambivert is someone whose behaviour is somewhere between introverted and extroverted.
- 2 There are more ambiverts than true extroverts or introverts.
- 3 Ambiverts are very successful as salespeople.
- 4 Omniverts can be extroverted or introverted depending on the day.
- 5 When omniverts have spent time on their own, they are keen to do something sociable.

**C** **6.04** | Now listen to the final part of the discussion. How would the male speaker describe himself?

- a 'I understand when it's important to hear what others have to say, and when I should say something myself.'
- b 'I prefer to find out what other people's opinions are before I express my own.'
- c 'I can sometimes feel like I have little to contribute to a conversation, but at other times I'll feel more confident.'

**D** **6.05** | Listen to the recording and write what you hear. You will hear the sentence only once.



# Lesson 6C

HOW TO ... | ask for advice and give advice tactfully

VOCABULARY | collocations with *get* and *take*

PRONUNCIATION | pitch for sounding tactful

## VOCABULARY

### collocations with *get* and *take*

- 1 A Complete the table with the words and phrases in the box.

advice involved it personally it wrong  
something off your chest the message  
through to your mind off

get	take
.....	.....
.....	.....
.....	.....
.....	.....

- B Complete the forum posts with the correct form of a collocation with *take* or *get*.

### Am I overreacting?

 MandyB Today at 3.19 p.m.

Hey everyone. I really need to <sup>1</sup> ..... my chest. So, the other day, I gave my friend a birthday present and when she opened it, all she said was, 'Oh!' and put it to one side – no thank you or anything! She hasn't seemed to <sup>2</sup> ..... message that it upsets people if you don't say thanks. How can I say something to her without seeming childish?

#### Comments

 JoJoB Today at 3.23 p.m.

This makes me so mad! Try not to <sup>3</sup> ..... personally, though. Maybe she was just distracted or something and you've got <sup>4</sup> .....? If you really can't get over it, maybe just ask gently whether the gift was OK.

 BeeZ Today 3.27 p.m.

Hey, Mandy. Is there something you can do to <sup>5</sup> ..... off what happened? If people don't have basic manners, you'll never <sup>6</sup> ..... them by talking about it. <sup>7</sup> ..... my advice and try to forget about it. Otherwise, other people might <sup>8</sup> ..... involved, too, and you'll all end up in an argument over something that doesn't *really* matter.

## How to ...

### ask for advice and give advice tactfully

- 2 A  6.06 Listen to three conversations. What problem is discussed in each one?

- B  6.07 Listen and complete the extracts.

- 1 Maybe I should just get a job instead. What .....?
- 2 Well, I hope ..... but have you been working hard enough?
- 3 ..... stick with it, but put a few more hours in.
- 4 Maybe I should look for a new job. What .....?
- 5 ..... I think you go to bed too late.
- 6 You ..... go to bed earlier.
- 7 Look, don't ..... but you're always in such a rush.
- 8 If ..... I'd get a little bowl to put your keys in.

## PRONUNCIATION

- 3 A  6.08 pitch for sounding tactful Listen to the same advice given in two different ways. Which sounds more tactful (a or b)?

- 1 Perhaps you should do more preparation before your interview.
- 2 Have you thought about buying some new clothes?
- 3 It might be a good idea to think about how your words affect people.
- 4 Maybe you should just ask her what she thinks.

- B  6.09 Listen and repeat the tactful sentences.

## SPEAKING

- 4 A  6.10 Complete the conversation with one word in each gap. Then listen and check.

Mark: Do you think I <sup>1</sup> ..... buy this baseball cap?

Rob: Don't <sup>2</sup> ..... me wrong, but I think you might be a little old for baseball caps now ...

Mark: Really?! So what <sup>3</sup> ..... you get?

Rob: If you really <sup>4</sup> ..... my advice, it's not a hat you should be worrying about ...

Mark: What? What do you mean?

Rob: Well, you do dress a bit like a teenager. Maybe it's time to buy more grown-up clothes?

Mark: Hmm ... it <sup>5</sup> ..... be a good idea to get a couple of shirts I suppose.

Rob: Yeah, that would be a good start. Why <sup>6</sup> ..... you ask the sales assistant for advice?

Mark: Good idea. Excuse me ... !

- B  6.11 You are Rob in Ex 4A. Listen and speak after the beep. Record yourself if you can.

- C Listen to your recording and compare it to Ex 4A.

# Lesson 6D

VOCABULARY | fillers  
READING | the science of lying

## VOCABULARY

### fillers

#### 1 A 6.12 | Listen and complete the sentences.

- 1 I really don't know what to do about finding a new job. ...., how are you?
- 2 ...., I told her that I wouldn't be going back to that café any time soon!
- 3 ...., I don't really like that kind of food, so why she'd made it when I'd told her that, I don't know.
- 4 I find TV so boring these days. ...., I did watch a good film last night.
- 5 ...., let's get started. ...., in front of you, you'll see several scientific instruments.

#### B Put the sentences in the correct order to complete the anecdote.

- a Well, I'll never try and use my phone whilst cycling again – that's for sure!
- b I've always hated loud noises, so it really freaked me out. Anyway, I looked around and guess what I saw?
- c So, I ran over to help the cyclist up and guess what? He was completely fine. Apparently, he'd been looking at his phone.
- d So, I was on my way to meet a friend, when suddenly I heard a huge bang behind me.
- e A bicycle had crashed into the wall behind me! As I say, I hate loud noises, so I was pretty shaken up.

## READING

#### 2 A Complete the article with the subheadings (a–g). There are three subheadings that you do not need.

- a When does lying start?
- b What are the consequences of a lie?
- c How does lying affect us?
- d The history of lying.
- e Why do we lie?
- f What is a lie?
- g How lying can be beneficial.

#### B Read the article again. Are the statements True (T), False (F) or Not Mentioned (NM)?

- 1 You take part in a lie if you pretend to believe it.
- 2 Not saying something can still be described as a lie.
- 3 People believe there are 'good' lies and 'bad' lies.
- 4 Certain people are more likely to lie than others.
- 5 Our lies become more complicated the older we get.
- 6 Criminals are most likely to tell the biggest lies.
- 7 Lying is relatively easy for our brains to do.
- 8 Adults are less likely to lie if they were punished for doing so as a child.

## The science of lying

We all lie occasionally lie,  
but what is the science behind it all?

Rachel Humphreys | Friday 21 July | 15.59 GMT

1 .....

Scientists classify lies in three ways: they are either completely deceitful, half-truths or omissions (when something is left out of a story to give a particular impression).

3 .....

Psychologists confirm that children tell lies from around the age of two. Some believe this is an important step in a child's development. In order to tell a lie, you need to be able to consider the effect it will have on another person and plan the lie in order to get the desired result. Most of us grow out of this tendency as we understand more about what is considered moral and we are better able to regulate our thoughts and actions.

2 .....

Scientists have identified two reasons for lying: either the liar thinks they will gain more from lying than being honest, or they aren't really sure what the truth is. Non-scientists tend to think of lies in terms of how serious they are. This ranges from socially-beneficial white lies where, for example, we tell someone we like their outfit even though we don't, to more serious 'antisocial' lies, such as denying involvement in a crime.

4 .....

Lying is a complex process that requires effort for our brains. Research indicates that the more one lies, the less challenging it becomes to lie, and the more likely one is to do it again. Scientists don't know why we don't all lie more often to get what we want, but they believe it is because we learn that it is socially unacceptable. If lying isn't punished at an early age, there's a higher probability that a child will grow up to become a dishonest adult – with poor consequences for society as a whole.

## GRAMMAR

**1** Complete the sentences using the past perfect or past perfect continuous form of the verbs in brackets.

- 1 Clara was exhausted because she ..... (rush) around all morning.
- 2 I was looking forward to the trip because I ..... (never / go) to Spain before.
- 3 It was very wet outside because it ..... (rain) all night.
- 4 She ..... (live) with her parents whilst she was looking for a new job.
- 5 Archie ..... (already / see) the film twice, but was happy to go again.
- 6 They ..... (know) each other for a long time, but had never been particularly close.

**2** Complete the forum posts using the correct form of the verb in brackets.**CareerSeeker advice forum**AliceK  
1 day ago

I had always dreamed of being a social media influencer, getting paid to go to amazing places or test beauty products and so on, and <sup>1</sup> ..... (plan) to study Social Media Marketing to help me get there. But I've changed my mind. I was only going to <sup>2</sup> ..... (take) the course because it sounded cool. I was supposed to <sup>3</sup> ..... (finish) my university applications at the weekend but didn't. I wouldn't mind a career in writing but have no idea how to go about it.

Please help!

CrazyCat  
18 hours ago

I was expecting <sup>4</sup> ..... (get) onto an ecology study programme and I <sup>5</sup> ..... (mean) to be starting next week. But unfortunately, I didn't get the grades 😞. I <sup>6</sup> ..... (hope) it would lead to a role in government, so I could play my part in fighting climate change but I guess that's not going to happen. What should I do now?

ZaC  
7 hours ago

I was already considering <sup>7</sup> ..... (become) a fashion designer and then I found out about sustainable fashion design and that appealed to me even more. I was thinking of <sup>8</sup> ..... (go) to university but I don't know which course to go for. Any ideas?

**3** Choose the correct word to complete the sentences.

- 1 I walked home in the dark, ..... wasn't as scary as I expected.  
**a** which      **b** where      **c** when
- 2 I get advice about my work from my friend Amy, ..... is a brilliant editor.  
**a** whose      **b** which      **c** who
- 3 We travelled around the Greek islands, ..... was a great experience.  
**a** where      **b** when      **c** which
- 4 That's my friend Maddie, ..... photography is truly amazing.  
**a** which      **b** who      **c** whose
- 5 We should go in Spring, ..... it's nice and quiet.  
**a** where      **b** when      **c** which

**4** Complete the article with the correct form of the words in brackets.**Worst birthday ever!**

Monday 12 July | 16.43 GMT

Lots of you have been waiting for me to upload photos of my birthday party at the weekend. Well, it never happened!

We headed down to the pool but it was closed because it <sup>1</sup> ..... (need / clean). We <sup>2</sup> ..... (not be / allow) to sit on the grass in the sun. So, we decided to go to the lake for a swim instead. But there was a new sign up – swimming <sup>3</sup> ..... no longer ..... (permit) there. I think it's because there's some pollution there at the moment. Since it <sup>4</sup> ..... (be / forbid) to swim in the river because of the strong current, we gave up on the whole idea, and decided to go for something to eat.

Guess what?! We <sup>5</sup> ..... (not can / eat) at my favourite café without a reservation, so we <sup>6</sup> ..... (have to) go somewhere else. The food was great, though, so that saved the day!

**5** Report the orders, requests and advice with the verbs in brackets.

- 1 'Sit down and be quiet!', shouted the teacher.  
The teacher ..... (order) and be quiet.
- 2 'You should ask the chemist for some eye drops', said Mum.  
Mum ..... (advise) some eyedrops.
- 3 'Could you pass me that magazine, please?' said Helena.  
Helena ..... (ask) the magazine.
- 4 'Turn the laptop off when you've finished with it,' said Grandad.  
Grandad ..... (tell) with it.
- 5 'I'd like some further information from you,' said the course admissions secretary.  
The course admissions secretary ..... (request) from us.

## VOCABULARY

### 6 Complete the sentences with the phrases in the box.

by the time for ages for a while in no time  
just moments earlier up to that point

- 1 The house was in complete darkness ..... I got home and everyone was in bed.
- 2 The lecture had been fascinating ..... , but I lost interest when it changed topic.
- 3 The tree crashed onto the road we'd been on ..... We had a lucky escape!
- 4 I've been waiting here ..... ! Where have you been?
- 5 Stop bothering me! Go and play over there ..... so I can finish this.
- 6 I'll have the room painted ..... !, said Josep optimistically.

### 7 Choose the correct word or phrase to complete the sentences.

- 1 I've always enjoyed writing, so I'd like to go into **accountancy / journalism / agriculture** after uni.
- 2 My cousin went into **banking / social work / medicine** after completing a degree in finance.
- 3 I'd love to work in **publishing / construction / research**. I like the idea of editing books.
- 4 My dad was an accountant for years, then **started out / reinvented / switched** himself as a carpenter.
- 5 Our **research / part-time / entrepreneur** team studies new developments in the medical field.
- 6 I'd love to **advance / start out / set up** my own beauty company one day.

### 8 Complete the conversations with the words in the box.

delay frozen get into host link on mute

- 1 A: Hi, Fatima. Can you hear me?  
B: Hello! I can see you but not hear you! I think you must be <sup>1</sup> .....!  
A: Oh, yes. Can you hear me now?  
B: I can hear you, but your screen's <sup>2</sup> ..... , so you're stuck in the same position.  
A: Oh, ha ha! Hang on, I think Noah's trying to <sup>3</sup> ..... the meeting. Oh, it says that you're the <sup>4</sup> ..... , not me.  
B: Yes – I'll let him in. Hi, Noah!
- 2 A: There seems to be some kind of <sup>5</sup> ..... and we keep speaking over each other.  
B: I'm going to log out and back in again. Can you re-send the <sup>6</sup> ..... for the meeting?  
A: Sure – I'll do it now.

### 9 Complete the words with the prefixes in the box.

dis im mis re sub un

- 1 I'm a very ..... patient person and want everything to happen when I need it to!
- 2 I think I must have ..... read the advert when I applied for the job. I thought the salary was higher.
- 3 As well as the title, you need to think of a great ..... heading to get people to read an article.
- 4 I think there have been some ..... honest reviews about the restaurant's service.
- 5 Can you ..... do this document, please? There are a lot of spelling mistakes in it.
- 6 Try not to have ..... realistic expectations when it comes to securing your first job.

### 10 Choose the correct reporting verbs to complete the sentences.

- 1 Hanna **denied / apologised** being an internet troll.
- 2 He **regretted / insisted** on driving her to the station.
- 3 Can you **remind / accept** me to invite Alex on Saturday?
- 4 Rob's just been arrested. They've **accused / insisted** him of fraud!
- 5 I'd like to **accept / apologise** if I have misled you in any way.
- 6 He **refused / denied** to move his car, even though I asked him politely.

### 11 Complete the sentences with the correct form of take or get.

- 1 Can we have a quick chat? I need to ..... something off my chest.
- 2 Please don't ..... it personally, but it looks like you haven't cleaned your shoes for months!
- 3 I think I ..... it wrong about Iwona being unfriendly. She's actually really nice.
- 4 Has going for a walk ..... your mind off things? I hope you feel better now.
- 5 No matter how many times I ask him to close the door, he just doesn't ..... the message!
- 6 You're great at giving people advice, but you aren't so good at ..... it.
- 7 Sorry, I don't want to ..... involved in your argument. It's between you and Beth.
- 8 I can't seem to ..... through to Olivia about the importance of doing homework.

### 12 Number the lines of the conversation in the correct order.

- a So, when will you find out?
- b Right. And what will you do if you don't get the place?
- c I'm not sure. Hopefully before the end of this month.
- d OK. Let's go and watch TV for a bit instead then.
- e I'll probably go into teaching instead. Anyway, let's not talk about that! It makes me nervous.
- f Are you still planning on becoming an educational psychologist?
- g Well, it depends if I get accepted onto the postgraduate course.

# Lesson 7A

GRAMMAR | past modals of deduction

VOCABULARY | compound adjectives; chance

PRONUNCIATION | connected speech: past modals of deduction

## VOCABULARY

### compound adjectives

- 1 Complete the online profile with the words in the box. You may need to use the words more than once.

changing consuming famous hand  
lasting respected year-old

### Former dance school student reaches new heights

Janie Hansen is a twenty-four<sup>1</sup> ..... ballet dancer from the UK. She is a widely<sup>2</sup> ..... dancer at the London Ballet, where she is on track to become prima ballerina. She is hoping to follow in the footsteps of her mother – the world<sup>3</sup> ..... dancer, Imelda Khrushcheva. Dancing careers are often short-lived in comparison with other professions, but Imelda's long-<sup>4</sup> ..... career is what inspired Janie to take up ballet herself.

Janie started dancing at the age of ten, wearing second<sup>5</sup> ..... shoes. Ballet quickly became an all<sup>6</sup> ..... passion for her. Once she had reached the age of fourteen, she knew she wanted to dance professionally, and auditioned to join a leading ballet school.

This was a life<sup>7</sup> ..... decision. Serious ballet training is especially time<sup>8</sup> ..... , and she spent several hours a day in dance classes alongside her ordinary education. Her efforts eventually paid off: she is in her second season as a soloist with the London Ballet, and she looks set to rise to stardom like her mother.

### chance

- 2 Choose the correct word to complete the sentences.

- 1 Participants were selected at ..... and asked to complete a series of tasks.  
a fortunate b random c chance
- 2 I went into acting quite ..... when someone gave me a free lesson as a gift.  
a by chance b accidental c unfortunate
- 3 In a ..... accident at the theatre, the scenery collapsed, but no one was seriously injured.  
a chance b fortunate c freak
- 4 Only a ..... few ever become superstars in the film industry.  
a fortunate b freak c chance
- 5 She kicked me during the football match, but I think it was ..... .  
a chance b accidental c fortunate

## GRAMMAR

### past modals of deduction

- 3 A The sentences below have a mistake. Choose the best option to correct the mistake.

- 1 She may have been affected by the fall – I guess that's why she doesn't ride now.  
a can b must c can't
- 2 I can't have left my purse on the train – it isn't in my bag!  
a must b must not c can
- 3 You might have seen Małgorzata in town because she's away on holiday at the moment.  
a must b could c can't
- 4 They must have stopped the match because of the snow, but I'm not sure.  
a may have b can't have c must have been

- B Complete the article with the correct form of the verbs in brackets and a modal of deduction.

### The world's top table-tennis town

Michael Cabo | Monday 19 Feb | 16:18 GMT

We all admire those who've dedicated themselves to becoming a top athlete or classical musician, but a study of top performers has shown that they<sup>1</sup> ..... (got) there if they hadn't had the right circumstances.

In the 1980s, Silverdale Road in Reading, UK, produced several first-class table-tennis players. You would be right in thinking that this<sup>2</sup> ..... (happen) by chance. It sounds virtually impossible for a dozen top players to have come from a single street, so coincidence simply<sup>3</sup> ..... (have) anything to do with it. How, then, did Silverdale Road produce so many brilliant players?

At the time, the young people's school teacher was the nation's top table-tennis coach and he gave every child in the school a table-tennis try-out. If they showed talent, he trained them. It<sup>4</sup> ..... (be) very exciting to work with such an inspiring coach! What's more, the youngsters had access to a 24-hour table-tennis club for practice. Not many young people at the time<sup>5</sup> ..... possibly ..... (have) such an opportunity.

Of course, those who did become champions<sup>6</sup> ..... (be) sitting around at home all day: they also put in the time and effort that ultimately paid off and this<sup>7</sup> ..... (make) their teacher very proud!

## PRONUNCIATION

### 4A 7.01 | connected speech: past modals of deduction | Listen and complete the sentences.

- 1 You ..... been living here that long, surely!
- 2 Meiko ..... known the questions in advance.
- 3 I ..... done the amount of training required anyway.
- 4 It ..... been cold with the roof off like that.
- 5 They ..... eaten before they came.

### B 7.01 | Listen again and repeat.

## READING

**5A** Read the article. Which three reasons are given for people suddenly developing impressive abilities?

**B** Complete the article with the missing sentences (a–g). There is one sentence that you don't need.

- a However, this is extremely rare.
- b A study of one group showed that they had become very good artists.
- c The closest a person might get to being truly great at something is to put in a lot of hours for their chosen specialism.
- d They are simply unable to explain how this came about.
- e In a healthy brain, the left-hand side tends to limit the right.
- f A small number of autistic people appear to have incredible skills that the rest of us can only dream of.
- g This might occur in a freak accident or through illness, accidental damage or a medical complication.



# How do some people become sudden geniuses?

Like Tony Cicoria and Jon Sarkan, who developed sudden interests and impressive abilities after a brain injury, there have been others who have found themselves in possession of an incredible skill after suffering damage to the brain. Emma Cardigan investigates the science behind this fascinating phenomenon.

Research shows that the most common way for people to suddenly develop impressive abilities is via a brain injury.

<sup>1</sup> ..... As a consequence of such traumas, serotonin (a chemical which affects mood) leaks out of dying brain cells into the brain around them. This creates new connections in the brain which appear to make people more creative.

Other research has looked at people with certain kinds of life-changing dementia. They became increasingly creative as their brain was more and more affected by the disease. <sup>2</sup> ..... This is particularly interesting when the same people had shown no or little interest in the subject earlier in their lives. In some cases, the further the illness progressed, the better the patients' skills became.

When the patients' brains were scanned, researchers realised that the left-hand side of the brain (which controls logic and language) was more affected by dementia than the right (which is responsible for creativity). <sup>3</sup> ..... This is because usually, being logical is more of an advantage to us in terms of decision-making and general life tasks. In a person with dementia, the right-hand side of the brain becomes free to be as creative as it likes. So, this indicates that when the left side of the brain is damaged, some people may suddenly become creative geniuses. <sup>4</sup> ..... The vast majority of dementia sufferers do not acquire new skills.

But what about 'ordinary' geniuses who have not suffered brain injury? <sup>5</sup> ..... This is true of forty-two-year-old Daniel Tammet, who, amongst other things, can do fantastic mathematical calculations impressively quickly. People like Tammet have what is known as 'savant syndrome'. One theory suggests that as savants' brains are developing during childhood, the left-hand side had extremely low levels of serotonin, which allowed the right-hand side to become more active. In the case of sudden savants, like Sarkan, they also feel a desire to work hard at their new talent, which makes them even better at it.

As for those who have not suffered a brain injury, it's simply not possible to *become* a genius, or certainly not suddenly. <sup>6</sup> ..... In fact, experts say we need to do at least 10,000 hours of 'purposeful practice' (i.e. trying to do something better each and every time we try it) to become an expert. Even then, true genius is far out of reach for most of us.

# Lesson 7B

GRAMMAR | wish, if only, should have

VOCABULARY | idioms: regrets

PRONUNCIATION | chunking in idioms

## VOCABULARY

### idioms: regrets

#### 1 A Match the idioms in the box with the descriptions (1–6).

a blessing in disguise    back to the drawing board  
a piece of cake    miss the boat  
not be someone's cup of tea  
the grass is always greener on the other side

- 1 'Oh, that exam was so much more straightforward than I expected. I bet I get 100 percent.'
- 2 'I'm sorry, the auditions for the play took place yesterday.'
- 3 'I missed the audition but it's turned out for the best because I've been offered something better.'
- 4 'I made the switch from opera to classical singing, but it's not as much fun.'
- 5 'I think I need to re-consider my career options. Acting hasn't worked out for me.'
- 6 'I'm not going to see a musical again – that was awful!'

#### B Choose the correct word to complete the sentences.

- 1 A: How's it going with your band?  
B: Our singer left to join another band. He thought the grass was ..... on the other side.  
**a** better      **b** greener      **c** whiter
- 2 A: Hey! How was your exam?  
B: It was a piece of ..... – I actually finished half an hour early!  
**a** cake      **b** bread      **c** pie
- 3 A: I've missed the ..... – I should've kept an eye on when the deadline was.  
B: There'll be other jobs to go for, don't worry.  
**a** boat      **b** bus      **c** timetable
- 4 A: Fancy coming to see the play tonight?  
B: No, it's not my cup of .....  
**a** tea      **b** water      **c** coffee
- 5 A: Did you do the swimming competition?  
B: No. But it was a blessing in ..... because I had a rest and now I'm making great progress.  
**a** a suit      **b** clothes      **c** disguise
- 6 A: Why are you deleting your work?  
B: I've decided to go back to the ..... board. It just wasn't good enough.  
**a** notice      **b** drawing      **c** white

## PRONUNCIATION

#### 2 A 7.02 | chunking in idioms | Listen and complete the sentences.

- 1 I always found driving ..... right from my first lesson.
- 2 Missing the concert was ..... – I had an early night instead.
- 3 Icelandic death metal ..... , I'm afraid!
- 4 ..... – I can tell you that for sure.
- 5 The funding fell through, so I had to .....
- 6 Sandra ..... because she didn't apply in time.

#### B 7.02 | Listen again and repeat the sentences. Remember to say the idioms as chunks.

## GRAMMAR

### wish, if only, should have

#### 3 A Choose the correct word or phrase to complete the sentences.

- 1 I wish I **had** / **I'd had** / **I have** more to eat this lunchtime. I'm hungry again already.
- 2 If only we **lived** / **we live** / **'we'd live** nearer the city – we'd be able to go shopping more.
- 3 You **shouldn't only have** / **shouldn't have** / **should have** told me about the party. I'd have gone.
- 4 I wish you **will** / **do** / **would** stop talking while my favourite programme's on!
- 5 If only I **had** / **I hadn't** / **I'd have** brought my guitar with me. I need to practise for the gig.
- 6 I **should have** / **shouldn't have** / **wouldn't have** let you down. I'm sorry.

#### B Complete the article about regrets with the correct form of the verbs in brackets.

'It's better to regret the things you have done than the things you haven't.' That's what they say. But is there any truth to the matter?

Compare the following: 'I wish I <sup>1</sup> ..... (not try) to climb Mount Everest and fulfil a dream,' and 'If only I <sup>2</sup> ..... (work) harder at school, I <sup>3</sup> ..... (have) a better job now.' Which of these are you more likely to hear? The second, because there's nothing you can do about it now. On the other hand, even if you'd failed to reach the top of Everest, at least you'd have given it a go.

However, we do regret some things that we've done. Think about these situations: 'I shouldn't <sup>4</sup> ..... (speak) to my friend like that,' 'If only I <sup>5</sup> ..... (not crash) the car,' 'I wish I <sup>6</sup> ..... (not eat) so much food. These definitely aren't the same as climbing Everest.'

Perhaps the old saying isn't as wise as it sounds!

## LISTENING

**4A** **7.03** | Listen to three people talking about regret.

Match the speakers (1–3) with their regrets (a–c).

- a I regret not knowing about something I could have done as a job.
- b I regret not pursuing an academic subject I was good at.
- c I regret not taking a risk with an uncertain career.

**B** **7.03** | Listen again and put the events into the correct order for each speaker.

**Speaker 1**

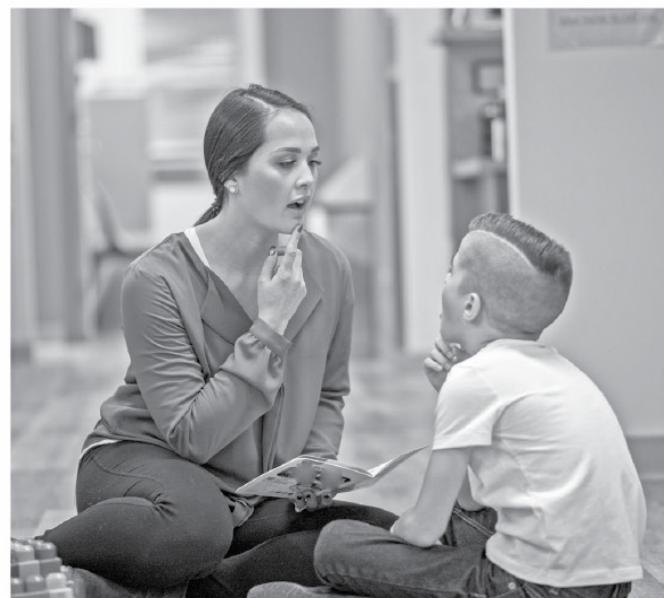
- a taking qualifications
- b learning something few other people did at the time
- c making a decision

**Speaker 2**

- a enjoying something very much
- b rejecting a particular route
- c being creative

**Speaker 3**

- a feeling relatively satisfied with a decision
- b opting for a particular course of study
- c being unaware that something was an option



## WRITING

### a personal essay

**5A** Read the title of the article. What information do you think the article might include?

- a a regretted decision
- b an unexpected realisation
- c a new course of action

**B** Skim the article quickly and check.

**C** Read the article again and match the topics (a–f) with the paragraphs (1–6).

- a the main event
- b the theme of the article
- c a summary
- d more details about the main event
- e a consequence
- f a good decision was made

**D** Plan an article of your own with one of the following titles.

- The grass is greener on the other side
- The grass isn't greener on the other side

**1** Think about an event that has led to you thinking that the grass is/isn't greener on the other side (use your imagination if you prefer).

**2** Use the paragraph plan in Ex 5C and the model answer. Think about what information you will include in each paragraph.

**E** Write your article using your notes. Write at least 140 words.

## The grass is sometimes greener on the other side

<sup>1</sup>People who spend a lot of time scrolling through other people's online profiles (myself included) often can't help comparing their own lives with those of the people they're following.

<sup>2</sup>We usually compare ourselves negatively: 'He's got a better job than I have', 'She has a better social life than me', and so on. It's easy to feel that the grass is greener on the other side, but most of the time it isn't: it's just people's desire to show off that leads them to post only the positive aspects of their lives.

<sup>3</sup>I've fallen into this trap myself. I used to spend hours looking at what people were doing and feeling fed up of my own life. I didn't consider the things I had that *they* might envy, such as *my* job, or *my* close relationship with my family.

<sup>4</sup>Then one day, I suddenly thought, maybe I can use this information to make positive changes in my own life! 'I must be able to improve my own career', I thought. 'Why don't I look harder for budget holidays? Maybe I should join that sports club I've been thinking about for so long.'

<sup>5</sup>So, I did just that. I gained an extra qualification that helped me get promoted. I went backpacking round my country; and I joined the sports club and made new friends!

<sup>6</sup>Although it's tempting to see other people's successes as your failures, there's always time to make positive changes in your own life.

# Lesson 7C

HOW TO ... | describe a process

VOCABULARY | phrasal verbs: explaining

PRONUNCIATION | stress in phrasal verbs

## VOCABULARY

### phrasal verbs: explaining

**1 A** Complete the sentences with the words in the box.

across down (x2) into out (x2) over through

- 1 Have you got time to go ..... what we need to include in our essay, please?
- 2 Your speech was great, but don't forget to slow ..... so you don't sound rushed.
- 3 I can't figure ..... what my boss wants me to do. I'll have to ask her to explain.
- 4 I deal with big projects by breaking them ..... into smaller tasks.
- 5 You don't need to go ..... all the details – just tell me the results.
- 6 I sometimes find it difficult to get my message ..... in meetings and no one listens.
- 7 If you need someone to talk ..... your problems with, I'm a great listener.
- 8 Caro left ..... some referencing in her assignment and got a low grade because of it.

**B** Choose the correct word to complete the sentences.

- 1 When you speak to the police, it's important not to ..... out any information.  
a break      b figure      c leave
- 2 I need to figure ..... some safety rules before I go on the climbing wall.  
a out      b over      c down
- 3 Steph went ..... every minor detail. It was so boring!  
a into      b across      c down
- 4 You've got your ..... across clearly.  
a talk      b thing      c point
- 5 Have you got anyone you can talk things ..... with?  
a into      b through      c down
- 6 Please slow .....! I can't understand you.  
a out      b down      c into

## PRONUNCIATION

**2** 7.04 | stress in phrasal verbs | Underline the stressed part of the phrasal verbs in bold. Then listen and check.

- 1 There's no point in **going over** the whole story again.
- 2 You need to **figure out** what you want to do in life.
- 3 Remember to **slow down** when you're speaking so people can understand you.
- 4 Please don't **go into** all the details of what happened now – you can tell me later.
- 5 I **left out** some critical information in my interview.

## How to ...

### describe a process

**3 A** 7.05 | Listen to an explainer video. Who is the speaker? What process is she describing?

**B** 7.06 | Listen to the rest of the video and number the stages in the correct order.

- a Include relevant references.
- b Check the order of required information.
- c Provide contact information.
- d Check your work for errors.
- e List your work experience and qualifications.
- f Add a professional-looking photo.

**C** 7.06 | Listen again and complete the extracts.

- 1 ..... , you need to look at the platform where your profile will appear.
- 2 The first thing you might be asked to do is upload a current photo. ...., but ...
- 3 ..... use a photo showing you in a social setting.
- 4 ..... organising your qualifications.
- 5 ..... checking through what you've written.

## SPEAKING

**4 A** 7.07 | Complete the conversation with one word in each gap. Then listen and check.

Jo: So, what are you going to do this summer?  
Tom: Well, I'd love to plan a walking trip like you did. But I've got no idea how to get started!  
Jo: Well, to <sup>1</sup> ..... with, you'll need to decide where you're going!  
Tom: Ha ha! True. Well, I'd like to go to the mountains, but I guess that means having to camp.  
Jo: You can <sup>2</sup> ..... you want. Or you could stay in a hostel near where you're walking.  
Tom: OK, and <sup>3</sup> ..... I've found somewhere, can I just turn up or do I need to book in advance?  
Jo: Well, I'd <sup>4</sup> ..... just turning up because they might not have any rooms left.

Tom: OK. Any other advice?  
Jo: It's <sup>5</sup> ..... that you tell someone where you're going each day and when you'll be back.  
Tom: What, in case I get lost? But I'll have my phone.  
Jo: Yeah, but you might not get a signal in the mountains. I'd <sup>6</sup> ..... buying an actual map and compass, too.  
Tom: Good idea. Thanks for the advice!

**B** 7.08 | You are Jo in Ex 4A. Listen and speak after the beep. Record yourself if you can.

**C** Listen to your recording and compare it to 4A.

# Lesson 7D

GRAMMAR | adverbials of concession  
LISTENING | an interview about talents

## GRAMMAR

### adverbials of concession

**1 A** Choose the correct word or phrase to complete the sentences.

- 1 I've always loved chess. **Although / However / On the one hand**, I'm not good at it.
- 2 It's important to nurture talent. Don't push people hard, **although / on the one hand / though**.
- 3 On the **other / although / one** hand, I'd like to be self-employed. On the other, I like the security of a full-time job.
- 4 **However / Though / On the other hand** Amy showed early talent, she hasn't progressed much.
- 5 I studied art at university, **though / on the one hand / however** I don't do much painting now.
- 6 Arlo loves football. He's not the best player, **on the other hand / although / however**.

**B** Complete the article with the adverbs in the box. You need to use some of them more than once.

although    however    on the one hand  
on the other hand    though

## Why young talents don't always reach their potential

There are several reasons why someone might not achieve their full potential,<sup>1</sup> ..... they might have done very well as a child in school. You may know of someone who was the best football player in school by far.<sup>2</sup> ...., they didn't become a top sportsperson like everyone expected them to. Perhaps they reached a 'plateau': a point at which they never actually got any better.<sup>3</sup> ...., they may just have got bored, stopped trying or even got as far as they were physically capable of.

But what about those who really could succeed but don't?<sup>4</sup> .... many children are encouraged by teachers to develop skills, once they move to another school or leave education, it may be difficult for them to find the support they need.<sup>5</sup> ...., this is often down to a lack of funding, but<sup>6</sup> ...., it could be that formal training is simply not available.



## LISTENING

**2 A** **7.09** Listen to a radio interview about talent and choose the correct answer (a–c).

- 1 Why does Michael no longer play the violin?
  - a He has achieved everything he wanted to.
  - b He hopes to pursue another activity he likes.
  - c He has become fed up with the pressure.
- 2 What does Michael say when asked if he'd always wanted to play the violin?
  - a He realised he was good at it from an early age.
  - b He started playing because of someone else.
  - c He hoped his playing would support his family.
- 3 What is Michael's opinion on parents encouraging their children?
  - a They shouldn't push them too hard.
  - b They shouldn't worry if they don't always do well.
  - c They shouldn't try to fulfil their own dreams.
- 4 How do Michael's parents feel about him giving up?
  - a pleased that he has found something else to do
  - b surprised that he feels the way he does
  - c disappointed that he won't play anymore
- 5 What does Michael say about future regret?
  - a He thinks it is unlikely.
  - b He thinks he might return to the violin.
  - c He says it depends on his cricket career.
- 6 How might Michael feel if he isn't successful at cricket?
  - a proud of giving it a go
  - b eager to try out another idea
  - c confident he'll do well at something else

**B** Are the statements True (T) or False (F)?

- 1 Michael believes he will succeed at cricket.
- 2 His parents were not wealthy.
- 3 He does not understand why his parents wanted him to play the violin.
- 4 His parents are unhappy about him playing cricket.
- 5 He says that he often regrets things he hasn't done.
- 6 He won't be too upset if he doesn't become a cricket player.

**C** **7.09** Listen again and check.

# Lesson 8A

GRAMMAR | participle clauses

VOCABULARY | collocations with *go*, *have* and *make*; describing homes and living conditions

PRONUNCIATION | pitch in participle clauses

## VOCABULARY

### collocations with *go*, *have* and *make*

- 1 Complete the sentences with the correct form of *go*, *have* or *make*.

- 1 Something's ..... wrong with the boiler. Would you mind taking a look?
- 2 I might ..... a go at repainting this room at the weekend.
- 3 Here, you take a look. I can't ..... sense of these instructions at all!
- 4 Many young people don't ..... the opportunity to buy a house until their mid-thirties.
- 5 Moving the furniture around has ..... such a difference to this room.
- 6 Unfortunately, buying a home often ..... hand in hand with getting into debt.

### describing homes and living conditions

- 2 Choose the correct word to complete the advert.

## Massey's Estates

### Well-maintained studio flat in city centre

- In excellent <sup>1</sup>**condition / fashionable / character**
- Very <sup>2</sup>**elegant / spacious / condition** for this kind of property (45m<sup>2</sup>)
- Separate kitchen and bathroom decorated in a <sup>3</sup>**character / fashionable / secure** manner
- Comes fully furnished with <sup>4</sup>**spacious / secure / stylish** decoration.

### Four bedroom detached property

- Nineteenth-century house with plenty of <sup>5</sup>**elegant / condition / character**, including large windows
- Extremely <sup>6</sup>**elegant / exclusive / secure** staircase leading to upper floors
- Price on application

## GRAMMAR

### participle clauses

- 3 A Choose the correct word or phrase to complete the sentences.

- 1 **Have worked / Having worked / Working** hard all week, Beth was really looking forward to the weekend.
- 2 **Finishing / Having finished / Finish** repainting her bedroom, Nisha decided she didn't really like the colour.
- 3 **Sat / Sitting / Having sat** in her living room, Natalia had a beautiful view of the river.
- 4 **Not having completed / Completing / Not completing** the repairs to his roof, Dan was alarmed to see heavy rain forecast that weekend.
- 5 **Opening / Having opened / Opened** the cupboards, Mike had to put his hands up to stop a pile of old boxes falling on his head.

- B Complete the sentences using the correct participle clause of the verbs in brackets.

- 1 ..... (clean) the windows, Jo stood back and admired her work.
- 2 ..... (finish) the assignment, Chloe emailed it to her tutor and sighed with relief.
- 3 ..... (panic), Karl searched his pockets rapidly, worried he had lost his car keys.
- 4 ..... (promise) she'd make an appearance, Fatima arrived early for the party.
- 5 ..... (leave) his car in a well-lit street, Al was surprised to find his window broken on his return.

## PRONUNCIATION

- 4 A 8.01 | pitch in participle clauses | Listen and underline the clauses which have a higher pitch than the rest of the sentence.

- 1 Having rented throughout his 30s, David was finally able to buy his own home.
- 2 Looking out of the window, Sasha realised how much she loved this place.
- 3 Having worked at the company for 50 years, she finally retired last month.
- 4 Thinking about their future, the couple started researching schools in the area.
- 5 Having lived in many different places, Kim finally decided to settle down.

- B 8.01 | Listen again and repeat.

## READING

**5A** Read the article. Which topic is NOT mentioned?

commuting   cost of living   jobs   local transport  
mental health   nightlife   pollution

**B** Read the article again. What arguments are made for and against moving to the countryside? Make notes.

## Why young people are moving to the country

For many young people growing up in the countryside, life in the big city has lots of obvious attractions – more opportunities, better nightlife, a bus service that runs more than once an hour – the list is endless. So, it's easy to see why so many of them leave their rural upbringings behind. However, recently more young people are settling outside of major cities. So, what's prompted the change?

For many, the main reasons are financial. 'We just couldn't afford to live there anymore. We were living in a two-bedroom flat, with no garden, nowhere near the city centre, and most of our salaries were going on rent and bills.'

This is Lucie Darvell – a young professional who, recently moved from a flat in London to a cottage in Sussex. For her, it's more cost-effective to live in the countryside. 'You just get more for your money. Here we get three bedrooms – one of which I use as an office – a garden, a parking space outside ... it just makes more sense.'

Others like Lucie have also said the move has had a positive impact on their mental health. 'In Manchester, I felt stressed all the time. I lived in a small flat, didn't have much money and was surrounded by grey buildings, traffic and pollution.' says India West – a financial analyst originally from Bolton. 'Out here, I've got nature right on my doorstep. There's a forest five minutes' walk in one direction, a beautiful river ten minutes the other way – it's just much easier to relax here.'

However, the majority of people who have made the transition still have to commute into the city, which has its own disadvantages. 'All that money I've saved on rent now goes on my train ticket.' says media producer, Tom Carter. 'And the journey's not that great either. It should take an hour door to door, but with all the delays, it can sometimes take me two hours to get to work.'

Some have also found it all a bit quiet in the countryside. 'There's also just not as much going on out here.' says Tom's partner Alex. 'I miss being able to go to galleries and nice restaurants.'

So, for many, the countryside provides a welcome escape from the stresses of everyday life. For others, it's a change of pace they're not quite ready for. However, if the cost of living continues to rise, we may well see more and more young people ditching their expensive coffees for a pair of wellies.

## WRITING

**an application letter/email**

**6A** Read the extract from an application letter. What kind of company is the writer applying to?

I would like to apply for the role of ..... as advertised on the Inspire website on Monday 3rd July.

I have experience in a similar position, having worked for Blackwell's Agency for twelve months. I am experienced in keeping the company website up-to-date with details, and showing clients around properties. I would now like to take the next step and become a sales negotiator.

I believe I would be suited to this role because I have excellent communication skills, a friendly and confident attitude and good knowledge of the local market.

**B** Read the letter again and underline the formal phrases.

**C** Read the job advertisement and make notes on why you would be suited to this position. You can invent skills and abilities if necessary.

### Trainee Sales Negotiator

Landley's Estate Agency

Posted 3 days ago

**Apply**

An excellent opportunity to join our sales team as a trainee sales negotiator with on-the-job training.

**Duties will include:**

- interviewing clients to identify needs
- contacting clients regularly to advise them of suitable properties and to arrange viewings
- negotiating with potential purchasers
- achieving sales targets as agreed with the Branch Manager

**You will need:**

Excellent customer service skills

Teamwork skills

A high level of professionalism

Sales experience an advantage

**D** Now write a formal letter of application for the post, using the advert and your notes in Ex 6C. Write at least 140 words.

# Lesson 8B

GRAMMAR | conditionals with conjunctions

VOCABULARY | world issues

PRONUNCIATION | stress in conditional sentences

## VOCABULARY

### world issues

**1 A** Match the words in the box with the descriptions (1–10).

civil rights endangered languages global warming  
homelessness housing justice literacy  
overcrowding poverty unemployment

- 1 The group has been sleeping in an abandoned building for the past two years. ....
- 2 My grandmother speaks Bathari, which is rapidly dying out. ....
- 3 After decades of court appearances, he was finally found guilty and sentenced to twenty-five years in prison. ....
- 4 This area of Hong Kong is one of the most densely populated places in the world. ....
- 5 All citizens should have political and social freedom, and equality. ....
- 6 Rising temperatures are causing more frequent extreme weather conditions. ....
- 7 I missed a lot of school as a child, but I'm am now catching up with my reading and writing. ....
- 8 Almost twenty percent of people are out of work, which is an incredibly high rate. ....
- 9 Many people here can't afford food, rent or bills. Most are living on \$2 a day. ....
- 10 There is a shortage of affordable places to live, and these new apartment blocks will help solve the crisis. ....

**B** Complete the conversation using words from the box.

endangered global warming homelessness  
justice literacy overcrowding poverty  
unemployment

There's a big problem with <sup>1</sup> ..... in my country. Whenever I go into a city, I see a lot of people who are obviously living on the streets. It isn't a case of there being no housing available, it's just that <sup>2</sup> ..... because of a shortage of jobs can lead to people ending up on the streets. No job means no home and no home means no job.

Yeah. And <sup>3</sup> ..... in hostels and homeless shelters can mean not even getting a bed for the night. And still so many people live in <sup>4</sup> ..... even when they do have a home.

There's no <sup>5</sup> ..... in this world – some people have so much and others so little.

## GRAMMAR

### conditionals with conjunctions

**2 A** Match the sentence beginnings (1–6) with the endings (a–f).

- 1 Homelessness will continue to be a problem
  - 2 The pace of global warming will start slowing down
  - 3 Provided that there are enough programmes set up to help people,
  - 4 The problem of homelessness in the city can be resolved
  - 5 Languages like Walloon and Ossete could be revived
  - 6 Overcrowding in this area of the city will improve
- a on condition that housing and social services are greatly improved.  
b as long as we all play our part in reducing our carbon footprint.  
c providing that people are encouraged to use them in everyday life.  
d so long as the plans to build new housing in the suburbs go ahead.  
e unless the government invests in realistic solutions.  
f a lack of literacy can become an issue of the past.

**B** Complete the sentences with the words in the box.

condition if not long as providing unless

- 1 ..... governments act right now, the climate will be damaged beyond repaired.
- 2 We're are always told this isn't the right time. But ..... now, then when?
- 3 Recent findings indicate that as ..... we put the work in now, we should be OK.
- 4 ..... that the project gets the funding it needs, it should have a huge impact.
- 5 The group has said it will stop the protest on ..... that their demands are met.



C Choose the correct words to complete the article.

## Why there is more and more poverty in wealthy countries

<sup>1</sup>Providing that / Unless you live in a wealthy country, you can expect a good standard of living, which includes, at the very least, having all your basic human needs met. But wealthy countries have seen an increase in poverty since the global financial crisis that hit in the late 2000s. If this <sup>2</sup>had / hadn't happened, there <sup>3</sup>won't have been / may not have been such a huge rise in poverty. Unemployment is partly to blame, and tends to hit those already on very low incomes. <sup>4</sup>Unless / As long as such crises are resolved, the poverty problem becomes broader and deeper, affecting more people, including children, more badly. These problems can start to be resolved <sup>5</sup>if / whether governments implement better policies to help people avoid falling into poverty to begin with.

## PRONUNCIATION

3A **8.02 | stress in conditional sentences** | Listen and underline the word that is given the main stress in each sentence.

- 1 As long as we leave home by seven-thirty, we won't be late.
- 2 Unless we take action now, the damage will be catastrophic.
- 3 Provided that endangered languages are taught, they will survive.
- 4 On condition that the loan is paid back in full, we're happy to approve the request.

B **8.02 | Listen again and repeat.**



## LISTENING

4A **8.03 | Listen to the introduction to a talk. Which world issue does the speaker focus on?**

- a homelessness
- b civil rights
- c low levels of literacy

B **8.04 | Listen to the rest of the talk. Complete the notes with one or two words in each gap.**

- Everyday reading tasks include timetables, labels and <sup>1</sup> ..... to help us find our way around.
- People are more likely to make <sup>2</sup> ..... via text message now.
- <sup>3</sup> ..... purposes for literacy include staying informed and communicating well.
- Young children can start to acquire knowledge of reading through listening to <sup>4</sup> .....
- Visits to a <sup>5</sup> ..... can be an exciting weekly event.
- Adults may have missed out on gaining literacy skills because of <sup>6</sup> ..... during childhood.

C **8.04 | Listen again. Are the statements True (T) or False (F)?**

- 1 The speaker believes literacy is essential for young learners.
- 2 She argues that older people aren't all as digitally literate as young people.
- 3 She thinks that text messages have had a negative impact on literacy.
- 4 She believes that parents should limit children's access to online materials.
- 5 She argues that there are lots of different ways to make learning to read enjoyable.
- 6 She's happy that there are now more resources available for adults.

D **8.05 | Listen to the final line of the lecture and write what you hear. You will hear the sentence only once.**

# Lesson 8C

HOW TO ... | develop an argument  
 VOCABULARY | prepositional phrases  
 PRONUNCIATION | sounding persuasive

## VOCABULARY

### prepositional phrases

- 1 A** Choose the correct phrase to complete the sentences.

- 1 By far / Out of control / On the whole, older people have fewer online connections than younger ones.
- 2 At least / In fact / In order to create an account, you need to complete the questionnaire.
- 3 Facebook is still the most used social media platform by far / at least / in order to.
- 4 Social media is great to connect with people but by far / on the whole / at the same time, you have to be aware of trolls.
- 5 I don't have many online friends. In fact, / By far, / At least, I only accept requests from people I know.
- 6 Measures must be put in place to stop online bullying getting out of control / on the whole / at least.

- B** Complete the article about Dunbar's number with the prepositional phrases in the box.

at least    at the same time    by far    in fact  
in order to    on the whole    out of control

## Dunbar's number

According to Professor Robin Dunbar of Oxford University,<sup>1</sup> ..... maintain good relationships, there is a limit to how many friends we can handle. This number is probably a lot lower than the number of online friends you have.<sup>2</sup> ....., it only amounts to about 150 people. Dunbar believes this has been the case since<sup>3</sup> ..... our early hunter-gatherer days.

Through extensive research, Dunbar came to the conclusion that there is a ratio between how big our brains are and how big a social group we can retain.

<sup>4</sup> ....., experiments carried out indicate that the 'magic number' is 150. This is because there's only so much information you can hold in your head.

<sup>5</sup> ....., other animals have limitations on the size of their social group, too, depending on their brain size.

Now social media has entered the mix, does this number still hold true? Many of us have a more online friends than 'real' friend's<sup>6</sup> ....., in some cases reaching thousands. Experts in the field of social media tend to agree with Dunbar's number, even in online communities. Letting your numbers get

<sup>7</sup> ..... simply means you'll find it impossible to stay friends with everyone.

## How to ...

### develop an argument

- 2 A** 8.06 | Listen to the start of a debate. Number the arguments in the order they are presented.

- a Online interactions are less meaningful.
- b It's easier to be misunderstood online.
- c We can ignore people that we disagree with.

- B** 8.07 | Complete the extracts. Listen and check.

- 1 I'd like to start off ..... that I completely agree that social media has killed the art of conversation.
- 2 This is true for three ..... Firstly, we no longer have to interact face to face ...
- 3 ..... we are no longer able to discuss our views in person with someone that we disagree with.
- 4 It's easier, but it has clearly ..... fewer meaningful interactions.
- 5 The ..... is often miscommunication and confusion.

## PRONUNCIATION

- 3** 8.08 | sounding persuasive | Listen to the extracts. Underline the words that are given extra stress and draw a (/) to show long pauses.

- 1 I'd like to start off by saying that I completely agree that social media has killed the art of conversation.
- 2 Firstly, we no longer have to interact face to face with people who disagree with us.
- 3 Secondly, whereas in the past we had to call or arrange to meet someone we hadn't spoken to in a long while, now we can just fire off a quick message online.

## SPEAKING

- 4 A** Complete the extract from a talk with one word in each gap.

I'd like to<sup>1</sup> ..... off by saying that I fully believe in small businesses making use of online platforms to promote their service or products. The<sup>2</sup> ..... suggests that this can be a great way to reach a lot of people quickly. A good<sup>3</sup> ..... of this is beauty products. By uploading regular photos and videos to the right platforms, you can reach huge numbers of people. The obvious<sup>4</sup> ..... of this is that sales will increase dramatically in a short space of time.

The second<sup>5</sup> ..... I'd like to make is that online marketing will save you money. This is<sup>6</sup> ..... for two main reasons.<sup>7</sup> ..... you won't have to pay as much in advertising, and<sup>8</sup> ..... you can do much of the work yourself.

- B** 8.09 | Listen and check.

# Lesson 8D

VOCABULARY | phrases with *get*  
READING | community-led projects

## VOCABULARY

### phrases with *get*

#### 1 A Match the sentence beginnings (1–6) with the endings (a–f) to make sentences.

- 1 Congratulations! Here are the keys. You've finally got
  - 2 Cutting back on spending is the best way to
  - 3 Falling off the horse last month scared me. I need to
  - 4 It's clear to everyone that Sally has got
  - 5 There's no way I would have got
  - 6 It may not feel like it now, but you'll soon get
- a a big heart. She has time for everyone.
  - b to the other side of this.
  - c somewhere to live!
  - d find a way to get my confidence back.
  - e get yourself out of debt.
  - f to where I am now with the help of my parents.

## READING

#### 2 A Read the article. Match the projects (1–5) with the issues that they are designed to help address.

- climate change
- endangered languages
- homelessness
- lack of affordable housing
- literacy

#### B Choose the phrase with *get* which describes the following situations.

get your confidence back get your life back together  
get out get somewhere to live get to the other side  
got a big heart

- 1 James is lovely – there's nothing he wouldn't do for someone, even people he doesn't like. ....
- 2 Guess what? I've just paid a deposit on that brilliant flat I told you about. ....
- 3 You've just got to make it through the next two months, then everything will be fine, I promise. ....
- 4 It took me a long time to get back on a bike after my accident, but I did it. ....
- 5 Everything fell apart after being made redundant but I've got a new job and house now. ....
- 6 Why do you stay in that relationship? I think you should just leave. ....

#### B Read the article again. Complete the sentences with no more than three words or numbers.

- 1 Orange Sky Laundry washes clothes for homeless people using ..... in the back of their vans.
- 2 Volunteers at the repair café in Buxton fix items such as washing machines and ..... for free.
- 3 Wikitongues has recorded ..... different endangered languages.
- 4 RUSS was set up to ..... thirty-six new homes for would-be residents.
- 5 Literacy Pirates aims to improve the literacy, confidence and ..... of local children.

## Five community-led projects taking on the big issues

### 1 Orange Sky Laundry

Australian charity, Orange Sky Laundry, provides a mobile laundry and shower service for people sleeping rough across the country. With the help of donations and hundreds of volunteers, the organisation owns a fleet of vans, each with two washing machines in the back, which it sends out to affected communities.

Set up in 2014 by friends Lucas Patchett and Nicholas Marchesi, Orange Sky Laundry now operates in multiple cities across Australia and New Zealand.

### 2 Transition Buxton

Transition Buxton works on a range of environmental projects in the town of Buxton in Derbyshire, UK. Their initiatives include a community orchard, a home energy scheme and a repair café. The repair café is a monthly service designed to reduce waste and carbon footprints, by fixing items that would otherwise have been thrown away. Run by volunteers, the group repair everything from washing machines to bicycles – all for free.

### 3 Wikitongues

This New York-based non-profit organisation offers free resources, training and grants for projects aimed at sustaining and promoting languages. Founded in 2014, one of the

charity's key initiatives is their series of Living Dictionaries – free online tools that document thousands of words and phrases from endangered languages. So far, the organisation has recorded videos of over 700 different languages and created hundreds of free resources.

### 4 Rural Urban Synthesis Society (RUSS)

Tired of the lack of affordable housing in Lewisham in Southeast London, a group of locals formed RUSS in late 2021, to design and self-build thirty-six new houses. The project – which is the largest of its kind in the capital – has given would-be residents the chance to build the homes alongside local volunteers. Residents will also have access to a local community centre, communal garden, shared laundry and a public playground.

### 5 Literacy Pirates

Literacy Pirates is a charity based in Hackney, London, that provides after-school reading and writing clubs for students whose teachers feel they could do with a bit of extra help. Aimed at children aged 9–12 and led by a group of qualified teachers and trained volunteers, the clubs take place in a series of pirate-themed learning spaces. The charity hopes not only to help improve student literacy, but also to promote confidence and self-esteem.

## GRAMMAR

**1** Choose the correct word to complete the sentences.

- 1 It ..... have been easy moving to a new school and not knowing anyone.  
**a** can't      **b** might      **c** could
- 2 You ..... have seen Jurassic Park – everyone has!  
**a** could      **b** must      **c** couldn't
- 3 They ..... have got stuck in traffic. It's very busy near the airport.  
**a** could      **b** can't      **c** couldn't
- 4 He ..... have called in sick – he didn't look well yesterday.  
**a** can't      **b** might      **c** couldn't
- 5 You ..... have practised a lot to be this good.  
**a** must      **b** can      **c** can't
- 6 It ..... have been Tom you saw. He's away this weekend.  
**a** might      **b** must      **c** can't

**2** Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish I ..... (have) more free time at the weekends.
- 2 If only you ..... (tell) me you'd be out late – I wouldn't have been so worried.
- 3 You should ..... (practise) your answers before the interview.
- 4 I wish the dogs ..... (bark) so much at night. I can never get to sleep.
- 5 If only you ..... (visit) me here in California – it's amazing!
- 6 You ..... (not take) my car without asking permission.

**3** Match (1–5) with (a–e).

- 1 The book has had brilliant reviews,  
**a** although you've got to have fun, too.  
**b** However I only do it the summer.  
**c** but on the other, it takes up a lot of my free time.  
**d** I love being out on the waves.  
**e** though the author didn't think it was her best work.
- 2 I love swimming in the sea.  
**a** though you've got to have fun, too.  
**b** However I only do it the summer.  
**c** but on the other, it takes up a lot of my free time.  
**d** I love being out on the waves.  
**e** though the author didn't think it was her best work.
- 3 Though I'm not very good at surfing,  
**a** although you've got to have fun, too.  
**b** However I only do it the summer.  
**c** but on the other, it takes up a lot of my free time.  
**d** I love being out on the waves.  
**e** though the author didn't think it was her best work.
- 4 Hard work is important,  
**a** although you've got to have fun, too.  
**b** However I only do it the summer.  
**c** but on the other, it takes up a lot of my free time.  
**d** I love being out on the waves.  
**e** though the author didn't think it was her best work.
- 5 On the one hand, I enjoy doing it  
**a** although you've got to have fun, too.  
**b** However I only do it the summer.  
**c** but on the other, it takes up a lot of my free time.  
**d** I love being out on the waves.  
**e** though the author didn't think it was her best work.

**4** Put the words in the correct order to make sentences with participle clauses.

- 1 in the capital, / many young people / arriving / to find / struggle / work
- 2 Miguel / it was / having moved / how noisy / to the city, / was surprised by
- 3 having finally / Sally / on time / finished / the report, / for once / left work
- 4 grew up / Teddy / being / brought up with / really fast / much older siblings,
- 5 Tina / was always / in the gym, / spending / too tired / so many hours / to walk home

**5** Rewrite the sentences using the words in brackets.

- 1 You may park your car here but only stay for an hour.  
 You may park here ..... (condition) for an hour.
- 2 If you don't make the first move, some people won't engage in conversation.  
 Some people won't engage ..... (unless) you make the first move.
- 3 If we finish badminton practice on time, I'll come and meet you.  
 I'll come ..... (providing) we finish badminton practice on time.
- 4 Stay calm and the performance will go well.  
 The performance will ..... (long) you stay calm.
- 5 If enough people come to help, we can clean the park in a couple of hours.  
 We can clean the park in a ..... (provided) enough people come to help.

## VOCABULARY

**6** Complete the news story with the words in the box. There is one item you don't need.

all-consuming    by chance    fortunate    life-changing  
 long-lasting    nineteen-year-old    world-famous

## Develop your talent

When <sup>1</sup> ..... Alenka Kos met Anders Bergman <sup>2</sup> ..... on a skiing holiday in Sweden, little did she know that this would be a <sup>3</sup> ..... event. Anders was a medal-winning skier, and he taught Alenka a few techniques to improve her own skiing. In fact, she improved so much during her holiday that Anders, who also ran a ski school, suggested she train as a ski instructor herself.

'I was so <sup>4</sup> ..... to meet Anders when I did,' explains Alenka. 'I'd just finished college and had no idea what I wanted to do next. But skiing's my passion, and once I met Anders, I had this <sup>5</sup> ..... desire to become an instructor and help others ski better. I'm not good enough to compete like Anders does, and I'll never become a <sup>6</sup> ..... athlete, but I've lived in Sweden ever since, and absolutely love my new life here. If there's something you're really interested in, just go for it!'

**7** Complete the sentences with the correct form of the idioms in the box.

a blessing in disguise back to the drawing board  
be a piece of cake miss the boat  
not be someone's cup of tea  
the grass is always greener on the other side

- 1 Thanks for inviting me to the gig but it's really ..... I'd rather stay at home.
- 2 This weather has been ..... If it had been hotter, we'd have suffered during the match.
- 3 I'll have to go ..... and start the table plan again. A few people can't come.
- 4 That test .....! I'll probably get 100 percent.
- 5 I've ..... on ticket sales – apparently, they've all just sold out.
- 6 People think ....., so they're disappointed when they realise it isn't.

**8** Complete the sentences with *across, down, into, out, over or through*.

- 1 Can you slow .....? I can't understand you.
- 2 I'll be going ..... a lot of detail about the process, so please make notes.
- 3 If you break things ..... into smaller chunks, they become easier to understand.
- 4 I'm going to go ..... the writing skills again in Thursday's lesson, so please do attend.
- 5 Can I talk ..... a few things with you? I want know how to improve my technique.
- 6 If you want to get your message ....., you'll have to be more assertive.
- 7 Oh no! I left something really important ..... of my presentation!
- 8 I don't think I'm ever going to figure ..... how to build this wardrobe!

**9** Complete the anecdote with the correct form of *go, have or make*.

Everything <sup>1</sup>..... wrong when we moved house. The removal guys turned up late, and nothing <sup>2</sup>..... according to plan after that. I'd carefully wrapped all my valuable items but it didn't <sup>3</sup>..... a difference. Two got broken. I <sup>4</sup>..... a point of writing on the boxes which room the items should be put in, but everything ended up in the wrong place. I thought it <sup>5</sup>..... sense to move the smaller items out of the house before the furniture, but that left us nowhere to put some of the bigger items. Also, we never <sup>6</sup>..... the opportunity to thoroughly clean our new house before we moved in.

**10** Choose the correct words to complete the sentences.

- 1 This is a very **exclusive / spacious** part of town and houses here cost millions.
- 2 People spend a lot of money making their homes **secure / fashionable** as there are lots of break-ins.
- 3 The room is so **stylish / spacious** that we had to buy some new furniture to fill it.
- 4 What an **elegant / exclusive** room! I love the decoration and layout.
- 5 Old houses tend to have a lot more **condition / character** than new ones.

**11** Match the sentence beginnings (1–6) with the endings (a–f).

- 1 Unemployment can lead to a series of events
  - 2 I attend literacy classes now as an adult because
  - 3 Homelessness isn't a big problem where I live,
  - 4 Overcrowding is a big problem in some countries,
  - 5 The majority of people don't understand what it's like to live in poverty
  - 6 The number of endangered languages is increasing
- a** with many people competing for the same resources.  
**b** that results in people losing their home and way of life.  
**c** because communication has become more and more globalised.  
**d** I didn't learn to read or write well enough when I was at school.  
**e** and to not even have basic needs such as warmth and shelter.  
**f** but there should be more shelters for people on the street in general.

**12** Complete the conversation with the phrases in the box. There is one phrase you don't need.

at least at the same time by far in fact  
in order to on the whole out of control

Steph: Is there a sense of community where you live?

Tom: Yes. It's <sup>1</sup>..... the friendliest place I've ever lived. What about you?

Steph: Well, neighbours don't tend to do much together, but <sup>2</sup>..... people are nice enough.

Tom: It's tricky to get the balance right. You want to say 'hi' and chat, but <sup>3</sup>....., you don't want to get in people's faces too much.

Steph: You're right. It's hard if you don't know people, though. Some of the kids' behaviour is <sup>4</sup>..... . Like, they kick balls against people's houses. I'm not sure how to approach the situation.

Tom: <sup>5</sup>..... they're playing out instead of being on screens. But you might need to speak to their parents <sup>6</sup>..... resolve things.

**13** Choose the correct word or phrase to complete the sentences.

- 1 Saira's got a big ..... and will help anyone.  
**a** heart      **b** back      **c** life
- 2 It was hard to get my life back ..... after losing my job.  
**a** the other side    **b** now    **c** together
- 3 Have you got ..... to live?  
**a** where      **b** the other side    **c** somewhere
- 4 It can be hard to get ..... of debt.  
**a** out      **b** a big      **c** my life
- 5 It took years of hard work to get ..... I am now.  
**a** together      **b** where      **c** somewhere
- 6 Simon has got his ..... back after failing the audition.  
**a** side      **b** heart      **c** confidence

## GRAMMAR

## present perfect simple and continuous

- 1** Use the prompts to write present perfect simple or present perfect continuous sentences.

- 1 How long / you / learn the violin?
- 2 You / ever / go / to Russia?
- 3 I / go to bed / much later / recently
- 4 I / wait / here / last two and a half hours!
- 5 Ali / see / the James Bond film / three times

## infinitive and -ing forms

- 2** Rewrite the sentences using the correct form of the verbs in brackets.

- 1 I used to buy groceries on the way home from work.  
I stopped ..... (buy) food on the way home.
- 2 Ask Sheila if she wants to come to the party.  
Remember ..... (invite) Sheila to the party.
- 3 I'll always remember waking up on that beach in Hawaii.  
I'll never forget ..... (wake) up on that beach in Hawaii.
- 4 You need to practise every day to learn anything.  
The way to learn anything is by ..... (practise) every day.
- 5 I'm travelling around Southeast Asia on my gap year.  
My plan is ..... (travel) around Southeast Asia on my gap year.

## future probability

- 3** Complete the sentences with the words in the box.

certain to	due to	going to
might	unlikely to	'll

- 1 I ..... never go travelling on my own because I'm simply not brave enough.
- 2 I'm ..... see Connie today, so could you give her this birthday card, please?
- 3 We ..... go to Japan this year but we haven't made our minds up yet.
- 4 They are not ..... make it to the airport on time if they don't hurry up.
- 5 She's ..... pass her exam on Monday. There's no doubt about it!

## relative clauses

- 4** Complete the sentences with a relative pronoun or '—' if the pronoun can be omitted.

- 1 Is Bearded Theory the festival ..... we first met? I can't remember.
- 2 The guy ..... we spoke to when we first arrived wasn't very helpful.
- 3 Remember that group ..... parents came to the festival with them? How embarrassing!
- 4 You know that orchestra ..... played last night? What was their name again?
- 5 Look, that's the festival ..... I was telling you about the other day.

## cleft sentences

- 5** Complete the text messages with *what* or *it*. Use the correct form of *be* if necessary.



LEX

Hey, Jen – I loved your flash mob in town today.

JEN

Haha! Thanks, Lex. <sup>1</sup> ..... our leader, Carlo's idea to organise it. We thought it might be a good way to advertise the dance group. <sup>2</sup> ..... interesting is that the police didn't try to stop it. They seemed to actually quite enjoy it!

LEX

<sup>3</sup> ..... I liked about it <sup>4</sup> ..... the dance off! I still can't believe you didn't win!

JEN

<sup>5</sup> ..... my last move that let me down! Haha! I did fall off a bench after all!

STU

Well, what's next? That's <sup>6</sup> ..... I want to know!

## future continuous and future perfect

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

- 1 We'll have finished / be finishing dinner by the time you get back, but I'll leave some in the fridge for you.
- 2 At this rate, I'll still have worked / be working on this project well into the new year.
- 3 She might have finished / be finishing with it by now. Why don't you go and ask her?
- 4 Call me later. I'll have spoken / be speaking to Jacob by then, so I should know more.
- 5 I'll have finalised / be finalising the contract by mid-afternoon, so I'll send it across after that.

## VOCABULARY

## personality adjectives

- 7** Complete the sentences with the adjectives in the box.

adventurous	ambitious	argumentative
curious	stubborn	

- 1 I must admit, I am quite ..... Once I've made up my mind, I rarely change it.
- 2 Young children are so ..... about the world. They want to know everything!
- 3 I'd say I'm pretty ..... I've flown in a helicopter, climbed a mountain – I've even rafted through the Amazon!
- 4 My mum was a pretty ..... businesswoman. She'd become a CEO by her mid-forties.
- 5 Those two are so ..... They're always falling out with each other.

**suffixes**

- 8** Complete the job advert with the adjective form of the words in brackets.

**Food Taster**

We're looking for people to taste test our new range of vegan products. This is a very  
 1 ..... (practice) job, and you don't need to be  
 2 ..... (experience) in the role as on-the-job training is provided.

Our workplace is fairly 3 ..... (relax) and we're looking for people who are 4 ..... (rely) and 5 ..... (optimist). In return for your tasting expertise, we offer 6 ..... (real) rates of pay and excellent benefits.

**science and technology**

- 9** Match the definitions with the words in the box. There are three words you don't need.

analyse	findings	predict	remotely	researcher
smart	tech industry	virtual reality		

- 1 images and sounds created by a computer that seem real to the user .....
- 2 controlled by computers, so it appears to act in an intelligent way .....
- 3 information discovered as a result of a study .....
- 4 to examine something carefully to understand or explain it .....
- 5 from a distance .....

**health and lifestyle**

- 10** Complete the phrases with the words in the box.

do	expand	keep (x2)	stay	transform
----	--------	-----------	------	-----------

- 1 ..... your lifestyle
- 2 ..... mentally active
- 3 ..... in shape
- 4 ..... regular workouts
- 5 ..... your horizons
- 6 ..... up your progress

**lifestyle adjectives**

- 11** Choose the correct words to complete the sentences.

- 1 I suppose my job is pretty **unique** / **tedious** in that I can be based anywhere in the world.
- 2 He lives in quite a **unique** / **modest** house, considering he's worth millions.
- 3 I've been told I'm full of crazy ideas, but I think I'm very **modest** / **ordinary**!
- 4 This project is so **tedious** / **ordinary**. I can't wait till it's finished.
- 5 Conditions at sea can be pretty **modest** / **harsh** and it's not fun being caught in a storm.

**festivals; the environment**

- 12** Complete the information about a festival.

acts	attracts	carbon footprint	festivals-goers
organisers	renewable	sustainable	venues

A Greener Festival is a not-for-profit organisation which helps festival 1 ..... around the world to make their events more sustainable and reduce their 2 ..... . This lessens their environmental impact and 3 ..... those keen to make a difference, including not only 4 ..... but the musicians themselves. The organisation's Woodstock Principles, launched on Earth Day 2008, are a set of ten ideas which encourage anyone in the music industry to hold more environmentally-friendly events. These principles include things like using 5 ..... energy and reducing waste at 6 ..... , as well as selling greener merchandise. It also encourages fans and 7 ..... alike to adopt 8 ..... practices.

**How to ...**

- 13** Complete the conversation with one word in each gap.

Pippa: I'm absolutely passionate 1 ..... reading. I'm not a big 2 ..... of science fiction or fantasy, but I'll read anything else. You?

Max: I'm 3 ..... keen on sci-fi either. I've got really 4 ..... crime recently.

Pippa: Me too! 5 ..... I love about it is trying to guess who did it.

Max: Well, I've just finished a great Harlan Coben mystery. I'd 6 ..... happy to lend it you.

- 14** Complete the text with the words in the box.

fact	impression	sure	thought	way
------	------------	------	---------	-----

Look our new neighbours! I'd have 1 ..... they'd stay in more now they've got children. I get the 2 ..... they've got a lot of money. I'm not 100 percent 3 ..... but I think they've even got a live-in nanny to look after the kids. There's no 4 ..... I'd have let someone else bring our kids up! I know for a 5 ..... I'd have done a better job myself!

- 15** Complete the conversation with one word in each gap.

Emir: Do you watch much TV?

Burcu: I use streaming services like Netflix, Amazon Prime and ..... on.

Emir: I've just finished a good Scandi noir series.

Burcu: What is Scandi noir? Is it sort ..... dark crime or something?

Emir: Crime stories set in Scandinavian countries. Sometimes weird ..... happens. It's good. I like the scenery ..... everything. I read the subtitles. I find it ..... of interesting listening to the languages.

Burcu: Are there many?

Emir: Languages? Maybe – five ..... so.

## GRAMMAR

## past perfect simple and continuous

- 1** Complete the sentences with the correct form of the verbs in brackets.

- 1 By the time I got home, the kids ..... (eat) all the pizza and there was none left for me!
- 2 I had to rush back home because I suddenly realised I ..... (leave) the door unlocked.
- 3 I was exhausted by lunchtime because I ..... (do) a lot of heavy lifting.
- 4 She ..... (ring) for ages before Matt finally answered his phone.
- 5 I ..... (always love) dancing so was keen for my son to give classes a try.

## past plans and intentions

- 2** Rewrite the sentences using the verbs in brackets.

- 1 I planned to see Shelly but I forgot.  
I ..... Shelly but I forgot. (supposed)
- 2 Ben intended to go to university, but decided to get a job instead.  
Ben ..... to university, but decided to get a job instead. (going to)
- 3 I thought about getting a new hairstyle but I'm not going to now.  
I ..... a new hairstyle but I'm not going to now. (considering)
- 4 I thought I'd see you at the market but I didn't.  
I ..... you at the market but I didn't. (expecting)
- 5 We had made a plan to go to Goa, but had to cancel.  
We ..... to Goa, but had to cancel. (planning)

## necessity, prohibition and permission

- 3** Choose the correct words to complete the sentences.

- 1 Sorry I wasn't in when you called. I **must** / **had to** go to the dentist.
- 2 Ball games are not **permitted** / **forbidden** on the grass. Please use the pitch provided.
- 3 I **mustn't** / **couldn't** go to the concert in the end because I had a bad cold.
- 4 Are we **allowed** / **forbidden** to use our phone here?
- 5 Look at the state of your hair! We **can** / **must** get it cut – it's far too long.

## past modals of deduction

- 4** Complete the sentences with the correct form of the verbs in brackets and a modal of deduction.

- 1 It ..... (be) easy for Jo to apologise when both parties were to blame.
- 2 It ..... (be) exciting for you to see Emily in her first TV show!
- 3 I ..... (always have) mild asthma, but who knows?
- 4 I think he ..... (decide) to go home – he didn't look very well earlier.
- 5 They ..... (travel) by train because they were all cancelled.

**wish, if only, should have**

- 5** Choose the correct options to complete the sentences.

- 1 I wish **we left** / **we'd left** earlier because now we'll miss the train!
- 2 You shouldn't **have told** / **tell** them you were fired from your last job.
- 3 If only **I tried** / **I'd tried** a bit harder at school when I was younger.
- 4 I wish you **had told** / **will tell** me you were coming!
- 5 If only **they'll be** / **they'd be** a bit quieter next door

## participle clauses

- 6** Complete the anecdote with the correct form of the verbs in brackets.

- 1 ..... (wake) up suddenly in the middle of the night I shouted, 'Who's ringing the doorbell?'
- 2 ..... (climb) out of bed, I went downstairs to open the door. Having <sup>3</sup> ..... (unlock) it, I said, 'We haven't actually got a doorbell'.
- 4 ..... (sit) back in bed, puzzled, I looked up why I'd been so convinced I'd heard a doorbell ring.
- 5 ..... (have) now read lots about this phenomenon, I know it's called a 'hypnagogic hallucination' and it occurs when we're not fully asleep!

## VOCABULARY

## work and careers; areas of work

- 7** Complete the sentences with the correct form of the words in the box.

 accountancy advance publishing  
 retrain start out

- 1 My cousin works for a large ..... firm. He's always enjoyed working with numbers.
- 2 I've decided to ..... as a beautician. I like styling hair but I want to try something new.
- 3 My dad ..... in banking, but switched to the antiques business in his forties.
- 4 My boss keeps suggesting I try for promotion but I'm not interested in ..... my career.
- 5 I wouldn't mind working in ..... I love reading books of all kinds, and I'd like to be an editor.

## prefixes

- 8** Complete each word with a prefix.

- 1 Stop being so ..... patient! I'll get you something to eat as soon as I've finished this.
- 2 I've ..... written the conclusion to my essay because I didn't think it included everything.
- 3 A ..... heading is a line or two that gives more information about something you're going to read.
- 4 Mario's being a bit ..... honest about where he was on Saturday. He's not telling the truth.
- 5 I think I've ..... understood the instructions for this table – why does it look so weird?

**reporting verbs****9 Choose the correct words to complete the sentences.**

- 1 I **suggested** / **admitted** taking the car to the garage so they can take a look at it.
- 2 He **apologised** / **denied** transferring the money from our joint account into his own!
- 3 The officer **insisted** / **accused** it was me on the CCTV footage, but I wasn't even in the area.
- 4 The woman **refused** / **doubted** to move her car so I could get out of my driveway.
- 5 I really **deny** / **regret** spending so much of my savings on that terrible car.

**compound adjectives****10 Complete the biography with the compound adjective form of the words in brackets.**

**Kim Peek (1951–2009)** was a ..... (world / famous) savant. In fact, if you've ever seen the ..... (wide / respect) 1980s film *Rain Man*, you might be aware that it was based on him. Kim could recall 10,000 books he'd read, which would be incredibly ..... (time / consume) for us, but Kim could memorise a whole book in an hour.

Kim had been born a savant: there was no sudden ..... (life / change) event that altered his brain and left him with ..... (long / last) effects. The ..... (fifty-eight / year / old) died in 2009, but his memory lives on.

**chance****11 Complete the sentences with the words in the box.**

by chance fortunate random  
unexpected unfortunate

- 1 Winners are chosen at ..... The names are pulled out of a hat.
- 2 It was ..... that your flight was cancelled.
- 3 Josef leaving the company was totally .....
- 4 I found that book you wanted ..... when I was looking for something else.
- 5 You're very ..... to be able to play the piano like that. I wish I could play an instrument!

**phrasal verbs: explaining****12 Complete the definitions with the words in the box.**

figure out get across go over  
leave out talk through

- 1 If you ..... something ..... to other people, you make something understood.
- 2 If you ..... something ....., you understand it after thinking about it for a while.
- 3 If you ..... something ....., you don't include something or someone.
- 4 If you ..... something ....., you discuss something thoroughly.
- 5 If you ..... something, you repeat it carefully until it is clear.

**describing homes and living conditions****13 Choose the correct words to complete the sentences.**

- 1 To make your house completely **stylish** / **secure**, invest in a good alarm.
- 2 This house is full of **character** / **condition**. Just look at the ceilings.
- 3 There is a very **exclusive** / **spacious** garden, with room for a pool!
- 4 This is an **elegant** / **exclusive** area of town where many famous people live.
- 5 The house was in excellent **condition** / **character** – nothing needed doing.

**world issues****14 Complete the sentences with the words in the box.**

endangered homeless housing literacy poverty

- 1 My first language is ..... because no one uses it anymore.
- 2 Low levels of ..... can lead to a lack of confidence and progress.
- 3 There simply is not enough ..... for everyone who needs a place to live.
- 4 There are way too many ..... people and this is terrible in such a wealthy country.
- 5 Too many people live in ..... and struggle to pay their bills.

**How to ...****15 Complete the conversation with one word in each gap.**

Lara: I can't <sup>1</sup> ..... anything to work! There's something <sup>2</sup> ..... with my laptop and now there's a <sup>3</sup> ..... with the fridge!

Jo: It might be <sup>4</sup> ..... having a look at that little dial thing. Maybe it's too low. <sup>5</sup> ..... don't you try getting a tech guy to take a look at your laptop?

**16 Complete the conversation with the words in the box.**

advice hope might should suggest

Al: Can you give me some <sup>1</sup> ..... on clothes?

Sue: Well, I <sup>2</sup> ..... you don't take this the wrong way, but you do put strange colours together!

Al: Do I? What would you <sup>3</sup> ..... , then?

Sue: It <sup>4</sup> ..... be a good idea to look through some magazines or online.

Al: I haven't got time! I need something for a wedding next week. What do you think I <sup>5</sup> ..... do?

**17 Complete the instructions with one word in each gap.**

To <sup>1</sup> ..... with, get all your ingredients together. The next <sup>2</sup> ..... is to chop the onion and put the water on to boil. Once <sup>3</sup> ..... done that, fry the onions. When the water is boiling, add the pasta. Now add the tomatoes to the pan. <sup>4</sup> ..... not essential that you stir the sauce continuously, but <sup>5</sup> ..... careful it doesn't burn. If you <sup>6</sup> ..... , you could add some basil. The final <sup>7</sup> ..... involves stirring the pasta into the sauce.

## GRAMMAR

**while, whereas and whilst**

- 1** Match the sentence beginnings (1–8) with the endings (a–h) to make sentences with *while*, *whereas* and *whilst*.
- 1 While Daisy is quite confident and outgoing,
  - 2 Whereas the north is experiencing heavy snow,
  - 3 Naoko loves extreme activities like rock-climbing,
  - 4 Whilst I enjoy Paulo's company,
  - 5 While my partner loves folk music,
  - 6 Whilst I often forget where I've put things,
  - 7 Whereas most people in my class went on to uni,
  - 8 Whilst my daughter is loud and rebellious,
- a whereas I prefer staying in with a good book.
  - b it's quite warm in the rest of the country.
  - c I do at least take care of my possessions.
  - d I decided to go travelling for a year.
  - e I couldn't listen to his stories for hours on end!
  - f I much prefer bands like Deftones and Metallica.
  - g my son is fairly calm and thoughtful.
  - h her brother Rob is lacking in self-belief.

**quantifiers**

- 2** Complete the conversation with the words in the box.  
There are two extra words.

all each few good handful little  
majority minority number several

Dan: Hey, so have you ever been foraging?

Alexis: Er, I don't think so! What is it?

Dan: You know, it's when you go out into nature to look for food. You collect it, bring it home and use it in your cooking. Very <sup>1</sup>..... people do it, but I suppose that's a good thing – more food for everyone else!

Alexis: Are you talking about picking mushrooms and berries and things? I *have* done that once, but I only collected a <sup>2</sup>..... of blackberries – it was a bit of waste of time to be honest.

Dan: Well, you've got to go to the right place at the right time. The <sup>3</sup>..... of people who do it go regularly and know all of the best spots. There's a <sup>4</sup>..... deal of food out there if you know what you're doing – and it's <sup>5</sup>..... free!

Alexis: But doesn't that cause problems for, like, the ecosystem or whatever?

Dan: Not if you do it carefully and thoughtfully. You can't just grab a large <sup>6</sup>..... of things all from the same place. If <sup>7</sup>..... person takes just a <sup>8</sup>..... of what's available, nothing suffers. And you get free food out of it! What's not to like?

**do and did for emphasis**

- 3** Rewrite the sentences using the correct form of *do* or *did* to add emphasis.

- 1 I've gone off them now, but I used to like a band called Zeds.  
I ..... a band called Zeds, but I've gone off them now.
- 2 Who's this song by? I really like it.  
I ..... – who's it by?
- 3 I live-stream a lot of concerts, but I don't go to them.  
I don't go to a lot ..... live-stream them.
- 4 I'm surprised that you still work at Wonderland Theme Park!  
You ..... Wonderland Theme Park, do you?
- 5 I want to go on holiday. But I don't want to go with Candice.  
I ..... on holiday, just not with Candice.

**passives**

- 4** Complete the sentences with the correct passive forms of the verbs in brackets.

- 1 It ..... generally ..... (accept) that teenagers need much more sleep than adults.
- 2 Students at Downheel High ..... (expect) to be punctual and look smart.
- 3 It ..... (recommend) that everyone gets between seven and nine hours' sleep a night.
- 4 In the past it ..... (think) that the sun orbited the Earth and the Earth was flat.
- 5 In the 1970s, it ..... (believe) that chimpanzees could be taught to speak.
- 6 A large storm ..... (report) out at sea, so the 2 p.m. ferry has been cancelled.
- 7 It ..... (decide) that the car park would close at midnight, but no one knew about it.
- 8 It ..... (suggest) that video games help develop problem-solving skills and relieve stress.

**non-defining relative clauses for comments**

- 5** Complete the sentences using a relative clause and the prompt in brackets to add a comment.

- 1 The post came early this morning, ..... *which was a surprise*.... (a surprise)
- 2 I've finally passed my grade 2 violin exam, ..... ! (a relief)
- 3 I've got a younger sister, ..... (get on well with)
- 4 I grew up in the suburbs, ..... (extremely boring)
- 5 My alarm clock went off in the middle of the night, ..... (annoying)
- 6 Everyone got a bonus this year except his department, ..... (seems unfair)
- 7 Belle has settled into university life well, ..... (great to hear)
- 8 Tom's got a new French teacher, ..... (enjoys being taught by)

**reported orders, requests and advice**

- 6** Read the weather report. Then, complete the reported sentences using the correct form of the verbs in brackets.

'The weather looks set to be wild and windy this weekend with Storm Norman on the way. It would be wise to avoid any unnecessary travel and ensure your property is secured. The winds are likely to be particularly strong in the north of the country. Be very careful when out and about as there could be flying debris. Rain might cause flooding in some areas. Please follow the weather warnings for your local area.  
That's all for now – have a safe and pleasant evening.'

- 1 The reporter ..... (say) that the weather ..... (look) set to be wild and windy that weekend.
- 2 He ..... (advise) people to avoid unnecessary travel and ensure their property ..... (be) secured.
- 3 He ..... (warn) that the winds ..... (be) likely to be particularly strong in the north of the country.
- 4 He ..... (recommend / be) very careful when out and about as there could be flying debris.
- 5 He ..... (suggest / follow) your local weather warnings.
- 6 He ..... (wish) everyone a safe and pleasant evening.

**adverbials of concession**

- 7** Choose the correct words to complete the sentences.
- 1 The car broke down on the motorway which was scary. **On the one hand / However**, we did get a free lift home!
  - 2 **On the one hand / Although** I'd seen the neighbour around, I'd never spoken to him before.
  - 3 **Though / However** I enjoy most kinds of food, I'd have to say Japanese is my favourite.
  - 4 I'm not into grime music, **on the other hand / although** I do like this particular song.
  - 5 **However / Although** I usually love sunny weather, it's way too hot for me here!
  - 6 **Though / However** my friends all live nearby, I don't see them very often because we're all so busy.
  - 7 **On the one hand / Though** I do really enjoy skiing, I don't really like other winter sports.
  - 8 I've travelled all over the world. **However, / Although** I've never visited Europe.

**conditionals with conjunctions**

- 8** Rewrite the sentences using the words in brackets.

- 1 Children can go on the rides, but only if they are over one metre tall.  
Children can go on the rides ..... (condition)
- 2 You need to come and get your lunch now or it will go cold.  
..... come and get it now. (unless)
- 3 I'll go with you to the concert but only if we don't stand at the front.  
..... at the front. (provided)
- 4 We'll make it in time for the film if we leave right now.  
We'll make it in time for the film ..... (long)
- 5 You can go out with your friends but you must be home by ten o'clock.  
....., you can go out with your friends. (so)

**How to ...**

- 9** Complete the conversation with one word in each gap.

- Larry: Climbing is so dangerous, I don't think it's fair on climbers' families.  
Chris: I see your <sup>1</sup> ..... , but I wouldn't stop someone doing something they loved.  
Larry: That's a <sup>2</sup> ..... point, I suppose. But on the other <sup>3</sup> ..... , don't you think it's a bit irresponsible?  
Chris: I know what you <sup>4</sup> ..... , but it's up to the people themselves to decide what's right.  
Larry: I <sup>5</sup> ..... your point, but I still think it's a very dangerous activity.

- 10** Number the opening lines of an argument in the correct order.

- a Secondly, it's much more difficult to do complex speaking activities online.
- b As a result, teachers tend to focus on simple activities that can be completed alone, which isn't enough.
- c This is true for three main reasons. Firstly, doing everything online means that children get little to no time to interact outside of the classroom.
- d The impact of this is that they will find it much more difficult to develop key social skills.
- e I'd like to start off by saying that I completely disagree with the idea that online education is better than being in a physical classroom.

## VOCABULARY

## collocations about memory; idioms: memory

1 Complete the article with one word in each gap.

## Why we immediately forget people's names

We all meet new people regularly, and think we listen carefully to their names when we're introduced. But then, only moments later, it appears that the name went in one <sup>1</sup> ..... and out the other, even for those who fully believe they have perfect <sup>2</sup> ..... Are our short-term <sup>3</sup> ..... so poor?

Not exactly. Research indicates that we are less likely to remember every <sup>4</sup> ..... of conversations that were neither very interesting nor very important to us. The more important it is to remember a name, such as your new manager's, the more likely it is that you'll make the effort to learn it by <sup>5</sup> ..... But sometimes, you want to remember but still can't. The name, given only minutes before slips your <sup>6</sup> ..... completely. Is your memory playing <sup>7</sup> ..... on you? No. You simply underestimated how much effort is required to remember something.

## emotions and feelings

2 Choose the correct words to complete the sentences.

- 1 I'm really passionate **about / on** travel.
- 2 I'm not fond **about / of** sweet things.
- 3 A lot of people are terrified **on / of** spiders.
- 4 I don't think John's keen **on / by** Michael.
- 5 I'm so fed up **by / of** my journey to work.

## word families

3 Complete the table with the correct form of the words.

verb	noun / person	adjective	adverb
<sup>1</sup> .....	research / researcher		
predict	<sup>2</sup> .....	predictable	predictably
		<sup>3</sup> .....	virtually
		remote	<sup>4</sup> .....
analyse	analysis / analyst	analytical	<sup>5</sup> .....
	science / <sup>6</sup> .....	scientific	scientifically

## nature

4 Complete the sentences with the words in the box.

coastline deserted beach  
river bank track woodland

- 1 The company sources wildflowers from along the western .....
- 2 The trees in this ..... are unique to this area.
- 3 This ..... leads all the way to the river.
- 4 By this time next week, I'll be lying on a .....!
- 5 The ..... is home to several types of beaver.

## lifestyle adjectives

5 Match the sentence beginnings (1–6) with the endings (a–f).

- 1 Driving on the motorway is so .....  
a because the conditions are so harsh.
- 2 Few people go to Antarctica in winter  
b I don't do anything other people don't.
- 3 She's very modest about her achievements  
c they're very happy and learn so quickly.
- 4 Working with children is so rewarding –  
d and never shows off about them.
- 5 I lead a pretty ordinary life –  
e was a truly unique experience for me.
- 6 Visiting Norway in twenty-four-hour daylight  
f tedious and you can get very tired.

## phrasal verbs: performing; phrasal verbs: communication

6 Choose the correct words to complete the review.

Just back from seeing a new performance of *Alice in Wonderland* at my local theatre. The actors <sup>1</sup>came / went across as confident and well-rehearsed. They even managed to <sup>2</sup>carry / continue on when someone in the audience dropped something loudly! One of the younger actors <sup>3</sup>moved / messed up their lines at one point but it didn't matter.

The only negative was that the costumes and stage scenery didn't <sup>4</sup>live / bring up to expectations. Whoever <sup>5</sup>put / came up with some of the ideas had some very strange ones! It <sup>6</sup>put / gave me off at first because it was so strange, but I got used to it after a while!

## film and TV

7 Complete the conversation with the words in the box.  
There are three extra words.

based cast costumes ending scene  
set soundtrack subtitles twist

Isla: I like films set in other countries. The scenery's great and the <sup>1</sup> ..... is often music from that country.

Neil: Do you? I hate having to read <sup>2</sup> .....

Isla: I don't mind, as long as the <sup>3</sup> ..... is good. You know, the actors need to be believable.

Neil: Yeah, and I don't mind if they aren't well-known. I like films with a clever <sup>4</sup> ..... at the end, too.

Isla: That you didn't see coming – yes! I like films <sup>5</sup> ..... on books I've read, as well.

Neil: Even though you know the <sup>6</sup> .....?

Isla: Why not? I usually forget storylines anyway!

## illness and treatment

- 8** Choose the correct option (a–c) to complete the sentences.
- 1 I can't stop sneezing! I'm tired of having ..... .
    - a antibiotics
    - b allergies
    - c asthma
  - 2 I must have ..... . I'm going to be sick again!
    - a antibiotics
    - b vaccines
    - c food poisoning
  - 3 ..... can protect against illnesses.
    - a Vaccines
    - b Allergies
    - c First aid
  - 4 I've just finished a ..... course, where I learned about basic treatment in an emergency.
    - a medication
    - b vaccine
    - c first aid
  - 5 People who suffer from ..... sometimes have breathing problems.
    - a antibiotics
    - b asthma
    - c food poisoning

## sleep; exercise; sport: motivation and benefits

- 9** Choose the correct words to complete the sentences.
- 1 The main **benefits / strengths** of exercise are that you sleep better, look better, and feel better.
  - 2 I prefer gentle exercise that relaxes me, so I fall into a lovely deep **sleep / nap** at night.
  - 3 I don't like **high-impact / low-impact** activities. I'm always **aerobic / exhausted** afterwards.
  - 4 I like to give myself a **discipline / challenge** when I exercise, so I try to keep improving my times.
  - 5 They say that **moderate / flexibility** exercise at least three times a week helps you sleep better.

## time expressions

- 10** Complete the sentences with the words in the box. You need to use one of the words twice.

moment opportunity threat time

- 1 Oh, hello! Come in! You're just in ..... for something to eat.
- 2 The future of the Arctic is under ..... from global warming and we must act faster.
- 3 They managed to get the cows off the track and not a ..... too soon – a train was coming.
- 4 Unfortunately, ..... has already run out for some species and they're now extinct.
- 5 Your window of ..... to get the tickets is short, so you'd better hurry.

## video conference calls

- 11** Choose the correct words to complete the text.

My <sup>1</sup>**internet connection / volume** has never been great, but today my screen was <sup>2</sup>**muted / frozen** from the start of the call, and it was almost impossible to carry on. The <sup>3</sup>**link / host** of the meeting was getting really annoyed and had to <sup>4</sup>**invite / get in** me back several times. When everything was working, there was either an <sup>5</sup>**echo / internet connection** or there was a <sup>6</sup>**link / delay**, so I kept speaking over people.

## collocations with *get* and *take*

- 12** Complete the sentences with the correct form of *get* or *take*.
- 1 I'm sorry, but you've ..... that completely wrong. I've never even been here before.
  - 2 Please don't ..... this personally, but I don't think that colour suits you.
  - 3 I wish I'd stayed at home. I ..... soaked on the way to the station.
  - 4 Let's watch something nice on TV and ..... your mind off things for a while.
  - 5 Are you glad you've ..... all that off your chest?

## idioms: regrets

- 13** Match the idioms (1–5) with the definitions (a–e).

- 1 be a piece of cake
  - 2 a blessing in disguise
  - 3 miss the boat
  - 4 the grass is always greener on the other side
  - 5 not be (someone's) cup of tea
- a lose an opportunity
  - b not be a favourite or well-suited thing or activity
  - c something that seems bad but later seems good
  - d be very easy to do
  - e a situation seems attractive but may not really be

## collocations with *go*, *have* and *make*

- 14** Complete the sentences with the correct form of *go*, *have* and *make*.

- 1 My parents always ..... a point of reading me and my brother a bedtime story at night.
- 2 I don't ..... much in common with my sister but we get on well enough.
- 3 These wardrobe instructions don't ..... sense. Where does this piece go?
- 4 Unfortunately, the trip didn't ..... according to plan. We kept missing transport connections.
- 5 Everything ..... wrong yesterday: my car broke down, I was burgled and I lost my purse!

## prepositional phrases

- 15** Complete the sentences with the phrases in the box. There are two extra phrases.

at least at the same time by far in fact  
in order to on the whole out of control

- 1 ..... make sure the parcel arrives tomorrow, you'll have to send it with our special service.
- 2 I like Tim ..... , but I don't really get his sense of humour.
- 3 ..... the best way to keep rice fresh is to freeze it as soon as it's cooked.
- 4 ..... three students in my class have the same bicycle and it gets a bit confusing.
- 5 Those children are completely ..... . They need to be taught how to behave properly.

## UNIT 1

### Audio 1.01

- 1 If you have any questions, just let me know.
- 2 If it's not too expensive, let's do that course together.
- 3 If people properly check the facts, they would believe it.
- 4 If we leave now, we should make it.
- 5 If that rings true for you, then it probably is.
- 6 If it's not too difficult, let's give it a go.

### Audio 1.02

- 1 We need to take the initiative here.
- 2 With us, you can fulfil your potential.
- 3 We're constantly striving for excellence.
- 4 We try to create a nurturing environment.
- 5 They have maintained rigorous standards for years.
- 6 All we're asking for is a bit of mutual respect.
- 7 Fostering good relationships is what our institution does best.
- 8 It's an excellent school with a quality curriculum in all subjects.

### Audio 1.03

Terry: Good afternoon, I'm Terry Howell and I'm joined on the programme today by Kendra Lewis, an education professional who specialises in S-T-E-M – or STEM – education. In case you don't know what that is, it's a new way of thinking in curriculum development that strives for excellence in the way our children learn and develop the skills they need for the world of work. Kendra, tell us more about STEM education, and why it's important.

Kendra: Good afternoon, Terry, and thanks for having me on the show. So, this is all borne out of a mismatch between the skills and knowledge traditionally taught at school and those needed right across the board in a number of key industries. It's worth bearing in mind that we're trying to prepare children for jobs that don't yet exist. And with advances in technology lurching forward and unprecedented challenges in the world, this is becoming more of an issue at an increasingly fast rate. But with STEM learning, we can get to the heart of the issue and teach those skills which will be universally useful to people in the future, whatever profession they work in.

Terry: I see. So what is 'STEM learning', exactly, then?

Kendra: It involves the merger of four main educational disciplines: science, technology, engineering and mathematics (S, T, E, M). It's essentially an integrated curriculum that allows for the development of core skills that are useful, such as critical thinking and creativity in problem solving. But, in fact, delivering a quality curriculum involves more than that, and STEM education is now moving more towards a STEAM model. That's S-T-E-A-M.

Terry: STEAM? Let me guess – involving the arts?

Kendra: That's precisely what it is, that's spot on! It's essential that we embrace the fact that a lot of work in the future will be automated. So, whoever serves your burger or sells your cinema tickets will be replaced by technology. And that's a good thing in the long term, as companies can pass on savings to customers. But there are still a lot of areas that can't be fully automated, even with the use of AI (or artificial intelligence). You see, the thing that sets us humans apart is our creativity, especially in terms of creative solutions to problems. By adding the arts to the mix, we can further integrate existing curriculums into STEAM education. And by developing a nurturing environment across a range of disciplines, there are further possibilities for students to find their own path in the real world.

Terry: Fascinating. And so how do you see the way forward? Do you think schools will implement this approach to learning? What changes will need to be made?

Kendra: The starting point is to remember that it's an integrated approach. We as educators need to stop thinking of education as the transfer of knowledge within the distinct frameworks of school subjects. So the approach to education will need to establish clear connections between standards, assessments and teaching. Key skills to nurture are a sense of inquiry – which children are naturally equipped with – collaboration and a focus on process-based learning, not knowledge and facts.

Terry: I see, but what does that mean in more practical, day-to-day terms?

Kendra: Well, as I said ...

### Audio 1.04

- 1 It's essentially an integrated curriculum.
- 2 That's precisely what it is, that's spot on!
- 3 Do you think schools will implement this approach to learning?
- 4 The starting point is to remember that it's an integrated approach.

### Audio 1.05

Terry: I see, but what does that mean in more practical, day-to-day terms?

Kendra: Well, as I said, the starting point is integration. So, in practical terms, that means teachers from different subjects getting together to plan lessons collaboratively. In some cases, a school will have a 'planning team', made up of teachers from different disciplines, looking at how they can integrate different strands of their courses.

Terry: That sounds like a lot of extra work.

Kendra: Actually, it's not – not in the long term, anyway. Many teachers I've spoken to find that the collaboration makes things easier, and they themselves learn a lot from each other. For educational managers, it's a case of adjusting timetables and the scheduling of classes to take account of the fact that different subjects have merged, and also developing a fully integrated curriculum, focusing on process, not product.

Terry: And I'm guessing staff will need training in this, right?

Kendra: Absolutely. Whoever decides to adopt STEAM learning will need full professional development. But, to be honest, it's not as drastic as it sounds. The resources and materials are there. It's more about changing the initial mindset towards one of fully integrated study.

Terry: Interesting.

Kendra: The last thing to consider is assessment. This really needs to be 'unpacked' and redesigned from scratch. Whereas traditional exams focus on knowledge of facts, STEAM assessments need to focus on skills. So, for example, an assessment might present a problem to be solved, and students are then assessed on how well they collaborate, what questions they ask, how creative their ideas are, that kind of thing. Again, the focus needs to be on the process, not the product.

Terry: So, solving the problem isn't as important as the way in which it's solved.

Kendra: That's exactly what I mean, yes.

### Audio 1.06

Presenter: Welcome to today's programme, where we're discussing creativity. With me today are three creatives. We've got Daisy Pennant, a marketing manager, Eddie Kemp, who writes code and designs smartphone apps, and last but not least we have Ella Bowman, a journalist. To get the ball rolling, let's start with Eddie. Eddie, what exactly is creativity?

Eddie: Wow, what a question! Hmm, well, I guess it's sort of being able to have a lot of ideas, isn't it?

Daisy: If I can come in here, there's a commonly held view that while creativity does involve being able to have a lot of ideas, it also involves seeing them out to fruition. So, for example, I might have an idea for a marketing promotion, but being creative is about actually building that promotion and seeing it develop through a process of trial and error into a real, tangible campaign.

Presenter: So, sort of having lots of ideas build upon each other into something real?

Daisy: Yes, that's exactly what I mean.

Presenter: I'd like to hear Ella's thoughts on this. Ella?

Ella: I'm with Daisy on this. Creativity is so much more than just having ideas. And earlier you raised an important point, in that often it's a process of trial and error. You build on your initial idea with other ideas, try them out, take what works and build a solid picture. So creativity is more of a process ...

Eddie: That's a really good point ... sorry, I didn't mean to cut you off, but, yes, it is a process. I often find that the hardest part is having that first idea, so if I'm having trouble finding it, I might just start with something simple, knowing I won't end up using it, then that sort of gets the wheels in motion, so to speak, and other ideas follow. Sorry, Ella, you were saying ...

Ella: No problem. I was just saying exactly that, really, that's it's more of a process than just a collection of ideas. It's what's often called the 'creative flow'.

Presenter: Do you agree, Daisy?

Daisy: Absolutely. The creative flow's a bit like a fast river. Once you're in, the river will carry you in its flow, but sometimes that first piece of inspiration is the hardest, like jumping in the water, so to speak.

Presenter: Let me pick up on that, if I may. I know you probably get asked this all the time, but where do you get inspiration from? Daisy?

Daisy: That's the really big question, isn't it? And the answer, for me, is everywhere! I read, I watch videos, I watch people ...

Ella: For me, if I'm trying to come up with ideas for a story, I almost always draw from my experience. I had an English teacher at school who always said, 'write about what you know.' And I think that's always guided my writing and made it feel more personal and engaging for my readers, something they can relate to, if you will.

Presenter: Interesting. If I can just bring Daisy back in, is that something you draw inspiration from, too?

Daisy: Well, what I started to say was that, yes, I soak up inspiration from everything, and that includes my own experience.

Eddie: I think, for me, when I'm trying to think of ideas is important, too, and, going back to what I was saying earlier, I think creativity is really all about getting the process started. As we mentioned before, it's like a river. And for me, I do this best first thing in the morning, that's when I can have that initial idea, then get things moving so that more ideas come to me.

Presenter: Interesting. Now, to go back to my earlier point about what exactly creativity is, do you think ...

#### Audio 1.07

- 1 But surely it's not that simple.
- 2 But don't you think it's important to consider?
- 3 So you're saying we can draw ideas from anywhere.
- 4 Did you say 'a river'? What's that got to do with it?

#### Audio 1.08 and 1.09

A: To go back to my earlier point about what exactly creativity is, can we add anything to our definition? To get the ball rolling, let's start with Alison.

B: Well, I think there are two key concepts: novelty and value. Is it a new idea? Does it have value?

A: But surely an idea doesn't have to be completely new? Sorry, I didn't mean to cut you off, Alison. But take the work of a biographer, for example. They're telling a story that's already there. The novelty comes from the way that they tell it. Sorry Alison, you were saying ...

B: Not at all, you're right. That's where novelty plays a part, in how you turn ideas into reality.

A: I'd like to hear Chris's thoughts on this.

C: I completely agree. And value is important, too. Does your idea have value to other people? Obviously everyone's different, and the more people it has value for, the more valuable it is.

A: Yes, and going back to what we were saying before, not all creative people are alike.

#### Audio 1.10

Ilsa: Yeah, so, a lot of the time when I was at school, I wasn't really into history as a subject, and I think that's mainly down to the way we were taught it. We read aloud long texts about what life was like during, say, the Tudor period, then we'd have to learn all these different important dates from history. I just couldn't really see the point of it all. But then I had this new teacher and he really loved the subject himself. And I think that passion for history just rubbed off on us as he was able to bring it to life. I remember, once, he told us to think about the very spot where we were sitting and consider all the people in the past who had walked over that same spot, how fascinating that was. I think that really inspired us on a personal level. After that, I started to find lessons really interesting. So, yeah, I think that was the best teacher I ever had.

Brayden: I had a French teacher when I was at secondary school, who I think was my favourite teacher. I learnt a lot with her. One of the reasons she was so good, I think, was that she encouraged risk-taking. So, if I made a mistake, rather than draw attention to that mistake, she'd praise me for making the effort. And she created this really sort of friendly, nurturing dynamic in the lessons, so that we felt secure and comfortable trying things out and not worrying too much about our errors. The other thing she did was help us to discover things for ourselves rather than just feed us

answers. So instead of just lecturing us about a grammar point, she'd encourage us to work out the rules ourselves by looking at examples in context. She was great like that.

Joanna: I struggled a bit with maths at school. I was never very good at it because I just couldn't understand formulas and things like that. I think it was all a bit abstract for me. But I had this maths teacher who really helped me. She really went the extra mile by organising extra revision sessions after school when exams were approaching, and she'd painstakingly talk us through different concepts in a way which we could easily understand. Without those, I don't think I would have passed. Another way in which she went the extra mile was by creating these worksheets that were specifically designed to play to our strengths and interests. They were great worksheets and I suspect it took her ages to create them. They also allowed her to adjust her teaching style to suit us best. She really went above and beyond her basic role as a teacher, and I think I'll always be grateful to her for that.

## UNIT 2

### Audio 2.01

- 1 This chair's nowhere near as comfortable as my old one.
- 2 This feels a lot like being at home.
- 3 You can't drive any faster than you are.
- 4 I think she's more upset than angry, really.
- 5 This hill is nothing like as steep as I expected.

### Audio 2.02

- 1 I always watch TV with the subtitles on, but my husband prefers watching without them.
- 2 His teacher thinks translation apps aren't very good, but Connor finds them quite useful.
- 3 While Scarlett thought writing subtitles would be quite easy, her boss knew this wasn't the case.

### Audio 2.03

Presenter: Welcome to the programme. This week I'm looking into the often-overlooked world of subtitling. After a recent survey showed that most people who use subtitles when they watch TV aren't hearing-impaired in any way, we thought it would be interesting to look into the job of a subtitler. With me today is Lisa Weaver, a full-time subtitler. Lisa, what insights can you give us into your work?

Lisa: Thanks. Well ... most people who get into subtitling work are translators by trade. And since I only work with English, I'm considered more of a scribe than a true subtitler, as I just convert the audio in films and TV programmes into the written word. However, that doesn't mean my work is without its own challenges.

Presenter: And what are some of the challenges you face?

Lisa: Oh, where to begin? I guess one of the first things we face is restrictions in terms of both space and time. We need to make sure the text doesn't cover up too much of the action in terms of screen space. We often work within very tight time limits, and if the actors are speaking fast and there's a lot of text, it can be quite tricky. We also need to balance how quickly the people on screen are speaking against how quickly the viewers can read the speech. And then there's what we call creative synthesis ...

Presenter: What's that?

Lisa: Because of the time and space restrictions, we often find ourselves making decisions about what to include or whether to simplify the syntax to make it easier to follow. But in doing so, we have to always ensure we convey exactly the same meaning as what is said on screen. We also have to stay true to the character's style of speech, register and any eccentricities they might have.

Presenter: I had no idea there was so much to consider. But, yes, that all makes sense, how you describe it. What other considerations are there when subtitling or scribing?

Lisa: Well, there's also what we call 'reading flow conservation'. In other words – quite literally – each line of text needs to be a 'sense unit', so we can't split articles from nouns, collocations, that type of thing. And we also have to conserve the audio-visual rhythm. Speech in TV or films is often put together in a way to have maximum impact. We need to blend the text into this so that the subtitles almost appear invisible.

# AUDIOSCRIPTS

Presenter: Is that something you work towards, then? The subtitles blending invisibly into the programme?

Lisa: Absolutely. This is our main aim whenever scribing text for subtitles. And we have a range of tools at our disposal to do so.

Presenter: Fascinating. It seems to me it's something of an art form.

Lisa: Indeed!

Presenter: Lisa Weaver, thanks very much. Now we turn to the subject of ...

## Audio 2.04

Interviewer: So, Deanna, how did you get into this line of work?

Deanna: It all started at home, really. When they were little, I used to read my kids a story when they went to bed at night. I'd been telling them a story, getting into each of the characters, when my husband walked past and stopped and listened. I think that's when I realised I had a talent for narration, so decided to pursue a career as a voiceover artist.

Interviewer: And how easy is it to get into?

Deanna: It's not as difficult as you might think. Basically, I search online for potential projects. These can be audiobooks, TV adverts, animated films, dubbing foreign-language videos, all sorts. Adverts will ask you to record a short piece of text as an audition, then you send it in. If they like it, you get the job. If not, you keep looking!

Interviewer: And what do you like about being a voiceover artist?

Deanna: Well, first of all, it's nice being able to choose what projects I take on, and being a freelancer means I can take on as much or as little work as I like. Though, to be honest, I always worry about not having enough work and usually end up taking on way too much! But also, there's a great community of people that you get to work with, and because the scope of projects is so varied, you end up making great contacts in a wide variety of fields.

Interviewer: Are there any downsides to the job?

Deanna: Well, it can be expensive to get started. You need to invest in some decent quality recording equipment. I'm lucky enough to have a home studio, otherwise I'd have to pay studio costs every day. Before I built that, I divided my time between working from home and working in the studio. You also need to be good at setting and sticking to a routine so you can not only get work done, but also plan for future work. It can all be a bit uncertain at times. And of course, working from home, you can feel a tad isolated. But when you manage to get behind the character you're voicing and express what they'd feel, it sort of makes it all worthwhile.

Interviewer: Fascinating, thanks for speaking to me today.

## Audio 2.05

Wanda: I have to say, British people are way too polite sometimes. The other day I accidentally bumped into someone at the train station and they turned round to me and said, 'Sorry!', even though I was to blame!

Stacey: Yeah, I think I get where you're coming from, Wanda. We do go a bit overboard with the whole 'manners' thing sometimes, don't we, Nigel?

Nigel: But surely it's good to be polite like that? Otherwise we'd just be walking around being rude to each other all the time. That's not a society I'd like to live in.

Wanda: Obviously it's important to be civil to one another. But I just think people take it too far here sometimes.

Stacey: Ha, it's clear you both have strong views here. I have to agree with Wanda, though. I remember once when I was waiting at a bus stop, and a guy came rushing past, looking like he had to get somewhere quickly. So I stood back out of his way and he walked into the lamp post. His first reaction was to say sorry, which he said to the lamp post!

Nigel: OK, Stacey, I take your point. And you make a good point. When it gets to that stage, I think we've taken things too far. But I do think it's important to be nice to each other.

Wanda: Fair enough. But I think there's a flaw in your argument. I think often that politeness gets confused with the idea of polite language. So, for example, if I'm in my car, and a car coming in the other direction has to wait for me to pass, I'll give them a wave. That's polite, and good manners. But if someone's in my way at the bottom of a staircase, I'll say, 'Excuse me.' But if they then ignore me, I'll say, 'Would you please excuse me?' sort of aggressively. My language has become more polite, but the intent is more aggressive, if you see what I mean.

Stacey: Yeah, that's a relevant point. Formal, polite language doesn't always mean 'polite'.

Wanda: I find it odd, too, that often people are really polite, but actually not very friendly. In America, strangers always talk to each other in the street. But, here in England, for example, if I try to strike up a conversation at a bus stop, I can feel the other person getting uncomfortable and trying to avoid engaging with me.

Stacey: Ah, but you're looking at things the wrong way round. I think us Brits do have a reputation for being cold, but when you do get to know us, you'll find we're generally very warm and caring.

Wanda: I guess so. I mean, you two are good friends to me!

## Audio 2.06

- 1 But surely it's good to be polite like that?
- 2 But surely that's the best way to behave?
- 3 But surely that's not a bad thing?
- 4 But surely you don't believe that?

## Audio 2.07 and 2.08

A: I think it's fair to say that people's personalities are influenced by their culture.

B: I think there's a flaw in your argument there. People's personalities are made up of lots of things, not just culture.

A: No, no, I'm not saying that at all. I'm just saying that it's one of the influences, not the only one.

B: Ah – fair enough. I see what you mean. But surely other things are much more important? The experiences you have, education, for example.

A: Yes, but I think culture has a bigger impact than many people realise. The language, the way family is regarded, these are all part of culture.

B: I think I get where you're coming from. I guess these are things which affect us at a young age and seem less important as we get older.

A: You make a good point. The less relevant something is to us as we get older, the less aware of it we become, I guess.

C: It's clear you both have strong views on this.

## Audio 2.09

Presenter: Traditional English food generally gets a bad rap round the world, with its beige colours and bland tastes. But in this week's episode, I'm travelling a bit further afield to sample some culinary delights from the UK's other nations. I'm going to be creating a three-course meal, with each course coming from one of the other nations which make up the UK: Wales, Scotland and Northern Ireland. First, I'm headed to Abergavenny in Wales for our starter, Welsh Rarebit.

So, I'm here in Abergavenny with local restaurant owner Dylan Williams, to try their modern take on a traditional Welsh dish, Welsh Rarebit. Dylan, can you tell us a bit about this dish?

Dylan: Yes, of course. So, originally this was called 'Welsh rabbit', but I can tell you now that rabbit has never been, and never will be an ingredient in this dish! What you have here is basically the world's most magnificent cheese on toast. It's common to use cheddar on the toast, but we're using a locally produced cheese called *Y Fenni*. Do you want to give it a shot?

Presenter: Go on then ... Oh, that is superb! It's like it's redefining what I knew to be simple cheese on toast!

Dylan: I'm glad you like it. There's a variation on this called 'Buck Rarebit', which is basically the same thing, but topped with a fried egg.

Presenter: Well that's delicious, I have to say. OK, so now it's off to Northern Ireland for our main course.

Now a lot of food here in Belfast is, of course, influenced by Ireland, and there's possibly nothing more Irish than a plate of champ. It's creamy mashed potato, mixed with leeks and kale. With me is Tina Godfrey, who owns a trendy food truck here in Belfast, serving up the unique dish which is our main course. I can tell you now, it's an assault on the senses ... so many intriguing smells in one dish! Tina, talk me through your Irish Champ.

Tina: Well, the key to getting it right is making the creamy mash, before we add the other vegetables. So, first we need to boil the potatoes thoroughly to make the mashing process easier. Then we serve it up on a plate to accompany meat or whatever.

Presenter: Well, I'm a vegetarian, so I'll just try it on its own. Oh wow, that's an enormous portion! OK, here goes ... magnificent! Oh, that really is exquisite. So creamy!

Tina: Ha, I'm glad you like it.  
 Presenter: Finally I'm here in Avonbridge in Scotland for the final course – dessert. I'm joined by Isla Bell, who is the current holder of the Clootie Dumpling World Championship. Isla, what's a Clootie Dumpling?  
 Isla: OK, as you can see it's a suet-based fruit pudding, a sort of fruitcake if you like. To the base, we add different types of spices and dried fruit.  
 Presenter: And where does it get its name from?  
 Isla: *Cloot* is Scots for 'cloth', and we bake it in a special cloth, which helps to fuse the flavours as it cooks.  
 Presenter: Mmm, it smells delicious. And I understand you're a champion baker, is that right?  
 Isla: Indeed! Every year the Clootie Dumpling World Championship takes place here in Avonbridge. I won last year. So, would you like to try my award-winning cake?  
 Presenter: I'd love to. Oh wow, that's delicious!  
 Isla: Thank you.

## UNIT 3

### Audio 3.01

- 1 The odds are that you'll be promoted.
- 2 Malia's bound to be late for the meeting.
- 3 It's guaranteed to succeed.
- 4 In all probability, we're not going to get funding.
- 5 I'm capable of completing it myself, thank you.

### Audio 3.02

So, in the future, three main trends are going to affect how people look for jobs and how employers hire candidates. The first of these is one that is already starting to take off: the use of Artificial Intelligence, or AI. This is already becoming more and more prevalent in the use of applicant tracking systems, chatbots and screening systems. For some positions, the number of applicants is so high that it's simply impractical for employers to devote the necessary time to read each application and give it the attention it deserves. For example, one company in the Northeast of England recently had over 14,000 applications when it expanded. So, companies ask potential candidates to complete a form online in order to filter out applicants who are highly unlikely to reach interview stage at the first hurdle, using carefully constructed algorithms which match the job requirements. In the future, there's a strong likelihood that this trend will go even further, meaning job seekers will have to become more comfortable communicating with – even talking to – machines. A benefit of this for companies is that they'll be able to spend more valuable and productive 'human time' face-to-face with potential employees.

The second major trend in the future of job searching is what I call the 'consumerisation' of job hunting. At the moment, some aspects of job searching are similar to internet shopping, with applicants using multiple platforms to look for jobs. This will undoubtedly continue in the future. Another aspect of this is that people looking for a job will increasingly look into the reputation of the company as an employer, reading several peer-written reviews before they decide to apply ... much as they would if they were an online customer looking to buy a product. Companies will need to rethink their branding so that they not only appeal to their customer base, but also to potential employees. This will also affect how job hunters search for jobs. Using the job title as a search term will, through the use of algorithms, throw up related jobs which require similar skillsets. So, for example, if you search for 'office administrator', results might also include something like 'hotel receptionist', which you may not have considered before. While beneficial for the person looking for a job, it's also beneficial for the company as it enables it to draw from a wider pool of potential employees.

The third major trend in the future of job searching relates to your online presence. Now, we all know that when you're looking for a job, it's important not to do anything which will leave a problematic digital footprint that might damage your online presence, but, in the future, you'll need to go further than this and build your own online brand. Companies are already starting to approach hiring in '3D' terms: that is, what you look like on paper, in person and online. So, you'll need to be constantly alert to this, even when you're not actively seeking employment. This might involve creating your own website, though the odds are that most people will use dedicated platforms to build their personal professional brand.

### Audio 3.03

- 1 morale
- 2 exacerbate
- 3 divisions
- 4 aggravate
- 5 boredom
- 6 alleviate
- 7 engender
- 8 distrust

### Audio 3.04

Interviewer: With me on the programme today is Lucy Bishop MP, the minister for industry. Welcome to the programme.  
 Lucy: Thank you.  
 Interviewer: Can I start by asking you about your new skills initiative? What will it mean for British industry?  
 Lucy: OK, so the problem many companies today are facing is two-fold: newly qualified workers are coming into the workplace at entry level with the necessary qualifications, but lacking the actual skills they need to do some jobs effectively. Secondly, not enough people from disadvantaged backgrounds are getting well-paid jobs.  
 Interviewer: So, in other words, they need to employ more people from the poorer sectors of society, even if they don't have the right skills?  
 Lucy: Not at all. What I said was that overall, newly qualified workers need to be better equipped with the skills they need for a job, and this needs to be across the board.  
 Interviewer: So, what you're basically saying is this needs to be dealt with in education.  
 Lucy: Mm-hmm. Absolutely, that's exactly what I mean.  
 Interviewer: Please, correct me if I'm wrong, but doesn't that just involve throwing money at schools? Will that really solve the issue?  
 Lucy: No, you've got it all wrong. Let me rephrase that. The aim of the new skills initiative is for industry leaders to work more closely with the Department of Education in order to have an influence on how they shape the curriculum.  
 Interviewer: Am I right in thinking that this means that there will be more of a focus in schools on business and economics?  
 Lucy: That's not what I mean. OK, I'll put it another way. We need to equip students with the necessary skills they need in most jobs. Things like critical thinking, communication skills, creativity. These are important skills in all jobs, and they fit into all school subjects. My point is these need to be implemented in all schools across the country, not just the leading academies and so on. And if we're successful at the next election, that is exactly what we intend to do.  
 Interviewer: OK. That's all we have time for, I'm afraid. Lucy Bishop MP, thank you.  
 Lucy: Thank you.

### Audio 3.05

- 1 So, what you're basically saying is that we need more investment.
- 2 But isn't that the opposite of what you said before?
- 3 Am I right in thinking you need this to work?
- 4 What I said was it's important for everyone.

### Audio 3.06 and 3.07

A: I was really impressed with Lucy Bishop's interview. Her skills initiative sounds like a great idea.  
 B: So, in other words, you think it will solve all the problems in industry?  
 A: Ha no, not at all. What said was I think it's definitely going to be a force for good, especially in helping to tackle inequalities.  
 B: Am I right in thinking inequality is simply caused by people not having the right skills?  
 A: No, you've got it all wrong. But it's a still a major contributory factor.  
 B: Let me rephrase that. Surely other things are more important. Like good quality housing.  
 A: OK, let me put it another way. This new initiative is important, but it's one of many important factors.  
 B: Absolutely. That's exactly what I mean.

# AUDIOSCRIPTS

## Audio 3.09

Eliana: I've been thinking about applying for this internship being offered at a company near where I live. Do you think it's a good idea?

Harry: I think it's an excellent idea. You know I did a summer internship at a bank when I was at university, don't you?

Eliana: Did you? What was it like?

Harry: It was a great way to get experience, as long as it's in the field of work you later want to work in. I would just say, look into the company a bit first, though. You want to do it at a company which prioritises staff development over profit, otherwise you're just going to end up being someone who gets the coffees, cleans up after others, that sort of thing.

Eliana: Right, that makes sense. So, what exactly did your work there involve?

Harry: So, the first day I started, I had to sign an NDA, because obviously the bank deals with a lot of sensitive and personal information about their clients.

Eliana: An NDA? What's that?

Harry: A Non-Disclosure Agreement. It's basically a document where you say you won't reveal any information about the bank or its customers.

Eliana: Got you.

Harry: Then I was placed with someone to shadow – a different person each week. I'd tag along with them while they were working, making notes, sometimes doing short tasks they set me. It was a great way to learn first-hand what the job entails in practical terms. And the person I was shadowing seemed to like it, too. They'd often bounce ideas off me while working – I enjoyed that as it made me feel useful and respected, like a proper employee.

Eliana: That does sound useful, yeah.

Harry: I also had a supervisor, a bit like a sort of line manager. We'd meet up at the end of each week and review what I'd learnt that week. I could ask questions about anything I wasn't sure of, and she'd ask me questions about what I might do differently. She also asked me how I could use what I'd learnt that week in the following week. That was a great way of reviewing and learning everything.

Eliana: I think I'm going to go for it, then. It sounds really useful. Any advice for a successful internship?

Harry: Let me think ... Well, I guess the first thing to keep in mind is to dress and act professionally at all times. Don't fall into the trap of thinking that you're not a real employee. You essentially are, and you're doing real work.

Eliana: Yes, of course.

Harry: Also, don't take on more work than you can handle. When I first started, I didn't want to seem 'difficult' so I took on all the tasks I was given and it nearly burnt me out! Don't be afraid to say 'no' sometimes.

Eliana: OK.

Harry: And don't be afraid to make mistakes. Remember that it's all new for you at first, so you're bound to get some things wrong. Everyone makes mistakes sometimes. The point is to try and learn from them. That's the real learning process.

Eliana: Thanks, Harry. You've definitely persuaded me!

## UNIT 4

### Audio 4.01

- 1 We need to think about how to raise funding.
- 2 Who's going to back our project?
- 3 I've always wanted to pursue my ambition.
- 4 Wow, they're really pushing the limits!
- 5 It's interesting, but I don't see how it serves science.
- 6 I just wanted to satisfy my curiosity, really.

### Audio 4.02

- 1 Can you help me spread the word about our organisation?
- 2 Some mornings I just don't feel like I can face the day.
- 3 Some people in society struggle to make ends meet.
- 4 Why not give them a helping hand?

### Audio 4.03

Presenter: Some of the biggest challenges modern charities face, especially in these uncertain times, include that of how to raise funding and spread the word about what they're trying to do. I'm joined today by two enterprising people who work for charities, to share their innovative ideas. First up is Caleb Ward, who works for the charity ScotKids, which helps disadvantaged children in Scotland. Caleb, you've created an app, is that right?

Caleb: Yes, that's right. We always get requests from donors asking to see how their donations are spent. With this in mind, we always try to post success stories on our website and social media. But then, one day a while back, I thought to myself, why not go one step further? I have a background in computer science – I worked in IT before I joined the charity – so I decided to make an app which enables users to track in real time where their money's being spent.

Presenter: Wow! So how does that work?

Caleb: It's actually very simple. When someone makes a donation, that money is assigned a tracking number as it goes into our account. Whenever money is withdrawn or spent, the tracking number follows it, and the user gets a notification on their app, showing how much has been spent and exactly what on. It's great because it makes for more transparency within our organisation. This then has a knock-on effect on how people perceive us. They become more appreciative of our work and they're encouraged to donate more. So far, the app's been downloaded nearly a thousand times, so it's popular, too.

Presenter: That sounds amazing, thank you Caleb! Next, we turn to Megan Lamb, founder of ImpactVest, which has been described as 'the human face of investment'. Megan, tell us about your organisation.

Megan: Yeah, so we've been around for a while now. In fact by early next year, we'll have been running for ten years. What we aim to do is match people in third-world countries with people in this country who want to invest ethically and in a way which has a direct impact on people's personal lives in those places. And there are a whole range of business types waiting for investment, from comedians and musicians working in the entertainment industry to small shop owners.

Presenter: So how does it work, exactly?

Megan: Let's say you have someone in South America who owns a small hairdressers. Business is going well and they want to expand to a bigger place and hire more staff, but they don't have the funds to do it. They post on our website, answering questions about their business plan. Investors can browse these posts on our site, pick one they like the look of, and then invest part or the whole of the sum required. Once they've invested, they get regular updates on how the money's being spent and what their returns are. It's sort of venture capitalism, I guess, but on a smaller, more human scale.

Presenter: It sounds wonderful! And I guess it works well, since you've been running it for so long?

Megan: It's been incredibly successful, yes. It's great for the people who need the investment capital and great for people to see the good that their money is doing in real, practical terms.

### Audio 4.04

On the whole, most respondents tended to agree with some form of compulsory community service for 16-year-olds. Having said that, many people expressed a concern that this shouldn't go too far. To cite one example, one respondent stated that this should by no means include military service. Generally speaking, though, most people thought community service was a good idea in principle and some element of it should be included as part of educational life. Their interest presumably reflected the fact that they feel young people should do more to help strengthen local communities while learning important lessons about life. Our impression was simply that this idea is perceived as a positive thing.

The consensus seems to be that young people should be made to do things like run errands for elderly residents or tend community gardens. One might speculate that this could be during school hours, and form part of their means to gain a general secondary education certificate. The overall picture was one of approval, but with some key reservations, as mentioned earlier.

### Audio 4.05

- 1 Having said that, many people expressed a concern that this shouldn't go too far.
- 2 To cite one example, a respondent stated that this should by no means include military service.
- 3 Generally speaking though, most people thought community service was a good idea.

**Audio 4.06 and 4.07**

When asked if they would make use of young volunteers, the overall picture was one of enthusiasm. To cite one example, an elderly respondent stated that she would welcome help collecting her medication from the chemist. Another illustration of this was a respondent who said he would like to see young people out picking up litter during school hours. Their interest presumably reflected the fact that not only would they appreciate the help, but it would be useful for the young people themselves. One might speculate that they believed young people would learn the value of community relationships. The consensus seems to be that this idea would be good for everyone.

**Audio 4.08**

I'm near the town of San Felipe, on the Baja California peninsula in Mexico. We're hoping to see the world's rarest animal, the *Phocoena sinus*, or what's locally called the vaquita, an affectionate name meaning 'little cow'. It is, of course, nothing like a cow, as this cute little mammal is a porpoise which closely resembles a dolphin, with a large dark ring around its eyes and a dark grey hue over its top surface. Females grow up to 150 cm long, whereas their male counterparts grow to around 140 cm long. This makes it the smallest of all cetaceans, a group which includes whales, dolphins and other porpoises.

The vaquita roams the very top end of the Gulf of California, and loves the warm, shallow waters with its abundance of smaller fish, crustaceans and squid. An unfortunate disadvantage of this lifestyle, however, is that living so close to the shoreline makes it susceptible to pollution from land run-off. It will swim away quickly, though, if disturbed, so we're playing a bit of a waiting game as quietly as possible. However, the main culprit for its decline is the illegal fishing industry, as the vaquita is often caught up and drowned in gillnets, huge vertical nets which sort of sweep up everything they encounter.

Vaquita numbers have fallen drastically in recent years, and sadly it's now on the brink of extinction. Having only been discovered in 1958, by 1997 there were an estimated 567 left in this bay. By 2007, this number had fallen to around 150. Eleven years later, there were only 19, and today there are believed to be fewer than ten in the wild. They truly are set to disappear, which is heart-breaking.

Attempts to breed them in captivity have failed miserably. In 2017 one captured female was so traumatised that she died. So it ended up doing more harm than good. Alas, as the sun begins to set over these shallow waters, we haven't been able to see any vaquita today. But tomorrow brings a new dawn and a fresh opportunity for us to get a glimpse. Let's just hope there are fresh opportunities for this beautiful, but dwindling population in the future, too.

**UNIT 5****Audio 5.01**

- 1 What I hate most is when people lie to me.
- 2 Under no circumstances should you attempt to lift this without help.
- 3 It felt like the longest ever, that meeting.
- 4 That customer you were talking to, what did she want?
- 5 All I needed was a bit more time.
- 6 When I'm going to have time to finish this, I have no idea.

**Audio 5.02**

- 1 Having lost the game, the team walked off the pitch miserably.
- 2 Being an experienced salesperson, Talita knew how to win customers round.
- 3 Produced by Paul Simmons, the film was a roaring success.
- 4 Having shut my computer down, I remembered that I needed some important files from it.

**Audio 5.03 and 5.04**

Man: They took everything, my life savings. I feel so stupid for falling for it and don't know if I'll ever get any of it back.  
 Presenter: Every year, innocent people in the UK have stories to tell about how they have fallen prey to scammers, a crime which costs the country millions. And their tactics are becoming ever more duplicitous as they distort information to achieve their goal. So what are the types of scams they're using, and how can we protect ourselves? With me today is Dorian Price, founder of moneysafe.com, which helps people avoid the worst of these scams. Welcome, Dorian.

Dorian: Thank you. Well, maybe I can start by telling your listeners about some of the most common scams out there at the moment.

Presenter: Yes, please.

Dorian: So one of the most common is what are called authorised push payments, or APP for short, when fraudsters get you to move your money. What happens is, contacting you by phone, they claim to be from your bank, saying that you've been a victim of fraud and your account details have been compromised. They then ask you to urgently move your money to another account to keep it safe, when, in fact, ...

Presenter: It's not a safe account.

Dorian: Exactly. You're basically just paying it directly to them. A lot of people have experienced this type of scam happening when they're about to make a large payment, say, for example, a deposit for a house or a new car, something like that. Having intercepted your payment details, they're able to redirect the money to their account via a phone call or a false website.

Man: I was in the process of buying a new car when they called. It all seemed so legit, so real. Before I knew it, they'd cleared out my account.

Presenter: Ouch. So what can people do to avoid this?

Dorian: Well, for a start, the law here changed recently and banks now have to provide what's called a Confirmation of Payment service. This means whenever you make a bank transfer, they check the name of the payee and that it's a real account. But you shouldn't rely on banks and other organisations to protect you. If you get a phone call and you feel uneasy or even have the slightest inkling that it's not legit, it's important that you phone the people who supposedly called you straight away, whether it's the bank or property developer or whoever, and verify the call you've just received was actually from them. Avoid contacting them by email as these can easily be intercepted.

Presenter: Sage advice there.

Dorian: So, another common scam we hear about is what's called synthetic identity fraud. Looking to obtain a loan or other funds under false pretences, scammers will create an entirely fictional identity, made up from a mix of credentials from different real people, with some embellished details. So, for example, they might use your email address and a made-up name. This can come back to bite you as your address will then be associated with bad credit.

Woman: I didn't find out until it was too late. I went to take out a new contract from an internet provider and got refused. It turns out, when I requested my credit report, there were several black marks against my name. I'm at a complete loss as to how they managed it.

Presenter: So what can people do?

Dorian: The main thing is to use strong passwords. Most browsers will invent very strong passwords for you, and remember them. And don't use the same password for everything. Also, make use of two-step authentication where possible when you log in.

Presenter: That's where you get an additional, temporary password sent to your phone, right?

Dorian: Yep, that's the one.

Presenter: Any other advice to stay safe from scams?

Dorian: Yes. Check your credit report every month for any unusual signs. And when doing anything financial online, always check the URLs carefully. Often sites which mimic others look very similar, but will have one or two minor differences. And, finally, the first time you buy from a website, do a search for reviews of the site. Let's say a travel site is offering a really good deal on flights. Before you click 'buy now', check how they've dealt with customers in the past. You may well just see a ream of comments saying 'avoid at all costs'!

Presenter: Dorian Price, thank you.

**Audio 5.05 and 5.06**

Thanks for coming today, and showing an interest in Better Presentations Ltd. To be perfectly honest, you couldn't do better than taking one of our courses on presenting. Just consider for a moment the benefits of being able to bring people round to your way of thinking. You'll give a great presentation and people will come up to you at the end and say things like, 'That was awesome!' and you'll feel like a cat that's just got a big old plate of cream. After doing one of our presenting courses, there'll be no last-minute panic before you get up on stage, no cold sweats the night before, no fear of forgetting what you're going to say. Not only will you be able to present more calmly, you'll also be more likely to sell your idea. So what are you waiting for? Nothing, that's what! And when it's time to give your next presentation, you'll be cool, calm and collected.

# AUDIOSCRIPTS

## Audio 5.07

- 1 The software is robust, reliable and rapid.
- 2 Our product is cool, creative and captivating.
- 3 The walk is barefoot, bewildering and beautiful.
- 4 The film is magnificent, mysterious and magical.

## Audio 5.08

Presenter: Today I'd like to tell you about virtual reality games. Perhaps you've played them with the kids, or with friends. But just consider for a moment the benefits they could bring to the workplace. Not only would VR games be a good way to let off steam, but they could also help build strong bonds between members of your team. If it were up to me, and I ran a company, I would definitely give them a try. VR games can be seen as a huge opportunity and a huge breakthrough when it comes to the team-building exercises you can do without anyone needing to leave the office. So come on, what have you been waiting for? VR is a way to get your staff doing something cool, collaborative and creative.

## Audio 5.09

Cora: When I grew up in California, my parents weren't really around much. They struggled with their own issues career-wise and often didn't have time for me. I was constantly passed around to different family members and had this deep sense of being a burden to them. That was until I met my friend Tamra, and she took me to her house for dinner one day and I met her mom. She was just this big, warm, friendly woman who took an instant shine to me, I think. She always had an open house for me and made me feel loved. She knew about my home situation – or lack of it – and always cooked me meals, even bought me clothes and presents on my birthday. She also took me on vacation with her family a few times. It was just awesome. As I grew up, I started to realise more and more how kind she really was. Nothing ever seemed to upset or faze her. She could handle herself well in any situation, no matter how bad, and, more than anything, she always put me and Tamra first. She's definitely been the biggest role model to me in my life, and I hope when I have children I go down the same path as her, in the way she treated us.

Ed: I think my biggest role model career-wise was an ex-boss of mine. When I first came to work at that company, we clicked straight away. I think she saw something in me that I didn't see in myself. She not only supported me, but also pushed me to do things I didn't think I could do. Like, one time there was an opportunity for one of our teams to speak at a national conference. Being the youngest, least experienced member of the team, I didn't for one minute think it was something I could – or should – do. You can imagine my shock, then, when she came and asked me to do it. My first reaction was just to say, 'Look, I don't think I have enough experience', but she insisted that I was the best person for the job. Over the coming weeks, we had regular meetings where I'd run my ideas past her and she'd offer feedback, so that, in the end, I felt confident in giving the talk. It went well and I felt really proud of myself. I'd achieved something I didn't think was possible. Years later, we work at different places, but we're still in touch and she helps me out sometimes when I need ideas or have to solve problems at work. I think of her as kind of like my mentor. It's great to have that support when I need it.

## UNIT 6

### Audio 6.01

- 1 He thinks he's going to have an easy day, but it's actually the worst of his career.
- 2 When he arrives at the museum, the squid is nowhere to be seen.
- 3 He thinks she loves him, but actually she's in love with another.
- 4 After all the twists and turns in the story, we find out it was Edmonson all along.

### Audio 6.02

- 1 Some people love their work, and some people hate it.
- 2 Some days he's quite unwell and others he's remarkably healthy.
- 3 Last week was absolutely hectic, but this week it's relatively quiet.
- 4 The meaning of songs can be quite complex or perfectly clear.

## Audio 6.03 and 6.04

Presenter: I'm lucky enough to be joined on today's show by Kyle Luma and Luke Allen, two members of Red Shift, the popular jazz fusion band with their rich sound emboldened by their brilliant lead vocalist, Katy Dumas, and drummer Steffi Boateng – one of the best in the business in my opinion. Guys, you've obviously had a lot of success recently, and I have to say your music is so emotionally charged that it sometimes reduces me to tears! Kyle, what advice would you have for any new bands out there? What can they do to make it?

Kyle: I think the simple answer is you need to get lucky! It's an incredibly difficult business to break into, so you need an opportunity to get yourself heard by as many people as possible.

Presenter: Of course, yes. But it's more than just luck, though, isn't it? I mean, you need to have some substance to what you create. Do you agree, Luke?

Luke: Yeah, Kyle's right, though, you do need luck. With any type of success you've got to have something that's worth sharing, something people can relate to. You need to take a good look at where music is today and get a feel for the direction it's heading in. So, we all met at college, and we soon discovered we had a mutual love for the type of punchy, rousing sound that we play. I could already play the saxophone and so we got the idea of putting a band together.

Presenter: And how did that happen? Kyle?

Kyle: I think that brings us on to another point. The really crucial, key thing that makes up a band is its members. I realise that sounds obvious, but it's not just about how well people in your band can play, it's about how well you play together. That's the thing about music: it's more than the sum of its parts. When good musicians get together and they're a good fit, what they produce is poignant and beautiful.

Luke: And not just in the music. It's important to get on socially, too. If you don't all click, it will show in the music. Luckily, we all get on really well in the band, and I think that's really a key part of our success. When we get together to rehearse, it doesn't feel like work. We all just really have a lot of fun.

Presenter: So, how did you create your unique sound?

Luke: When we first started we just played covers of songs we all really like and can relate to. I think that's an important first step in a new band. You need the real sense of direction that brings. And more than that, it gives you a real feel for playing the type of music you eventually want to get to. Nowadays, we even play the odd cover as a warm up, or just for fun. But, these days, the song writing mainly comes from Kyle. The man's a genius!

Kyle: I don't know about that. But it's true that I do most of the writing. Occasionally, we'll just be together in the studio and jamming together and an idea will be born out of that. But most of the time I get an idea when I'm at home, just mucking about on a keyboard or something, and develop words and a melody out of that. I'll bring it to the next band practice and then other people will add little riffs here and there, and, then, before we know it, we end up with a new hit.

Presenter: Kyle and Luke, really great to talk with you. And congratulations on your latest album.

### Audio 6.05

A while back I spent a few years living in Rio de Janeiro in Brazil, teaching English. I'd not been there very long when some friends I had in another city invited me over to visit them for the weekend. They were like, 'It's easy, you can get a cheap flight over on Friday night after work, then fly back Sunday evening.' Being new to the country, I wasn't that sure about travelling to somewhere even newer, you know what I mean? But I thought to myself, yeah, why not? And booked myself a return flight.

So, on the Friday afternoon, I left work with a pre-packed bag and headed to the bus stop to get a bus to the airport. Funny, I hadn't really thought about this part of the journey, as I was more concerned about the flight and getting to my friends. I suddenly realised I didn't have a clue which bus to get. Buses in Rio are great, there are so many of them you can get pretty much anywhere quite easily, but that also makes them a bit confusing when you're new to the city. So, I stopped someone on the street with my very basic Portuguese and I was like, 'Um ... aeroporto? Bus?' And they told me to get the number 40 and

where to catch it from. When I got to the bus stop, up pulled a number 40. My luck was in ... or so I thought.

Rio's a beautiful city, but I didn't want to get lost in it. The bus wound its way through the busy streets for a while, but then it headed into some remote area of the city I didn't recognise at all. There wasn't anything like an airport in sight. It was one of those moments when you realise you've made a mistake and that bad feeling sinks in. We pulled into what looked like a bus station, so I thought, great, I can get off here and change to the right bus.

So, I got off and the bus drove away. I was left in this sort of eerily quiet bus station, feeling totally lost! That was when this friendly stranger came rushing up to me and he was like, where are you trying to go?" in English. I said the airport and that's when he said, 'That bus there! Quick!' I looked up and saw the bus that was just about leave. It was a number 14.

#### Audio 6.06

- 1 I always like to be active on holiday – climbing, cycling, running, stuff like that.
- 2 She turned round and she was like, 'Why don't we rent a car?'
- 3 It was sort of smooth and chocolatey.

#### Audio 6.07

A few years ago, I was on holiday with a friend in Turkey and one day he suggested we hire a car and see a bit of the countryside and mountains, stuff like that. I wasn't sure at first, but then he was like, 'Come on, it'll be an adventure.' So, we went into town and found this little car rental place. We told them where we wanted to go and the guy working there suggested we hire this sort of mini jeep thing. We agreed.

It wasn't long before we were racing along beautiful rugged country roads, and it really was truly beautiful, you know what I mean? Gradually the road started to twist and turn, and climb up a hill. We got to this one corner and started to really climb the hill, but it just got steeper and steeper, and the car got slower and slower, until it came to a stop. It was one of those moments when you start to panic, and, as I felt the car engine grind, I was like, 'Do you know what? I think you need to get out, sorry!' So, my friend hopped out and I was able to get the car under control and move it. After that, we turned around and went back. That was enough adventure!

#### Audio 6.08

Presenter: Welcome to *All About Design*. I'm joined on the podcast today by Professor Mandy Baker, professor of design at Manningford University. Professor Baker, welcome to the show.

Mandy: Thanks for inviting me. And call me Mandy, please.

Presenter: Thank you. So, Mandy, what can you tell us about the future of design?

Mandy: Well, it seems pretty clear to me that the biggest development in design in the future – and it's happening already – is the use of Artificial Intelligence, or AI. This is going to make more people become designers alongside their usual job, and traditional designers by profession won't hold the monopoly on skills.

Presenter: And how will that work?

Mandy: Well, to understand the role of a designer, you first have to look at their core skill set. It includes empathy, problem-framing, creativity in problem-solving, negotiation and persuasion.

Presenter: That sounds a bit like the role of a good manager.

Mandy: Exactly! And so, more and more, I think we're going to see managers take on design roles as the software becomes available to help them do so.

Presenter: So, does that mean us designers are going to be out of a job?

Mandy: In fact, it's going to create more work for you, but in a different way!

Presenter: How so?

Mandy: So, the AI software that exists now is able to harness clever algorithms which can churn out hundreds of variations on a design in an instant. It's used in video games, which are able to create entire vast universes while you play them.

Presenter: I see. I've seen some games like that, where you explore space, for example.

Mandy: Yes, that's it. So, in future, the role of a designer will be to set that up, if you like. They'll set the goals, parameters and constraints, then review and fine-tune what the AI supplies them with.

Presenter: Fascinating. So rather than creating design, it's more like they'll be there to curate it?

Mandy: Exactly. And because designers will be able to explore huge numbers of alternatives in a fraction of the time it takes them today, they'll be able to massively upscale their productivity.

Presenter: Wow, I see. That's actually quite exciting.

Mandy: That's right, so don't worry, your job's safe!

Presenter: Phew!

## UNIT 7

### Audio 7.01

- 1 I don't want to sit on the fence.
- 2 It's time to stop umming and ahing.
- 3 You need to dig your heels in.
- 4 It's easy to just take the path of least resistance.
- 5 I'm in a bit of a quandary over this.
- 6 Ooh, we're really spoilt for choice!

### Audio 7.02

- 1 Don't just skip to the end!
- 2 No need to obsess about it.
- 3 Do you give in?
- 4 This will help protect you against illness.
- 5 We need to set aside some time to talk.
- 6 I'm going to comment on this article.

### Audio 7.03 and 7.04

Presenter: With me today on the programme is Professor Gwen King, professor of neurology at Northern University. Professor King, one of the things we've been talking about on the show this week is people's changing reading habits. Recent studies have shown that many people now prefer listening to audiobooks rather than reading books, whether that's online or print copies. At the same time, people often feel a little embarrassed by this, as they feel like they're 'cheating'. Are they right to feel like this?

Gwen: Well, that's a common misconception. The truth is, both reading the printed word and listening to audiobooks are both beneficial to the brain, but in slightly different ways.

Presenter: How so?

Gwen: So, when you read, a number of parts of your brain are involved. Reading involves cognitive processing, attention, reasoning, language comprehension, memory, visual processing and motor control of your eyes. So, poring over text, even if it's not particularly heavy-going, is a good, if you like, 'work out' for different parts of your brain. In fact, some studies have even shown that regular reading can increase your lifespan.

Presenter: That's fascinating. So, what about listening to stories?

Gwen: Well, listening has exactly the same benefits, except for, obviously, visual processing and motor control of your eyes.

Presenter: The visual skills.

Gwen: Precisely. And both reading and listening to stories benefit your brain in terms of making sense of the plot of the story. But we use different parts of our brain when we process speech to those for written words. However, listening to stories comes with its own benefits. When we listen to a performance, we can feel the emotions of the characters instead of having to imagine them, so it can help us develop empathy.

Presenter: I guess you can multitask, too. I often listen to audiobooks while I'm driving or pottering around in the garden, something like that.

Gwen: Indeed, but that's where books also have an advantage.

Presenter: In what way?

Gwen: Well, books are better at holding our attention, and paying attention is another skill we use when reading. Also, if you do get distracted, it's easier to get back to the place where you left it.

Presenter: Of course. I sometimes find my mind wandering to other things I'm doing when I listen to an audiobook, and it can be tricky getting back to the exact spot. Or the doorbell goes and I forget to pause it or something. When I'm reading, I might find I've just read a paragraph and not really taken it in, but then it's easy to go back and find my place.

Gwen: Yes, and, also when you're reading, turning each page gives your eyes a tiny sort of break, which allows your brain to process what you've just read. But, either way,

the most important skills involved in both reading and listening to books are the ones to do with processing content, and they're the highest-level skills. This, in effect, means that both reading and listening to books are good for your brain.

Presenter: I can just imagine the sighs of relief from our listeners at hearing that! Professor King, thank you.

## Audio 7.05 and 7.06

- A: My sister's coming to stay this weekend, with her kids. I was thinking of taking them to the zoo. What do you reckon?
- B: Well, maybe it's just me, but I'm not really a fan of zoos. I think they're a bit cruel if I'm honest.
- A: Really? Well, I would say the opposite. I mean, I'm no expert, but I think they do a lot to raise awareness about conservation and the plight of endangered species.
- B: Yeah, there is that I suppose. There are some things that I agree with about what they do, but I just think that they're an out-dated concept. And not all of the animals are endangered, are they?
- A: True, but what about the research they do into animals at zoos? I'm guessing it would be a big loss to science if we got rid of them.
- B: Yeah, but I think it's much better to observe animals in their natural environment.
- A: Of course, but in the wild some animals are vulnerable to poaching, forcing them to the brink of extinction.
- B: Obviously, you've got to have some controls, but I think building zoos is going too far. If you watch animals in the wild, on something like a safari, then you see them behave more naturally.
- A: I get you. And the idea has a lot going for it, but I don't think we'll have time to travel there in a weekend!
- B: Ha! No, of course not!

## Audio 7.07 and 7.08

- A: I think the government needs to be building more houses. House prices have gone through the roof!
- B: Well, maybe it's just me, but I'm not sure that's the solution. We've destroyed enough of the natural environment already.
- A: So what is the solution?
- B: I'm no expert, but there must be some sort of economic measure they can take.
- A: I mean, obviously you can't just build houses anywhere, but the fact is that there aren't enough houses for everyone.
- B: I just think that destroying natural habitats to make way for housing is a worrying problem.
- A: Hmm, perhaps we need to start reducing our living space, so more flats and fewer houses.
- B: Hmm, the idea has a lot going for it, but it's still going to mean we encroach further on habitats.
- A: Well, I would say at least it's a partial solution.
- B: There are some things I agree with in relation to housing, but we urgently need to protect the environment.
- A: Absolutely.

## Audio 7.09

Good morning everyone, I trust you all had a good weekend. Today we're going to start by taking a look at consumer choice theory. The basic foundation for this theory is that consumers buy things in order to achieve the most satisfaction possible. Now, there are three assumptions to this, which you can see on this slide. The first of these is what's called utility maximisation. This means that customers make calculated choices based on what they perceive will make them happiest. This might mean buying a more expensive version of something because they feel the quality is better, or perhaps the cheapest because spending less will make them happier. The second principle is that of non-satiation. This assumes that no matter what consumers opt for, they'll never be totally satisfied. So, taken with the first principle, consumers aim to be as happy as possible, but they'll never be fully satisfied with what they purchase. The third assumption behind the theory is known as decreasing marginal utility. This states that the amount of satisfaction you gain from a purchase decreases gradually over time.

This theory is useful for companies, especially during times of boom or bust, as it allows them to calculate the relationship between what prices to set and the state of the economy at any given time, which as you all know, is termed 'the demand curve'.

However, in recent years consumer choice theory has come in for a lot criticism, for a number of reasons. The primary assumption, utility maximisation, makes the mistake of assuming that consumers always act rationally. But they don't. An example of this is impulse buying, which is something most retailers try to take advantage of. Perhaps people might be in a hurry and not have time to make the best choice. Or they might simply be feeling overwhelmed at the amount of choice

available, so they just pick the first or nearest product. Perhaps a certain product makes a consumer think of a happier time, or they're feeling down and want to buy something to cheer themselves up. Or perhaps the item that a consumer really wants to buy isn't available so, rather than skip the purchase – if it's a small one – they might look for a quick substitute. The point is, consumer choice theory is now regarded as too simplistic. In effect, rather than looking at how consumers behave, it portrays a somewhat idealistic view of how customers *should* behave. And with that, we're going to move on to the next topic: behavioural economics.

## UNIT 8

### Audio 8.01

- 1 Nobody knows for certain what the long-term effects will be.
- 2 You might need to step outside your comfort zone.
- 3 Do you think you're in good shape?
- 4 She has a rare gift for remembering people's faces.

### Audio 8.02

- 1 They'll have received the package by now.
- 2 They come in and leave mud all over the carpet!
- 3 You'll have to show me how to use it.
- 4 We'll need more time.

### Audio 8.03 and 8.04

Presenter: With me on the podcast today is Declan Howard, a professor of psychology. We're going to be discussing the rare condition known as mirror-touch synesthesia. So, what is it exactly, Declan?

Declan: Well, as you probably know, synesthesia involves the mixing of two or more senses, that aren't usually connected, so people with synesthesia might see sounds as colour, or even taste sounds.

Presenter: Right.

Declan: With mirror-touch synesthesia, people feel sensations that other people feel. So, for example, if they see someone stub their toe, they'll feel that pain.

Presenter: Oh, that sounds quite distressing.

Declan: Yes, it can be, for obvious reasons. But it's not just unpleasant sensations. One person I spoke to said that whenever she saw someone else being hugged, she felt like she was getting a hug, too.

Presenter: So, it's a bit like empathy?

Declan: Um, yes, a bit, except it sort of goes further than that. These are real sensations, so if you were to, say, see someone grasp another person's arm, you'd actually feel like your arm was being grasped, too.

Presenter: We know it's a rare condition, but just how rare?

Declan: According to several studies carried out here and in the US, it's estimated that it affects between 1.6% and 2.5% of the population.

Presenter: You mention studies into the condition. How are they carried out?

Declan: Well, different studies take different forms. In one of them, people are touched on different cheeks while they watch an assistant being touched on their cheeks. In what's known as a congruent study, the participants are touched on the same cheeks as the assistant that they're looking at. In an incongruent study, participants are touched on different cheeks to that of the assistant, and asked to report back which cheek they feel being touched. If it's a different one to where they were actually physically touched, then it's likely they have the condition.

Presenter: And is there any treatment available for sufferers of the condition?

Declan: Treatment mainly involves therapy, and might include things like imagining there's an invisible wall separating the synesthete from the person they're looking at. In some cases, prescription medicines normally used to treat anxiety and depression can be effective. But that's all assuming the person wants to be treated.

Presenter: Why might they not want to be treated? It all sounds quite overwhelming to me!

Declan: Well that brings me back to a word you mentioned earlier – empathy. It mostly occurs in people who have – as you'd imagine – higher levels of empathy towards others, and many see that as a good thing.

Presenter: And is it a condition people are born with?

Declan: It can be, but it can also be acquired. It's a bit more common in people who have had a limb removed. Quite a few amputees complain of feeling pain in missing limbs, when they see other people experiencing pain in that limb.

Presenter: Fascinating! Thanks, Declan. Join us again next week and don't forget to subscribe!

### **Audio 8.05**

Presenter: It's recently been reported that doctors have been prescribing gardening or even just spending time in nature to help with anxiety and depression. Well on today's programme I'm joined by TV gardening personality Gerald Butler to discuss exactly that. Welcome, Gerald. So, is gardening really helpful?

Gerald: Absolutely. It's just beneficial in so many ways. You've only got to look at the fact that it's been really successful so far for so many people, not just in alleviating the symptoms of stress and anxiety.

Presenter: In what ways, specifically?

Gerald: I think a big plus for me is that it's taught me over the years to become a more patient person. You do everything you can for young plants and they don't seem to grow much at first, and then you realise it's not that you haven't done enough for them, it's just that you have to simply leave them and wait. Nature is an incredibly powerful force that affects everyone, and sometimes you just have to wait for it to do its magic. That's what I get out of it, anyway.

Presenter: Well yes, and a successful career, of course!

Gerald: Yes, of course! Ah, well, it's not about that for a lot of people, it's about what goes through your mind when you're nurturing – tending to – your plants. And studies show that as well as providing the ideal conditions for you to unwind, gardening can also kick-start your brain and help you focus on things. I get some of my best ideas when gardening. The point is that you're spending time with living things. You care for them, protect them. It really is a labour of love.

Presenter: And then you get to reap the rewards come harvest time.

Gerald: Absolutely, you really feel like you've accomplished something. And another real positive about that is the things you've grown yourself always taste better. Whether they actually do or whether it's just a psychological effect isn't really important, but food always tastes better when you know you've grown it yourself. And looking at all the benefits, of course doctors are prescribing it to help people's mental well-being.

Presenter: Well, you've convinced me. Time to don my gardening gloves, I think!

### **Audio 8.06**

- 1 It's not that gardening is difficult, it's just that many people don't have the time.
- 2 The point isn't to produce lots of vegetables, the point is to spend time outside.
- 3 It's not about growing the best food, it's about caring for the plants.

### **Audio 8.07 and 8.08**

A: What do you do to maintain your well-being?

B: Crafting. I really like making things, especially 'upcycling' old things for a different purpose.

A: And what things have you made?

B: Ha, not much so far! But it's not about completing things for me.

The point is that it's something to focus on, and that helps reduce anxiety and alleviate the symptoms of stress. That's what I get out of it, anyway.

A: Nice to have something to help focus your mind.

B: Exactly. And it's just beneficial in so many ways. As well as helping me unwind, another real positive about upcycling is that it's good for the environment.

A: Because you're repurposing things which would otherwise go to landfill, right?

B: Exactly. You've only got to look at my latest project, where I turned an old car tyre into a seat. That's one less tyre they had to get rid of.

A: Fantastic!

### **Audio 8.09**

Presenter: With me today is Sara Lin, an expert in psychology. She's just written a book on psychological illusions and effects. Sara, your book makes for very interesting reading, I must say.

Sara: Thank you.

Presenter: One idea that kept cropping up in the book is that of the Pratfall Effect. Can you tell us a bit about that?

Sara: Sure. So, the basic principle is that highly competent or successful people – or at least those who we view as such – become more likeable when they make a mistake, or 'pratfall'.

Presenter: I see. So, for example, if a famous actor slips up on the red carpet when arriving at an awards ceremony, we like them more, feel empathy for them?

Sara: Yes, that's a good example. And you feel it more when it's someone like that than when it's your average Joe on the street.

Presenter: Right.

Sara: So, this effect was first studied by the social psychologist Elliot Aronson in 1966. What he did was to gather together a group of forty-eight participants and organise them into four groups, and then play a different recording to each group. The first group listened to someone, perceived as 'superior' by the participants, answering a series of trivia questions.

Presenter: How did he get them to think the person was superior?

Sara: At the start of the recording, the person would introduce themselves, saying things like 'I was a high school honours student, I was on the school track team', that kind of thing.

Presenter: Got it.

Sara: Yeah, so that was the first group. And the person answered ninety percent of the trivia questions correctly. The second group was played a recording of someone answering the same trivia questions, but this person was perceived to be 'average' and only answered thirty percent of the questions correctly.

Presenter: And was that seen as the 'pratfall'?

Sara: Ah, no, here comes the interesting bit. The third and fourth groups listened to the same recordings, but the actor on them announced at one point, 'Oh no, I've spilled coffee all over my new suit!'

Presenter: Ah, I see.

Sara: So, then, after listening to these recordings, the participants in each group answered a series of survey questions, and it turns out that the 'superior' person seemed more attractive to the group which heard the announcement about the coffee.

Presenter: Interesting.

Sara: Indeed, but not just that. The person seen as average actually became less attractive to the group which heard the announcement about the coffee.

Presenter: Oh! That's fascinating Sara. Now I wonder if I could ask you about another ...

# ANSWER KEY

## UNIT 1

### Lesson 1A

#### VOCABULARY

1 1 b 2 c 3 c 4 a 5 a 6 b 7 a 8 b

2 1 towel 6 making  
2 tack 7 along  
3 up about 8 give  
4 knock 9 out for  
5 flies 10 fair

#### GRAMMAR

3 1 c 2 b 3 a 4 b

- 4 1 Provided that 4 If I were to  
2 But for 5 Unless  
3 Without knowing 6 Should  
  
5 1 to take your ID, you won't be able to get in  
2 my teacher's help/the help of my teacher, I would have failed the exam  
3 we miss our flight, we can just take the next one  
4 slow driving, we would have been on time  
5 spent more time studying, you would have got better grades  
6 Were Lily to prepare the meal, everyone would love it

#### PRONUNCIATION

- 6A 1 If you have 4 If we leave  
2 If it's not 5 If that rings  
3 If people properly 6 If it's not

#### READING

7 b

- 8 1 Tod Ibarra ('absolute twaddle'; 'If I were to trot out these trite inspirational phrases', 'a complete fallacy')  
2 Roman Hughes ('The whole idea of success is a very personal thing, and obviously success means different things to different people.')  
3 Tod Ibarra ('Being successful is about getting results. If my team doesn't get results, my company won't survive. It's as simple as that.')  
4 Isla Boyer ('And that's why I make sure I do my best – with every word I write.')  
5 Roman Hughes ('In order to be successful, you first need to define what success means to you.')  
6 Isla Boyer ('I'm talking about how people feel after they've read my stories. If the words have moved them in some way, then I know I've done my job, more so if that effect remains with them.')  
  
9 1 F ('That's the key, I think. In order to be successful, you first need to define what success means to you.')  
2 T ('So in that sense, the conventional wisdom definitely rings true.')  
3 F ('If I were to trot out these trite inspirational phrases ... we wouldn't be where we are today.')  
4 T ('Doing your best is obviously important ... but in the adult world of business it's patently not true.')  
5 T ('It might appear on the face of things that being a successful author is a clear-cut thing to measure – you get your book published. But to me, it's more complex than that.')  
6 T ('I think you have to be lucky and get a break at some point, but it's what you do with that luck that counts.')

### Lesson 1B

#### VOCABULARY (collocations: education)

- |              |              |
|--------------|--------------|
| 1 1 striving | 5 develop    |
| 2 find       | 6 focusing   |
| 3 maintain   | 7 take       |
| 4 deliver    | 8 fulfilling |
| 2 1 quality  | 4 mutual     |
| 2 rigorous   | 5 good       |
| 3 nurturing  |              |

#### PRONUNCIATION

- 3B 1 take the initiative  
2 fulfil your potential  
3 striving for excellence  
4 nurturing environment  
5 rigorous standards  
6 mutual respect  
7 fostering good relationships  
8 a quality curriculum

#### VOCABULARY (compound nouns)

- |               |                 |
|---------------|-----------------|
| 4 1 learning  | 6 fees          |
| 2 environment | 7 learning      |
| 3 loan        | 8 assessment    |
| 4 thinking    | 9 accreditation |
| 5 training    | 10 assessment   |

#### GRAMMAR

- 5 1 c 2 a 3 a 4 a 5 c 6 b  
6 1 whatever 3 how 5 what  
2 what 4 whenever 6 Whichever

#### LISTENING

- 7 b, c, e, f, h  
  
8 1 a ('So, this is all born out of a mismatch between the skills and knowledge traditionally taught at school and those needed right across the board in a number of key industries.')  
2 b ('But with STEM learning, we can get to the heart of the issue and teach those skills which will be universally useful to people in the future, whatever profession they work in.')  
3 b ('It's essentially an integrated curriculum that allows for the development of core skills that are useful, such as critical thinking and creativity in problem solving.')  
4 c ('You see, the thing that sets us humans apart is our creativity, especially in terms of creative solutions to problems.')  
5 a ('We as educators need to stop thinking of education as the transfer of knowledge within the distinct frameworks of school subjects.')  
6 a ('Key skills to nurture are a sense of inquiry – which children are naturally equipped with – collaboration and a focus on process-based learning, not knowledge and facts.')  
  
9 1 It's essentially an integrated curriculum.  
2 That's precisely what it is, that's spot on!  
3 Do you think schools will implement this approach to learning?  
4 The starting point is to remember that it's an integrated approach.

**WRITING**

- 10** 1 begins  
2 compares  
3 points  
4 gives
- 5** accepts  
**6** focuses  
**7** goes  
**8** cites

**12** Sample answer

In this extract about STEAM learning, the presenter begins by asking Kendra Lewis what implementing a STEAM model of education means in practical terms for education staff. She then outlines how teachers should work together to plan lessons and explains that there might be a dedicated team looking at how different courses can be integrated. The presenter points out that this might cause extra work, but Kendra compares it to individual planning and cites teachers that she's spoken to who says that they've learnt a lot from the process. She goes on to talk about the role of educational managers and gives information on how they need to plan the curriculum and timetable carefully to allow for the integration of subjects. She then goes on to talk about the training educational staff will need and focuses on the importance of professional development. She also points out that it won't be a huge task as they can make use of the materials and resources that already exist. Finally, she talks about the role of assessment and compares it with traditional assessment which focuses more on knowledge of facts. She gives an example of what STEAM assessment might look like, and states that it needs to focus more on the process than the product.

**Lesson 1C****VOCABULARY**

- |                        |                  |                   |
|------------------------|------------------|-------------------|
| <b>1</b> 1 fertile     | <b>4</b> raw     | <b>7</b> than     |
| 2 box                  | 5 flash          | 5 detrimental     |
| 3 sparked              | 6 novel          | 6 up              |
| <b>2</b> 1 inspiration | <b>4</b> outside | <b>2</b> tangible |
| 2 blue                 | 5 up             | 2 boost           |
| 3 innate               | 6 intuitive      | 3 harm            |

**How to ...**

- 3** 1 c 2 e 3 a 4 f 5 b 6 d  
**4** 1 a 2 d 3 f 4 g 5 b 6 e 7 c

**PRONUNCIATION**

- 5 2 and 3

**SPEAKING**

- |                   |                 |                 |
|-------------------|-----------------|-----------------|
| <b>6A</b> 1 point | <b>4</b> saying | <b>4</b> parcel |
| 2 rolling         | 5 like          | 5 learn         |
| 3 cut             | 6 what          | 6 dried         |

**Lesson 1D****LISTENING**

- 1 1 B 2 J 3 I

- 2** 1 Brayden ('The other thing she did was help us discover things for ourselves rather than just feed us answers.')  
 2 Ilsa ('... when I was at school, I wasn't really into history as a subject ...')  
 3 Joanna ('I struggled a bit with maths at school, I was never very good at it because I just couldn't understand formulas and things like that.')  
 4 Joanna ('Another way in which she went the extra mile was by creating these worksheets that were specifically designed to play to our strengths and interests. They were great worksheets and I suspect it took her ages to create them.')

- 5** Ilsa ('I remember, once, he told us to think about the very spot where we were sitting and consider all the people in the past who had walked over that same spot, how fascinating that was.')  
**6** Brayden ('And she created this really sort of friendly, nurturing dynamic in the lessons, so that we felt secure and comfortable trying things out and not worrying too much about our errors.')

**READING**

- 3** 1 c 2 b  
**4** 1 T (... and daily life is dominated by the overwhelming stench of the tip.)  
**2** F ('When teacher, musician and environmental technician Favio Chávez visited the area as part of a state recycling project, he was shocked at the conditions these families were living in.')  
**3** F ('Enlisting the help of former carpenter Don Cola Gomez, they set about creating musical instruments from the material they found in the dump.')  
**4** F ('Up to three-quarters of the children's families were living in motels.')  
**5** F ('She then set about launching a national campaign to raise funds by asking businesses and organisations across the country to donate money.')  
**6** T ('As a result the students' scores in all subjects greatly improved.')

**UNIT 2****Lesson 2A****VOCABULARY**

- |                                       |                 |
|---------------------------------------|-----------------|
| <b>1</b> 1 profile                    | <b>4</b> than   |
| 2 facilitating                        | 5 detrimental   |
| 3 bring                               | 6 up            |
| <b>2</b> 1 tangible                   | <b>4</b> stuck  |
| 2 boost                               | 5 showcase      |
| 3 harm                                |                 |
| <b>3</b> 1 bustle                     | <b>4</b> parcel |
| 2 large                               | 5 learn         |
| 3 about                               | 6 dried         |
| <b>4</b> 1 peace and quiet            |                 |
| 2 First and foremost                  |                 |
| 3 make or break                       |                 |
| 4 slowly but surely / sooner or later |                 |
| 5 slowly but surely / sooner or later |                 |
| 6 give or take                        |                 |

**GRAMMAR**

- 5 1 b 2 c 3 b 4 a 5 c 6 b

**PRONUNCIATION**

- |                    |               |
|--------------------|---------------|
| <b>6A</b> 1 as, as | <b>4</b> than |
| 2 a                | 5 as, as      |
| 3 than             |               |
- They all have the same weak schwa sound.

**READING**

- 7** 1 sister cities  
**2** (an) international (relationship)  
**3** (to develop) trade  
**4** (the) mid-20th century

# ANSWER KEY

- 8 1 a ('exotic-sounding place you've never heard of and have no intention of finding out about')  
2 b ('This was intended as a way of opening up lasting channels of communication between cities after years of conflict between warring nations.')  
3 b ('the two previously warring cities of Paris and Rome became exclusively twinned. This sisterhood of great cities carries the motto, 'Only Paris is worthy of Rome; only Rome is worthy of Paris.')  
4 a ('But, decades on, much has now changed in these industries. So is there much point in them being twinned?')  
5 a ('... such as exchange programmes where teenagers get to visit the other town and stay with a family.')

## Lesson 2B

### VOCABULARY

1 1 a 2 c 3 c 4 b 5 b 6 a 7 c

- |                |              |
|----------------|--------------|
| 2 1 cited      | 4 echoed     |
| 2 acknowledged | 5 questioned |
| 3 pondered     | 6 called     |
| 3 for          | 4 off        |
| 2 into         | 5 in         |
| 3 off          | 6 up         |

### GRAMMAR

4 1 a 2 b 3 b 4 c

- |             |           |
|-------------|-----------|
| 5 1 called  | 5 opinion |
| 2 claimed   | 6 pointed |
| 3 echoed    | 7 ability |
| 4 confident | 8 need    |

### PRONUNCIATION

- 6A The second part of the sentences gives a contrasting view. The intonation is higher on the names or descriptions of the people with the contrasting view.

### LISTENING

- 7 The correct order is b, d, a, e, c.
- 8 1 F ('And since I only work with English,')  
2 F ('However, that doesn't mean my work is without its own challenges.')  
3 T ('I guess one of the first things ... We need to make sure the text doesn't cover up too much of the action in terms of screen space.')  
4 T ('... and if the actors are speaking fast and there's a lot of text, it can be quite tricky.')  
5 F ('Because of the time and space restrictions, we often find ourselves making decisions about what to include or whether to simplify the syntax to make it easier to follow.')  
6 T ('We also have to stay true to the character's style of speech, register and any eccentricities they might have.')  
7 T ('each line of text needs to be a 'sense unit', so we can't split articles from nouns, collocations ...')  
8 T ('We need to blend the text into this so that the subtitles almost appear invisible ... That is our main aim whenever scribing text for subtitles.')

### WRITING

#### 9A Suggested answers:

- 1 audiobooks, TV adverts, animated films, dubbing foreign-language videos
- 2 They search online, record an 'audition' and send it off.

3 Pros: you can choose your work (and how much work you take on), there's a great community of people, you make contacts in a wide variety of fields.  
Cons: can be expensive to get started, need to set and stick to a routine to be able to manage the work, uncertainty about future work, can be lonely

#### 9B Suggested answers:

Both texts refer to radio advertisements in addition to the areas of work mentioned in the recording in 9A.

- 1 Morning – non-vocal work, e.g. search for new jobs, send emails and invoices; Afternoon – vocal work in studio: record auditions to warm up then work on main client's jobs; Evening – take a walk and rest voice.
- 2 organised (needs to set a routine to manage the different tasks involved to keep on top of things, can't rush things), ability to understand meaning behind the script, reading fluency, ability to work to deadlines, good timing.

#### 10 Sample answer:

A voiceover artist usually works as a freelancer. They record for a range of media such as audiobooks and radio and TV adverts. They search online for jobs and when they find one they like the look of, they record an audition and submit it. The advantages of the work are being able to choose which projects to work on and how much work to take on. They are part of an interesting community of people who work in a wide range of different fields. On the other hand, it can be expensive to get started and it can be a bit lonely, working alone all the time. Voiceover artists also need to be organised and able to set and stick to a routine. On a typical morning, one voiceover artist does administrative work such as emailing and sending invoices, then afternoons are spent in the studio recording auditions and projects she's working on, before resting her voice in the evening by going for a walk. As well as having organisational skills, voiceover artists need to be able to understand meaning behind scripts and have reading fluency and good timing.

## Lesson 2C

### VOCABULARY

- |                   |                |
|-------------------|----------------|
| 1 1 frowned       | 4 irrespective |
| 2 commonplace     | 5 peculiar     |
| 3 long-standing   |                |
| 2 1 stereotypical | 4 standing     |
| 2 irrespective    | 5 peculiar     |
| 3 rooted          | 6 upon         |

### How to ...

- 3 1 Wanda ('The other day I accidentally bumped into someone at the train station and they turned round to me and said, 'Sorry!', even though I was to blame!')
- 2 Omar ('But surely it's good to be polite like that? Otherwise we'd just be walking around being rude to each other all the time.')
- 3 Stacey ('I remember once ... a guy came rushing past, looking like he had to get somewhere quickly ... and he walked into the lamp post. His first reaction was to say sorry, which he said to the lamp post!')
- 4 Omar ('And you make a good point. When it gets to that stage, I think we've taken things too far.')
- 5 Wanda ('I think often that politeness gets confused with the idea of polite language ... My language has become more polite, but the intent is more aggressive, if you see what I mean.')

**6** Wanda ('In America, strangers always talk to each other in the street. But, here in England, for example, if I try to strike up a conversation at a bus stop, I can feel the other person getting uncomfortable and trying to avoid engaging with me.')

- 4** **1** But    **4** Fair  
**2** take    **5** point  
**3** make    **6** way

**PRONUNCIATION**

**5A** **1** b    **2** a    **3** d    **4** c

**SPEAKING**

**6A** **1** e    **2** b    **3** c    **4** d    **5** a    **6** f

**Lesson 2D****LISTENING**

- 1** **1** A    **2** C    **3** C  
**2** **1** unpopular                                    **4** with something else  
**2** isn't    **5** the way it's baked  
**3** cheese    **6** competition

**READING**

- 3** All except 2, 5 and 8 are mentioned  
**4** **1** fish tacos                                      **5** sample  
**2** (small fried) fish                                 **6** (three) different parts  
**3** unique cuisines                                    **7** convenience  
**4** hygiene

**REVIEW 1-2****GRAMMAR**

- 1** **1** If I'd known about the dress code, I would have dressed smartly.  
**2** Unless you check, you won't have the full picture.  
**3** But for my parent's support, I wouldn't have gone to university.  
**4** If I were to go out tonight, I'd regret it tomorrow.  
**5** Had you studied more, you would have passed the exam.  
**6** We'll be there on time providing (that) we leave early.
- 2** **1** Whoever                                        **4** whatever  
**2** how    **5** what  
**3** exactly    **6** this
- 3** **1** b    **2** c    **3** b    **4** a
- 4** **1** hopeful                                        **5** cited  
**2** to    **6** echoed  
**3** acknowledged                                        **7** ability  
**4** implored    **8** have

**VOCABULARY**

- 5** **1** spot on                                        **4** vacuous comments  
**2** struck, chord                                      **5** ring true  
**3** complete fallacy                                 **6** sweeping statement
- 6** **1** up    **4** nothing  
**2** in    **5** out  
**3** in    **6** making
- 7** **1** blended                                        **5** potential  
**2** virtual    **6** critical  
**3** rigorous    **7** path  
**4** nurturing    **8** tuition
- 8** **1** fertile    **4** sparked  
**2** box    **5** raw  
**3** out of

**9** **1** answer/answers

**2** through

**3** adjust

**10** **1** b    **2** a    **3** a    **4** b    **5** a    **6** b

**11** **1** b    **2** b    **3** a    **4** c    **5** a    **6** c

**12** **1** acknowledged                                **4** illustrate

**2** reeled

**3** raised

**13** **1** deeply-rooted                                **4** frowned  
**2** irrespective of                                    **5** commonplace of  
**3** stereotypical                                        **6** peculiar

**14** **1** b    **2** c    **3** b    **4** c    **5** a

**4** level

**5** account

**UNIT 3****Lesson 3A****VOCABULARY**

- 1** **1** warrant                                        **4** spread  
**2** identify    **5** jeopardise  
**3** leave
- 2** **1** word    **4** success  
**2** selling    **5** second  
**3** footprint    **6** strengths

**GRAMMAR**

- 3** **1** unimaginable                                **5** a requirement  
**2** essential    **6** bound  
**3** capable of    **7** may  
**4** an aptitude                                        **8** a chance

**4** **1** c    **2** a    **3** c    **4** b    **5** b    **6** a

**PRONUNCIATION**

- 5A** **1** are    **4** all  
**2** to    **5** of  
**3** to

**LISTENING**

**6** 2, 3 and 5

- 7** **1** b ('For some positions, the number of applicants is so high that it's simply impractical for employers to devote the necessary time to read each application and give it the attention it deserves.')  
**2** b ('A benefit of this for companies is that they'll be able to spend more valuable and productive 'human time' face-to-face with potential employees.')  
**3** b ('Companies will need to rethink their branding so that they not only appeal to their customer base, but also to potential employees.')  
**4** a ('So, for example, if you search for 'office administrator', results might also include something like 'hotel receptionist', which you may not have considered before.')  
**5** b ('... you'll need to be constantly alert to this, even when you're not actively seeking employment.)

**WRITING**

- 8** **1** F (*you're, I've, I'm, That's, I'd, haven't, you'd*)  
**2** F (*Hope you're well. I really like the look of this job. I think I'd fit the bill! ... good at the job. Let me know, etc.*)  
**3** T  
**4** F (Is he actually formally applying for the job or just wanting to find out if he's a 'good fit'?)  
**5** F  
**6** F (He hasn't attached his CV.)

# ANSWER KEY

## 9 Sample answer

Dear Mr Wilkley

I am writing to apply for the role of sales and marketing executive as advertised on the job seekers website. Your company has an excellent reputation in the industry and I was particularly impressed with your recent *Homes for all* campaign.

Aspects of my background which I consider relevant include the following:

- I hold a first-class degree in marketing from the University of Birmingham.
- During my five years' experience in my current sales and marketing role, I have consistently met or exceeded my monthly sales targets, often working calmly under pressure.

During my time here, I have also worked within a small sales team and have helped integrate new members into the team as well as participated in team-based activities to build strong relationships. In addition, I have led workshops on developing communication skills with clients. I am passionate about my career and see myself working long-term with the right company. I feel that my experience, expertise and skills would be a real asset to your company.

I am attaching my CV, which includes further details and references. Please do not hesitate to contact me should you require any further information. Thank you in advance for your consideration.

Kind regards,  
Chris Pennington

## Lesson 3B

### VOCABULARY

#### 1 1 ease, stress

2 engender, distrust

3 exacerbate, divisions

4 aggravate, problem

5 strengthen, bonds

6 boost, morale

7 alleviate, boredom

#### 2 1 c 2 a 3 a 4 b 5 b 6 c

### PRONUNCIATION

#### 3A 1 morale

2 exacerbate

3 divisions

4 aggravate

5 boredom

6 alleviate

7 engender

8 distrust

### GRAMMAR

#### 4 1 got

2 it was

3 must

4 had

5 being

6 to have been

7 to be learnt

8 have been

9 is

10 having

#### 5 1 b 2 a 3 b 4 c

### READING

6 b (In text A: '... it was down to the very fact that I didn't have those interruptions. This meant that I wasn't taking the odd break. The fact that I was so focused and able to concentrate meant I was working much harder.'; In text B: 'That there are fewer distractions from other people so you can focus better and get your work done more quickly, leaving you free for the rest of your day to go and sit in the park or whatever else takes your fancy.') (Point a is mentioned in text A and point c is mentioned in text B.)

7 1 B ('But not all social interaction is healthy (think of the crowded daily commute ...)')

2 A ('Except, I soon started to realised that if I do dress up for the office every morning it really motivates me to get started and put my work 'hat' on (changing it from my home 'hat'), and helps me focus on my work more easily.')

3 B ('... it's been shown that people with emotional stability and good self-discipline work best at home.')

4 B ('... they often find they end up working longer hours in order to fill the day.')

5 A ('I had a comfortable place to work (in front of a big window overlooking the park – always work near a window if you can: another top tip!)')

6 B ('But this really isn't true, as, when working remotely, people often feel more of a need not to waste each other's time.')

7 A ('So I started using a timer to force myself to take a break every thirty minutes, no matter what I was doing. I felt much better at the end of each day.')

8 1 A (The writer talks directly to the reader: 'If you follow my blog, you'll know, ...', etc. while in A the writer takes a more formal and impersonal approach.)

2 B (The writer uses paragraphs signposted by linkers, such as 'Firstly', 'Another common fallacy' and contrasting language, for example, 'There are some health advantages ... however'. The paragraph in Text B also have an identifiable introduction and conclusion, while in Text A the structure seems to reflect the writer's thoughts on the topic as they develop.)

3 A ('Big plus!', etc.)

4 B (The writer generally uses longer sentences, passive forms, more formal language, more technical and 'higher level' language.)

## Lesson 3C

### VOCABULARY

#### 1 1 enforce

4 stand

2 encouraging

5 shape

3 eliminate

6 allocate

#### 2 1 wing

5 cast

2 manifesto

6 hereditary

3 exit

7 constitution

4 head

8 spin

### How to ...

3 1 F (She thinks they have the necessary qualifications, but don't have the right skills.)

2 T ('The aim of the new skills initiative is for industry leaders to work more closely with the Department of Education in order to have an influence on how they shape the curriculum.')

3 F (This is what the interviewer suggests, but the politician rejects this suggestion: 'That's not what I mean.')

4 T ('We need to equip students with the necessary skills they need in most jobs. Things like critical thinking, communication skills, creativity. These are important skills in all jobs, and they fit into all school subjects.')

4 1 So, what you're basically saying is that we need more investment.

2 But isn't that the opposite of what you said before?

3 Am I right in thinking you need this to work?

4 What I said was it's important for everyone.

**SPEAKING**

- 6A** 1 words      5 rephrase  
 2 What      6 put  
 3 right      7 exactly  
 4 got

**Lesson 3D****LISTENING**

- 1 1 a 2 d 3 g 4 h 5 e 6 b 7 c 8 f
- 2 1 b ('It was a great way to get experience, as long as it's in the field of work you later want to work in.')  
 2 a ('You want to do it at a company which prioritises staff development over profit, otherwise you're just going to end up being someone who gets the coffees, cleans up after others, that sort of thing.')  
 3 a ('So, the first day I started, I had to sign an NDA, because obviously the bank deals with a lot of sensitive and personal information about their clients ... It's basically a document where you say you won't reveal any information about the bank or its customers.')  
 4 b ('We'd meet up at the end of each week and review what I'd learnt that week. I could ask questions about anything I wasn't sure of, and she'd ask me questions about what I might do differently. She also asked me how I could use what I'd learnt that week in the following week.')  
 5 a ('Don't fall into the trap of thinking that you're not a real employee. You essentially are and you're doing real work.')  
 6 a ('When I first started, I didn't want to seem 'difficult' so I took on all the tasks I was given')  
 7 b ('The point is to try and learn from them. That's the real learning process.')

**READING**

- 3 1 h 2 c 3 d 4 a 5 f 6 g

- 4 1 T ('Employees should have sufficient space and the capacity to allow them to personalise their own space, too.')  
 2 F ('Some studies suggest ... Whether you buy into all that or not ...')  
 3 F ('There are many aspects to this, such as ...')  
 4 T ('... it's important to provide quiet spaces where staff can go when they need to concentrate, or just have some quiet time.')  
 5 T ('... unless everyone's fully involved and contributing, it's going to be wasting time that could be much better spent.')  
 6 F ('It seems that most people have a sense of duty and knowing that they don't need to be in the office helps them work more productively when they are.')

**UNIT 4****Lesson 4A****VOCABULARY (verb–noun collocations)**

- |                           |            |
|---------------------------|------------|
| 1 1 a 2 c 3 b 4 b 5 a 6 c | 5 push     |
| 2 1 satisfy               | 6 pursuing |
| 2 Fuelled                 | 7 realised |
| 3 back                    |            |
| 4 raise                   |            |

**PRONUNCIATION**

- |              |             |
|--------------|-------------|
| 3A 1 funding | 4 limits    |
| 2 project    | 5 science   |
| 3 ambition   | 6 curiosity |

**VOCABULARY (adjective–adjective collocations)**

- |                 |               |
|-----------------|---------------|
| 4 1 infinitely  | 5 immediately |
| 2 ludicrously   | 6 vehemently  |
| 3 significantly | 7 wildly      |
| 4 blindingly    | 8 gravely     |

**GRAMMAR**

- 5 1 c 2 c 3 a 4 a 5 b 6 c

**READING**

- 6 1 submit a proposal/submit proposals  
 2 Philadelphia  
 3 intelligent automation
- 7 1 c  
 2 b  
 3 a
- 8 1 F ('Technology which can read human brainwaves isn't new ...')  
 2 F ('This technology is a way off from being universally developed, as everyone's brain signals are different ...')  
 3 T ('However, the software developed by the team features a form of AI that learns how to distinguish different signals as it goes on, learning the correct functions over time.')  
 4 T ('They're building a hub for delivery drones and flying taxis ...')  
 5 F ('The whole hub and its vehicles are powered by hydrogen and are carbon neutral with zero emissions ... In fact, it doesn't need to be connected to the national energy grid at all.)  
 6 F ('Using a mixture of sand, gel and bacteria ...')  
 7 T ('It can also draw in dangerous toxins from air pollution ...')

**Lesson 4B****VOCABULARY**

- |                   |                 |
|-------------------|-----------------|
| 1 1 patch         | 4 effect        |
| 2 ends            | 5 word          |
| 3 hand            |                 |
| 2 1 rough         | 4 helping       |
| 2 meet            | 5 knock         |
| 3 face            | 6 spread        |
| 3 1 compassionate | 5 intuitive     |
| 2 enterprising    | 6 resourceful   |
| 3 aloof           | 7 conscientious |
| 4 appreciative    | 8 selfless      |

**PRONUNCIATION**

- 4A 1 word  
 2 day
- 3 meet  
 4 hand

**GRAMMAR**

- |                      |                           |
|----------------------|---------------------------|
| 5 1 had been looking | 5 has finally implemented |
| 2 's living          | 6 've lost                |
| 3 've been helping   | 7 'd forgotten            |
| 4 have received      | 8 've had                 |

- 6 1 b 2 a 3 c 4 b

**LISTENING**

- 7 b and c

# ANSWER KEY

- 8** **1** T ('We always get requests from donors asking to see how their donations are spent.')  
**2** F ('I worked in IT before I joined the charity.')  
**3** T ('This then has a knock-on effect on how people perceive us, they become more appreciative of our work and they're encouraged to donate more.')  
**4** F ('So far the app's been downloaded nearly a thousand times, so it's popular, too.')  
**5** F ('In fact by early next year we'll have been running for ten years.')  
**6** T ('What we aim to do is match people in third-world countries with people in this country who want to invest ethically.')  
**7** F ('and then invest part or the whole of the sum required.')  
**8** T ('It's sort of venture capitalism, I guess, but on a smaller, more human scale.)

## WRITING

**9A** a

**9B** **1** c **2** e **3** a **4** b **5** d

**10** Sample answer

### Small scale, but a big difference

People invest for all sorts of reasons. While everyone wants to see a good return on their investment, there are a whole host of other motivations, such as making a difference to people's lives or protecting the planet. ImpactVest allows you to not only do that, but also see the positive effects of your money.

So, what makes investing with ImpactVest different? Well, unlike other investment companies which promise higher returns the higher the risk, the aim of this organisation is to get the money exactly where it's needed on a small scale. Not only that, but you can see who it's giving a helping hand to and how.

The way it works is simple. For example, someone in a developing country might have a small business which is doing well, and wants to expand. So they post the amount needed and their business plan on the website. Potential investors can then browse the website and choose how much they want to invest. They can invest part or all of the required amount. They then receive regular updates on how the business is doing.

This is a great way to invest ethically, so if you want your money to do some good in the world as well as bring you a return, this is the organisation for you.

## Lesson 4C

### VOCABULARY

**1** **1** a **2** c **3** b **4** a **5** c **6** b

**2** **1** c **2** e **3** f **4** b **5** a **6** d

### How to ...

**3** b

**4** **1** whole  
**2** Having  
**3** To

**4** speaking  
**5** presumably  
**6** impression

### PRONUNCIATION

- 5A** **1** Having said that, // many people expressed a concern that this shouldn't go too far.  
**2** To cite one example, // one respondent stated that this should by no means include military service.  
**3** Generally speaking, though, // most people thought community service was a good idea.

## SPEAKING

- 6A** **1** picture  
**2** cite  
**3** Another

- 4** reflected  
**5** might  
**6** seems

## Lesson 4D

### LISTENING

- 1** b ('It is of course, nothing like a cow, as this cute little mammal is a porpoise which closely resembles a dolphin, with a large dark ring around its eyes and a dark grey hue over its top surface.')  
**2** **1** female (Females grow up to 150 cm long, whereas their male counterparts grow to around 140 cm long')  
**2** (a group of mammals including) whales, dolphins and porpoises ('This makes them the smallest of all cetaceans, a group which includes whales, dolphins and other porpoises')  
**3** (at the very top end of) the Gulf of California ('The vaquita roams the very top end of the Gulf of California ...')  
**4** smaller fish, crustaceans and squid ('... loves the warm, shallow waters with its abundance of smaller fish, crustaceans and squid.')  
**5** the illegal fishing industry ('However, the main culprit for its decline is the illegal fishing industry ...')  
**6** 567 ('... by 1997 there were an estimated 567 left in this bay.')  
**7** fewer than ten ('... today there are believed to be fewer than ten in the wild.')  
**8** She died. ('In 2017 one captured female was so traumatised that she died.')

## READING

- 3** Yes.  
**4** **1** a ('Wondering what a bird of prey is doing in such an urban environment,')  
**2** b ('Their appearance as a bird of prey created an impression of them as a harbinger of doom, something dark and to be feared.')  
**3** b ('In Wales, however, ... they were afforded some semblance of protection over the next hundred years.')  
**4** a ('That came in the unprecedented form ...')  
**5** b ('From their new home, they started to spread out westwards along the corridor of the M40 motorway, feeding on carrion found there.')  
**6** a ('a truly magnificent and awe-inspiring creature that has gone from being on the brink of extinction in Britain to numbers there now forming nearly ten percent of the world's population ...')

## REVIEW 3-4

### GRAMMAR

- 1** **1** It's a given that he'll get the job.  
**2** It seems totally unimaginable that they'd fire her.  
**3** We aren't supposed to wear trainers at work.  
**4** This needs to be sorted out immediately.  
**5** That must have been the client on the phone.  
**6** The odds are that we'll get homework tonight. / The odds are that tonight we'll get homework.  
**2** **1** thought  
**2** having  
**3** being

- 4** got  
**5** be done  
**6** to have been

- 3** **1** Solving  
**2** doing  
**3** to fix  
  
**4** **1** 've never tried  
**2** lived / was living  
**3** 'll be travelling  
**4** 've been  
**5** 'll have been working / 'll have worked  
**6** 'd been waiting

**VOCABULARY**

- |  |   |
|--|---|
| <b>5</b> <b>1</b> plays<br><b>2</b> footprint<br><b>3</b> jeopardise               | <b>4</b> selling<br><b>5</b> warrant                                |
| <b>6</b> <b>1</b> engender<br><b>2</b> aggravate/exacerbate<br><b>3</b> exacerbate | <b>4</b> alleviate<br><b>5</b> strengthen<br><b>6</b> boost         |
| <b>7</b> <b>1</b> freezes<br><b>2</b> head<br><b>3</b> blanket                     | <b>4</b> flooded<br><b>5</b> trickling                              |
| <b>8</b> <b>1</b> tackle<br><b>2</b> enforce<br><b>3</b> shape                     | <b>4</b> allocate<br><b>5</b> encourage                             |
| <b>9</b> <b>1</b> exit<br><b>2</b> head<br><b>3</b> ballot                         | <b>4</b> views<br><b>5</b> constitution<br><b>6</b> manifesto       |
| <b>10</b> <b>1</b> share<br><b>2</b> aspect<br><b>3</b> field                      | <b>4</b> toxic<br><b>5</b> footing                                  |
| <b>11</b> <b>1</b> realise<br><b>2</b> back<br><b>3</b> raise                      | <b>4</b> push<br><b>5</b> serve<br><b>6</b> pursue                  |
| <b>12</b> <b>1</b> vehemently<br><b>2</b> ludicrously<br><b>3</b> blindingly       | <b>4</b> significantly<br><b>5</b> wildly<br><b>6</b> gravely       |
| <b>13</b> <b>1</b> patch<br><b>2</b> hand<br><b>3</b> effect                       | <b>4</b> meet<br><b>5</b> face<br><b>6</b> word                     |
| <b>14</b> <b>1</b> conscientious<br><b>2</b> aloof<br><b>3</b> compassionate       | <b>4</b> enterprising<br><b>5</b> resourceful<br><b>6</b> intuitive |
| <b>15</b> <b>1</b> profit<br><b>2</b> zero<br><b>3</b> umbrella                    | <b>4</b> finite<br><b>5</b> transactions                            |
| <b>16</b> <b>1</b> taken<br><b>2</b> grave<br><b>3</b> global                      | <b>4</b> set<br><b>5</b> brink                                      |

**UNIT 5****Lesson 5A****VOCABULARY**

- |  |   |
|--|---|
| <b>1</b> <b>1</b> up<br><b>2</b> have<br><b>3</b> project<br><b>4</b> preconceptions               | <b>5</b> adopt<br><b>6</b> establish<br><b>7</b> lasting<br><b>8</b> taint                    |
| <b>2</b> <b>1</b> dishevelled<br><b>2</b> bereft<br><b>3</b> gullible<br><b>4</b> self-deprecating | <b>5</b> distinctive<br><b>6</b> susceptible<br><b>7</b> unfavourable<br><b>8</b> implausible |

- |   |  |
|---|--|
| <b>3</b> <b>1</b> reassuring<br><b>2</b> pompous<br><b>3</b> unapproachable | <b>4</b> disconcerting<br><b>5</b> unperturbed |
|---|--|

**GRAMMAR**

- 4** **1** b **2** b **3** c **4** b  
  
**5** **1** her brother's an electrician  
**2** was my workload last month that  
**3** I love about my new job  
**4** was the best I've seen in ages  
**5** was Jan who took your mug

**PRONUNCIATION**

- 6A** **1** What I hate most is when people lie to me.  
**2** Under no circumstances should you attempt to lift this without help.  
**3** It felt like the longest ever, that meeting.  
**4** That customer you were talking to, what did she want?  
**5** All I needed was a bit more time.  
**6** When I'm going to have time to finish this, I have no idea.

**READING**

- 7** The correct order is: b, d, a, c.  
  
**8** **1** a ('We unwittingly size them up by their posture, eye gaze, tone of voice, body language and facial expressions.'  
**2** b ('... appearance counts. If we see something we don't like, it taints our impression.')  
**3** b ('They try to project themselves in a certain way, even adopting mannerisms that they believe will help them succeed.')  
**4** a ('A lot of our expressions come from our eyebrows. In monkeys, raised eyebrows are a sign of aggression, but with us it's the opposite.')  
**5** b ('... perhaps not the best advice, as people do it in a split-second and without thinking.')

**Lesson 5B****VOCABULARY**

- |  |  |
|--|--|
| <b>1</b> <b>1</b> went<br><b>2</b> sway<br><b>3</b> escalate                       | <b>4</b> abound<br><b>5</b> boost<br><b>6</b> embellished                |
| <b>2</b> <b>1</b> c <b>2</b> b <b>3</b> a <b>4</b> b <b>5</b> a <b>6</b> c         |  |
| <b>3</b> <b>1</b> distort<br><b>2</b> sway<br><b>3</b> boost<br><b>4</b> embellish | <b>5</b> go<br><b>6</b> escalates<br><b>7</b> abound<br><b>8</b> quashed |

**GRAMMAR**

- 4** **1** b **2** b **3** a **4** c **5** c **6** a  
  
**5** **1** Having forgotten  
**2** approaching  
**3** Designed
 **4** having/having had  **5** Having run  **6** Cooked |

**PRONUNCIATION**

- 6A** **1** lost  
**2** Being
 **3** was  **4** Having |

**LISTENING**

- 7** a and c

- 8**

  - 1** F ('And their tactics are becoming ever more duplicitous as they distort information to achieve their goal.'
  - 2** T ('contacting you by phone, they claim to be calling from your bank, saying that you've been a victim of fraud and your account details have been compromised.'
  - 3** T ('A lot of people have experienced this type of scam happen when they're about to make a large payment, say, for example, a deposit for a house or a new car, something like that.'
  - 4** F ('But you shouldn't rely on banks and other organisations to protect you.'
  - 5** F ('And, finally, the first time you buy from a website, do a search for reviews of the site.'

**9**

  - 1** What are the types of scams they're using?
  - 2** Contacting you by phone, they claim to be from your bank.
  - 3** You shouldn't rely on banks and other organisations to protect you.
  - 4** Check your credit report every month for any unusual signs.

## **WRITING**

- |           |                    |                     |
|-----------|--------------------|---------------------|
| <b>10</b> | <b>1</b> aim       | <b>6</b> few        |
|           | <b>2</b> on        | <b>7</b> proportion |
|           | <b>3</b> minimise  | <b>8</b> large      |
|           | <b>4</b> consensus | <b>9</b> worrying   |
|           | <b>5</b> cited     | <b>10</b> points    |

## **11** Sample answer Introduction

The aim of this report is to summarise the positive and negative effects of businesses having a social media presence, based on a survey of 50 companies. It will go on to offer recommendations on how companies can minimise any negative effects.

## Positive effects

There was widespread agreement among those interviewed that it is generally expected these days. A frequently mentioned reason was that it can help improve the company's image online. A significant proportion of those interviewed said it helps them interact with customers directly, by answering questions or responding to complaints. A few businesses also said that they use social media to promote their services and launch new products. Companies with links to the local community can use social media to communicate initiatives and activities directly to local people.

### Negative effects

On the other hand, an overwhelming number of businesses mentioned the risk to the company's image. They mentioned that if complaints aren't dealt with quickly, they can be amplified. A substantial percentage cited the need to keep the account information up to date to avoid creating a negative impression among customers. A worrying number of companies stated the cost of constantly monitoring social media for the business is sometimes prohibitively expensive. However, companies which had a dedicated member of staff or trained their staff in social media management reported fewer risks to their image.

## Recommendations

After considering these points, I recommend that businesses should be advised to:

- have a social media presence
  - monitor and update their social media as much as possible
  - respond to queries and/or complaints as quickly as possible
  - train staff in social media management skills

I believe that a social media presence has more

positive than negative effects for businesses and so should be used, but managed carefully.

## Lesson 5C

## VOCABULARY

- |          |          |       |          |          |          |   |          |   |          |   |          |   |          |   |          |   |
|----------|----------|-------|----------|----------|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| <b>1</b> | <b>1</b> | own   |          | <b>4</b> | come     |   |          |   |          |   |          |   |          |   |          |   |
| <b>2</b> | <b>2</b> | bring |          | <b>5</b> | convince |   |          |   |          |   |          |   |          |   |          |   |
|          | <b>3</b> | gauge |          |          |          |   |          |   |          |   |          |   |          |   |          |   |
| <b>2</b> | <b>1</b> | a     | <b>2</b> | b        | <b>3</b> | c | <b>4</b> | a | <b>5</b> | c | <b>6</b> | b | <b>7</b> | a | <b>8</b> | b |

## HOW TO ...

- |          |  |               |
|----------|--|---------------|
| <b>3</b> | a  |               |
| <b>4</b> | <b>1</b> perfectly   | <b>5</b> Not  |
|          | <b>2</b> like  | <b>6</b> for  |
|          | <b>3</b> like  | <b>7</b> calm |
|          | <b>4</b> no  |               |
| <b>5</b> | <b>a</b> ? <b>b</b> 1 <b>c</b> 6 <b>d</b> 3 <b>e</b> 4 <b>f</b> 5 <b>g</b> 7 |               |

## PRONUNCIATION

- 6A** It rises on each word except the last one, when it falls.

## SPEAKING

- |           |                        |                              |
|-----------|------------------------|------------------------------|
| <b>7A</b> | <b>1</b> just consider | <b>4</b> huge breakthrough   |
|           | <b>2</b> Not only      | <b>5</b> waiting for         |
|           | <b>3</b> to me         | <b>6</b> cool, collaborative |

## Lesson 5D

## **LISTENING**

- |          |               |               |
|----------|---------------|---------------|
| <b>1</b> | 2, 5          |               |
| <b>2</b> | <b>1</b> Cora | <b>5</b> Ed   |
|          | <b>2</b> Ed   | <b>6</b> Ed   |
|          | <b>3</b> both | <b>7</b> Cora |
|          | <b>4</b> Cora | <b>8</b> Ed   |

## **READING**

- 1 b 2 e 3 f 4 a 5 d 6 g**

**4** **1** T ('On the one hand, when faced with problems, try to keep things in perspective and look at the whole picture.')

**2** F ('Achieving these will put you in a good frame of mind, which will rub off on others.')

**3** T ('...but you'll also be demonstrating that things can actually be done.')

**4** F ('I think everyone admired him for doing that.')

**5** F ('If you try to be something or someone you aren't, it might make other people suspicious.')

**6** T ('Even if you don't agree with what they say, the act of hearing them will make them feel like what they're saying is important.')

**7** T ('Pay attention to people's actions and when you notice something that's been done successfully, compliment them and make a bit of a song and dance about it.')

**8** F ('But, in arguments over a polarising issue, how often does one side actually 'win' and convince the other? That's not something I've ever experienced.')

**UNIT 6****Lesson 6A****VOCABULARY**

- |   |           |     |              |     |     |     |
|---|-----------|-----|--------------|-----|-----|-----|
| 1 | 1 c       | 2 c | 3 b          | 4 b | 5 a | 6 a |
| 2 | 1 set     |     | 4 revolves   |     |     |     |
|   | 2 seen    |     | 5 resonated  |     |     |     |
|   | 3 plunged |     | 6 devoted    |     |     |     |
| 3 | 1 sheer   |     | 5 riveting   |     |     |     |
|   | 2 style   |     | 6 debut      |     |     |     |
|   | 3 plotted |     | 7 fiendishly |     |     |     |
|   | 4 grips   |     |              |     |     |     |

**GRAMMAR**

- 4 1 b 2 a 3 c 4 b

- 5 1 'd been steadily getting  
2 liked  
3 went  
4 followed  
5 were gently running  
6 felt  
7 woke  
8 had fallen

**PRONUNCIATION**

- 6A The stress increases and the intonation is higher.

**READING**

- 7 1 T ('there has to be something learnt in the story, whether that's a lesson in life or a resolution to a conflict.')  
2 T ('Remember that, when writing, you don't have to begin at the start. You can start to relay the narrative from the middle, or even the end. But a clear structure will allow you to do so without confusing the audience.')  
3 F ('Bear in mind that the reader has allowed you to venture into their time, and so if your offering is too difficult to follow, they'll just give up.')  
4 F ('Once you've got the message and structure in place, it's time to explore your characters and scenarios.')  
5 F ('I was always told to write about what I know, but there's no harm in throwing in a few surprises for your reader.')  
6 T ('It's easy to build short bursts of writing into your daily schedule.')  
8 1 a 2 a 3 b 4 b 5 a 6 a

**WRITING**

- 9 1 b 2 d 3 e 4 a 5 c

- 10 Sample answer  
*Neverwhere* by Neil Gaiman

It's London, but not as you know it. This fiendishly clever tale is set against the backdrop of a murky underworld, deep in the belly of England's capital. The protagonist, Richard Mayhew, having moved to London from his native Scotland, finds himself in a dead-end job and a failing engagement. One night, he chances upon a girl in the street looking completely wretched, as though she'd just been attacked. He stops to help her when they are whisked through a door into a magical kingdom full of mythical people and beasts, a whole subterranean world which, though it exists before our very eyes, we're blissfully unaware of.

The girl's name is Door, which is ironic as Richard went with her through an actual door into this world. What follows is a rollercoaster ride of an adventure through 'London Below' to aid Door in escaping assassins and to locate whoever was responsible for her family's deaths and avenge them. Here, everything is aptly named, of course. As they travel through the world, they meet shepherds at Shepherd's Bush, a baron at Baron's Court, and a band of black friars at Blackfriars. And who do you think they meet at Earl's Court? That's right, it's the Earl himself!

The story itself is absolutely amazing and quite brilliant. Gaiman is a true storyteller and, with his ability to make the completely absurd seem plausible, a proper entertainer. It's well worth a read. It'll open up a whole new world to you that you never knew existed, just like it does for the protagonist himself.

**Lesson 6B****VOCABULARY**

- |   |                         |                       |
|---|-------------------------|-----------------------|
| 1 | 1 confrontational       | 5 simplistic          |
|   | 2 melodic               | 6 emotionally charged |
|   | 3 poignant              | 7 melancholic         |
|   | 4 rousing               | 8 punchy              |
| 2 | 1 find                  | 4 nothing             |
|   | 2 back                  | 5 relate              |
|   | 3 conjures              |                       |
| 3 | 1 e 2 a 3 f 4 c 5 d 6 b |                       |

**GRAMMAR**

- 4 1 b 2 b 3 c 4 b 5 a 6 c 7 c 8 a  
5 1 f 2 b 3 c 4 g 5 a 6 h 7 d 8 e

**PRONUNCIATION**

- 6 It rises in the first part in bold, and falls on the second.

**LISTENING**

- 7 B  
8 1, 2, 4, 6 and 7  
9 1 a ('I think the simple answer is you need to get lucky! It's an incredibly difficult business to break into, so you need an opportunity to get yourself heard by as many people as possible.')  
2 c ('You need to take a good look at where music is today and get a feel for the direction it's heading in.')  
3 c ('So, we all met at college, and we soon discovered we had a mutual love for the type of punchy, rousing sound that we play.')  
4 b ('... but it's not just about how well people in your band can play, it's about how well you play together. That's the thing about music, it's more than the sum of its parts. When good musicians get together and they're a good fit, what they produce is poignant and beautiful.')  
5 a ('It's important to get on socially, too.')  
6 b ('When we first started we just played covers of songs we all really like and can relate to.')  
7 c ('But these days, the songwriting mainly comes from Kyle ... But it's true that I do most of the writing.')  
8 a ('I'll bring it to the next band practice and then other people will add little riffs here and there and then, before we know it, we end up with a new hit.')

# ANSWER KEY

- 10** **1** It's an incredibly difficult business to break into.  
**2** You need to have some substance to what you create.  
**3** You've got to have something that's worth sharing.  
**4** When we get together to rehearse, it doesn't feel like work.

## Lesson 6C

### VOCABULARY

- 1** **1** d **2** e **3** i **4** a **5** f **6** g **7** c **8** j **9** b **10** h  
**2** **1** rugged **4** rugged  
**2** rambling **5** pristine  
**3** dense **6** barren

### How to ...

- 3** **1** c **2** g **3** a **4** d **5** e **6** b **7** f  
**4** **1** like **4** those  
**2** mean **5** this  
**3** Funny

### PRONUNCIATION

**5A** Yes, they are.

### SPEAKING

- 6A** **1** stuff **5** know  
**2** like **6** those  
**3** this **7** like  
**4** sort

## Lesson 6D

### LISTENING

- 1** b  
**2** **1** c **2** d **3** a **4** f **5** e **6** b

### READING

- 3** **1** c **2** a **3** d **4** e **5** b  
**4** **1** a **2** a **3** b **4** a **5** a **6** b

## REVIEW 5–6

### GRAMMAR

- 1** **1** The source of the misinformation we  
**2** What I really hate is  
**3** It's very popular round the world, this  
**4** It was this story which  
**5** All we need is  
**6** That article you shared, where  
**2** **1** the rumour was false, Kevin spread it anyway.  
**2** I read last week was fascinating.  
**3** discussed the matter at length, we've agreed it's not viable  
**4** convinced by the story, Sonja decided to check it.  
**5** by Liam, the article was later proved to contain falsehoods.  
**6** slowly, the onions taste best.  
**3** **1** were talking **4** hadn't even started  
**2** 'd been working **5** didn't know  
**3** were you doing **6** walks  
**4** **1** perfectly **4** distinctly  
**2** utterly **5** fully  
**3** horror **6** Difficult

### VOCABULARY

- 5** **1** e **2** c **3** a **4** d **5** b

- 6** **1** industrious **4** reassuring  
**2** disconcerting **5** dishevelled  
**3** unintelligible **6** unperturbed  
**7** **1** sway **4** embellished  
**2** go **5** distorted  
**3** boosting  
**8** **1** come **5** convince  
**2** bring **6** go  
**3** gauge **7** bolster  
**4** own  
**9** **1** mediocre **4** muddled  
**2** long-winded **5** assured  
**3** stiff **6** inappropriate  
**10** **1** e **2** c **3** a **4** d **5** f **6** b  
**11** **1** resonated **4** breaks  
**2** addresses **5** devoted  
**3** set  
**12** **1** riveting **4** grips  
**2** plotted **5** debut  
**3** sheer **6** fiendishly  
**13** **1** emotionally **4** nothing  
**2** melancholic **5** relate  
**3** conjures **6** reduced  
**14** **1** c **2** a **3** e **4** f **5** b **6** d  
**15** **1** farmhouse **4** beach  
**2** forest **5** mountains  
**3** room  
**16** **1** b **2** e **3** c **4** a **5** d

## UNIT 7

## Lesson 7A

### VOCABULARY (idioms for choices)

- 1** **1** spoilt **4** take  
**2** umming **5** second  
**3** quandary **6** sit

### PRONUNCIATION

- 2A** **1** I'm trying not to sit on the fence.  
**2** It's time to stop umming and ahhing.  
**3** You need to dig your heels in.  
**4** It's easy to just take the path of least resistance.  
**5** I'm in a bit of a quandary over this.  
**6** Ooh, we're really spoilt for choice!

### VOCABULARY (connotation)

- 3** **1** b **2** c **3** a **4** b **5** b **6** c  
**4** **1** embarking upon **4** vexing  
**2** subscribe to **5** anti  
**3** Confronted **6** out

### GRAMMAR

- 5** **1** c **2** a **3** c **4** a **5** b **6** c  
**6** **1** c **2** f **3** a **4** g **5** d **6** e **7** b

### READING

- 7** The correct order is: b, d, a, c.  
**8** **1** F (... but that doesn't mean we can't apply those techniques in our daily lives.)  
**2** T (This is linked to the next step, generating multiple solutions, or suggestions in our case. Then we need to evaluate each option.)

- 3** F ('Quite simply, what you do is write all your ideas on separate sticky notes or cards and stick them to a wall or a board.' Only the ideas are written on paper, not the whole diagram.)
- 4** T ('The idea behind this is that when you're spoilt for choice and have many different options and factors, you organise them into sense groups, which lead you more easily towards making a decision.')
- 5** T ('... especially if we're looking to make a large purchase such as a new car.')
- 6** F ('These methods involve making decisions that are good enough, though possibly not the best.')
- 9**
- 1** affinity diagram
  - 2** heuristics
  - 3** seven-step model
  - 4** heuristics
  - 5** seven-step model
  - 6** cost/benefit analysis
- 10**
- 1** ('So, what are some of these techniques?')
  - 2** ('Finally, we get to select the option based on our evaluation ... and implement it ...')
  - 3** ('Let's say it's a relative's birthday coming up, and you need to decide what to buy them and how to celebrate.')
  - 5** ('... but deciding what to have for dinner isn't as important a decision as how to allocate thousands of pounds ...')
  - 6** ('This might involve ambling around the supermarket to see what's on offer, or looking up a recipe online.')
  - 7** ('When deciding what to have for dinner, we might feel hungry, or just be planning ahead to the evening.')

## Lesson 7B

### VOCABULARY

- |          |                     |                |
|----------|---------------------|----------------|
| <b>1</b> | <b>1</b> cast       | <b>4</b> skim  |
| <b>2</b> | <b>2</b> scrutinise | <b>5</b> pore  |
| <b>3</b> | <b>3</b> plough     |                |
| <b>2</b> | <b>1</b> perusing   | <b>5</b> pored |
| <b>2</b> | <b>2</b> skipped    | <b>6</b> skim  |
| <b>3</b> | <b>3</b> up         | <b>7</b> flick |
| <b>4</b> | <b>4</b> dip        | <b>8</b> cast  |
| <b>3</b> | <b>1</b> bookworm   | <b>5</b> lost  |
| <b>2</b> | <b>2</b> die        | <b>6</b> nose  |
| <b>3</b> | <b>3</b> curl       | <b>7</b> cover |
| <b>4</b> | <b>4</b> heavy      | <b>8</b> hit   |

### GRAMMAR

- 4** **1** a **2** c **3** c **4** a **5** c **6** a  
**5** **1** d **2** e **3** a **4** g **5** c **6** h **7** f **8** b

### PRONUNCIATION

- 6A**
- 1** skip
  - 2** obsess
  - 3** in
  - 4** protect
  - 5** aside
  - 6** comment

The verbs are stressed when followed by a dependent preposition, while particles (prepositions or adverbs) are stressed in the phrasal verbs.

### LISTENING

- 7** c
- 8**
- 1** L ('At the same time, people often feel a little embarrassed by this, as they feel like they're "cheating".')
  - 2** B ('Reading involves cognitive processing, attention, reasoning, language comprehension, memory, visual processing and motor control of your eyes. ... Well, listening has exactly the same benefits except for, obviously, visual processing and motor control of your eyes.')
  - 3** B ('And both reading and listening to stories benefit your brain in terms of making sense of the plot of the story.')
  - 4** R ('When we listen to a performance, we can feel the emotions of the characters instead of having to imagine them ...')
  - 5** L ('I guess you can multitask, too. I often listen to audiobooks while I'm driving or pottering around in the garden, something like that.')
  - 6** R ('Well, books are better at holding our attention, and paying attention is another skill we use when reading.')
  - 7** L ('I sometimes find my mind wandering to other things I'm doing when I listen to an audiobook, and it can be tricky getting back to the exact spot.')
  - 8** B ('But either way, the most important skills involved in both reading and listening to books are the ones to do with processing content, and they're the highest-level skills.')
- 9**
- 1** When you read, a number of parts of your brain are involved.
  - 2** Regular reading can increase your lifespan.
  - 3** Both reading and listening to stories benefit your brain.
  - 4** Indeed, but that's where books also have an advantage.

### WRITING

- 10** **1** F **2** A **3** F **4** A **5** F **6** A

- 11** Sample answer

There's nothing worse than one of your colleagues or employees having problems with grammar and spelling, especially on important or promotional documents. Hearing someone say, 'You should of done that' really grates. But how do you broach the subject with them? It has been suggested that the solution to the problem may lie in employers providing grammar and spelling 'lessons' or directing employees to online courses, to avoid any embarrassment.

Supporters of the idea argue that learning grammar and correct spelling helps with other key skills, such as the ability to communicate clearly and social interaction. And having all employees undergo the training together will help strengthen bonds and encourage teamwork. It can even help people when they want to learn other languages by providing a framework for the way the language is structured. Those who disagree with the idea, though, suggest it's perhaps a waste of time, and that it's time that could be spent much more usefully on the job at hand. And I guess it depends on the job, too. I mean, does a plumber really need to be able to tell the difference between the past continuous and the past perfect, or spell words that they will probably never need to write?

# ANSWER KEY

Personally, I agree with this argument: I don't think it's that important for many jobs. I mean, of course, for certain professions that involve a lot of communication, such as marketing or publishing, it's important, but you'd expect people in those professions to have already been trained in such matters.

## Lesson 7C

### VOCABULARY

1 1 b 2 a 3 c 4 c 5 a 6 b

### How to ...

2 1 b 2 e 3 a 4 d 5 c

- |              |             |
|--------------|-------------|
| 3 1 maybe    | 5 guessing  |
| 2 would      | 6 Obviously |
| 3 no         | 7 going     |
| 4 some, just |             |

### PRONUNCIATION

4A Rising intonation is shown in bold below. Falling intonation is shown with the underlined words.

- 1 Well, maybe **it's just me**, / but I'm not really a fan of zoos.  
2 **I'm no expert**, / but I think they do a lot to raise awareness.  
3 Obviously you've got to **have some controls**, / but I think building zoos is going too far.  
4 The idea has a lot **going for it**, / but I don't think we'll have time.

### SPEAKING

5A 1 c 2 e 3 a 4 f 5 d 6 b

## Lesson 7D

### LISTENING

- 1 She disagrees.  
2 1 T ('This means that customers make calculated choices based on what they perceive will make them happiest.')  
2 T ('This might mean buying a more expensive version of something because they feel the quality is better, perhaps buying the cheapest because spending less will make them happier.')  
3 F ('This assumes that no matter what consumers opt for, they'll never be totally satisfied. So, taken with the first principle, consumers aim to be as happy as possible, but they'll never be fully satisfied with what they purchase.')  
4 F ('This states that the amount of satisfaction you gain from a purchase decreases gradually over time.')  
5 F ('... as it allows them to calculate the relationship between what prices to set and the state of the economy at any given time.')  
6 T ('The primary assumption, utility maximisation, makes the mistake of assuming that consumers always act rationally. But they don't.')  
7 T ('Or perhaps the item that a consumer really wants to buy isn't available, so rather than skip the purchase – if it's a small one – they might look for a quick substitute.')  
8 F ('In effect, rather than looking at how consumers behave, it portrays a somewhat idealistic view of how customers *should* behave.')

### READING

- 3 They are against too much choice.

- 4 1 b ('But, as I'm sitting here reading about per-condition cover, lifetime or non-lifetime cover, size and type of excess ...')  
2 b ('I can feel a bead of sweat running down my forehead.')  
3 a ('But when I've only got fifteen minutes left on my lunch break and I'm faced with rows and rows of different types of sandwiches, these values are most definitely not at the forefront of my mind.')  
4 b ('This shows how too much choice can be overwhelming, causing us to baulk at the thought of trying to choose which we like most.')  
5 b ('By limiting choice, customers go from being 'utility maximisers' (people who make careful and calculated choices on what is best for them) to 'satisficers' (people who buy things which, for them, are 'good enough').')  
6 a ('... and research shows that a lack of knowledge of the many different types of plans, coupled with this perceived lack of urgency, means that a lot of people defer making the choice until it's too late')

## UNIT 8

## Lesson 8A

### VOCABULARY

- |                           |            |
|---------------------------|------------|
| 1 1 c 2 a 3 b 4 b 5 a 6 c | 4 overcome |
| 2 1 getting               | 5 step     |
| 2 be                      | 6 have     |
| 3 show                    |            |
| 3 1 honoured              | 5 fetched  |
| 2 held                    | 6 coming   |
| 3 cut                     | 7 reaching |
| 4 term                    | 8 wired    |

### GRAMMAR

- 4 1 a 2 b 3 a 4 a  
5 1 e 2 b 3 f 4 g 5 a 6 h 7 c 8 d

### PRONUNCIATION

- 6A 1 long  
2 comfort  
3 good  
4 gift

### READING

- 7 1 c 2 h 3 d 4 a 5 e 6 f 7 b 8 g  
8 1 400 (should be 401)  
2 a foot injury (should be hernia)  
3 a quarter of a million pounds (should be £330,000)  
4 heart attack (should be a partial stroke)  
5 cycle 14,000 miles (most of this distance will be covered by running marathons, only 1,310 miles of cycling)  
6 140 days (should be 104 days)

## Lesson 8B

### VOCABULARY

- |                |               |
|----------------|---------------|
| 1 1 nostalgic  | 4 involuntary |
| 2 shrill       | 5 distressing |
| 3 tingling     |               |
| 2 1 comforting | 4 unsettling  |
| 2 soothing     | 5 distressing |
| 3 hypnotic     |               |
| 3 1 flinched   | 5 grimace     |
| 2 gasp         | 6 set         |
| 3 clutching    | 7 wince       |
| 4 squirm       |               |

**GRAMMAR**

- |                       |            |            |                 |            |            |            |
|-----------------------|------------|------------|-----------------|------------|------------|------------|
| <b>4</b> 1 b          | <b>2</b> b | <b>3</b> a | <b>4</b> b      | <b>5</b> b | <b>6</b> a | <b>7</b> b |
| <b>5</b> 1 would make |            |            | 4 'll be going  |            |            |            |
| 2 Would (you) help    |            |            | 5 will win      |            |            |            |
| 6 won't start         |            |            | 6 wouldn't need |            |            |            |

**PRONUNCIATION**

- 6** 1 They'll have received the package by now.  
 2 Contracted *will* is not used.  
 3 You'll have to show me how to use it.  
 4 We'll need more time.

**LISTENING**

- 7** There are both positive and negative things about it.  
**8** 1, 2, 4, 5 and 7  
**9** 1 F ('synaesthesia involves the mixing of two or more senses, that aren't usually connected, so people with synaesthesia might see sounds as colour, or even taste sounds.' The examples involve three senses: hearing (sounds), sight and taste.)  
 2 T ('With mirror-touch synaesthesia, people feel sensations that other people feel. So, for example, if they see someone stub their toe, they'll feel that pain.')  
 3 F ('in the US, it's estimated that it affects between 1.6% and 2.5% of the population.')  
 4 F ('In one of them, people are touched on different cheeks while they watch an assistant being touched on their cheeks.')  
 5 T ('Treatment mainly involves therapy and might include things like imagining there's an invisible wall separating the synaesthete from the person they're looking at. In some cases, prescription medicines normally used to treat anxiety and depression can be effective.')  
 6 F ('It can be, but it can also be acquired.')  
**10** 1 She felt like she was getting a hug, too.  
 2 We know it's a rare condition, but just how rare?  
 3 Is there any treatment available for sufferers of the condition?  
 4 It all sounds quite overwhelming to me!

**WRITING**

- 11** 3  
**12** a 3 b 1 c 2 d 4

**13** Sample answer

One of my favourite fictional characters is very well-known: Forrest Gump. He's the main character of the 1986 novel of the same name by Winston Groom (as well as the 1994 film). In the story, we soon come to learn that he's compassionate, optimistic and determined as he manages to overcome a number of major setbacks through a combination of luck and a steely desire to help others.

At an early age, Forrest is diagnosed with polio, which means that, while he has strong legs, he has a crooked spine. He therefore has to wear thick metal leg braces in order to help him walk. Due to his innocent nature and low IQ, coupled with the unsightly leg braces, Forrest is bullied at school. One day, walking home from school with his friend Jenny, some bullies appear and start to chase him. Jenny then blurts out the famous line, 'Run, Forrest, run!' and that's exactly what he does. His steel and determination show themselves here, when he runs so fast, and with such strength that his leg braces come off and he's able to make good his

escape.

What follows is a series of robust challenges he faces as he makes his journey through life, all of which he's able to deal with in his own unique way. These include war, shrimp fishing, running across America, meeting presidents and rock stars and much, much more. By the end of the story, you'll come to love Forrest just as much as I did, I'm sure!

**Lesson 8C****VOCABULARY**

- |                  |                 |
|------------------|-----------------|
| <b>1</b> 1 kick- | <b>5</b> offset |
| 2 foster         | 6 alleviates    |
| 3 open           |                 |
| 4 keep           |                 |

- 2** 1 f 2 c 3 d 4 a 5 g 6 e 7 h 8 b

**How to ...**

- |                       |               |
|-----------------------|---------------|
| <b>3</b> 1, 2 and 4   | <b>4</b> just |
| <b>4</b> 1 beneficial | 5 get         |
| 2 look                | 6 positive    |
| 3 plus                |               |

**PRONUNCIATION**

- 5A** The intonation in the first part of each sentence is higher.

**SPEAKING**

- |                   |             |
|-------------------|-------------|
| <b>6A</b> 1 about | <b>4</b> so |
| 2 point           | 5 real      |
| 3 out             | 6 got       |

**Lesson 8D****LISTENING**

- 1** c

- 2** 1 T ('highly competent or successful people – or at least those who we view as such – become more likeable when they make a mistake, or 'pratfall'.')  
 2 F ('What he did was to gather together a group of forty-eight participants and organise them into four groups, and then play a different recording to each group.')  
 3 T ('At the start of the recording, the person would introduce themselves, saying things like 'I was a high school honours student, I was on the school track team', that kind of thing.')  
 4 T ('And the person answered ninety percent of the trivia questions correctly. The second group was played a recording of someone answering the same trivia questions, but this person was perceived to be 'average' and only answered thirty percent of the questions correctly.')  
 5 F ('The third and fourth groups listened to the same recordings, but the actor on them announced at one point, 'Oh no, I've spilled coffee all over my new suit!')  
 6 T ('The person seen as average actually became less attractive')

**READING**

- 3** 1 b 2 c 3 a  
**4** 1 a ('What's wrong with laughing, you might ask? Everyone loves a good giggle, surely? Except this wasn't your average run-of-the-mill laughter. It came in uncontrollable fits ...')  
 2 b ('It came in uncontrollable fits that lasted from a few hours up to sixteen days in one instance.')

# ANSWER KEY

- 3 b ('many teenagers were facing the fast-approaching final-year exams when all of a sudden there was an outbreak of a virus – or so it seemed.')  
4 a ('... doctors could find no underlying medical causes whatsoever. They were stumped. But then it transpired that the sick teens all had something in common: they'd all watched the soap opera the night before and in that particular episode there had been an outbreak of a virus ...')  
5 a ('Some were also vomiting or had sore eyes or throats or headaches.')  
6 b ('More sensible theories have attributed it to a type of pesticide being sprayed on nearby fields, a type which has since been banned in the UK.')

## REVIEW 7-8

### GRAMMAR

1 1 b 2 a 3 b 4 c

2 1 to 2 of 3 in 4 on 5 for 6 of 7 from 8 to 9 of 10 of

- 3 1 I've got something I need to talk to you about.  
2 It was a totally unbelievable story.  
3 We're looking for someone able to meet tight deadlines.  
4 We're based in the high-rise building at the end of the street.  
5 Poverty is a growing problem amongst the elderly.  
6 The person who I admire most is my father.

4 1 b 2 d 3 f 4 a 5 c 6 e

### VOCABULARY

5 1 quandary 4 resistance  
2 heels 5 choice  
3 ahwing 6 sleep

6 1 anti 4 confronted  
2 subscribe 5 ahead  
3 away 6 clout

7 1 over 4 scrutinise  
2 skimming 5 up  
3 dipping 6 flick

8 1 bookworm, nose 4 curl  
2 die 5 hit  
3 cover 6 heavy

9 1 actively 4 deeply  
2 hotly 5 completely  
3 strictly 6 patently

10 1 c 2 a 3 b 4 b 5 b 6 a

11 1 step 4 determination  
2 aptitude 5 grips

12 1 far 4 far  
2 clear 5 time  
3 widely

13 1 a 2 f 3 c 4 d 5 b 6 e

14 1 flinch 4 started  
2 sets 5 clutched

15 1 loosen 5 open  
2 take 6 keep  
3 alleviate 7 offset  
4 kick

16 1 a 2 c 3 e 4 b 5 d

## CUMULATIVE REVIEW 1-4

### GRAMMAR

- 1 1 Should you 4 for  
2 were 5 unless  
3 provided 6 if  
2 1 Andressa thinks the book is amazing.  
2 He maintained that the decision was the right one.  
3 The journalist questioned the minister's ability to govern.  
4 As mentioned in the programme, inflation will rise.  
5 My teacher was satisfied with my explanation.  
6 We wondered if it was OK to bring our own food.  
3 1 done 4 highly  
2 odds 5 given  
3 capable 6 imperative  
4 1 was standing 5 's/has been  
2 'd/had just decided 6 've found  
3 'd/had been playing 7 'll/will be performing  
4 were waiting

### VOCABULARY

5 1 struck 4 making  
2 throw 5 trot  
3 patently 6 hung

6 1 box 4 blue  
2 fertile 5 spark

7 1 in 4 voiced  
2 point 5 into  
3 off 6 issue

8 1 an assault 4 take  
2 intriguing 5 with  
3 fused 6 unique

9 1 spread 4 leave  
2 warrant 5 jeopardise  
3 identify 6 play

10 1 e 2 c 3 d 4 a 5 f 6 b

11 1 going 4 appreciative  
2 selfless 5 give  
3 make 6 intuitive

12 1 infinite 4 brink  
2 unprecedented 5 set  
3 grave 6 action

### How to ...

13 1 ball 4 point  
2 come 5 on  
3 cut 6 up

14 1 round 4 where  
2 relevant 5 flaw  
3 surely 6 strong

15 1 correct 4 words  
2 mean 5 not  
3 put

## CUMULATIVE REVIEW 5-8

### GRAMMAR

- 1 1 b 2 e 3 a 4 f 5 c 6 d  
2 1 somewhat 4 horror  
2 remarkably 5 perfectly  
3 Unbelievably 6 utterly

- 3** **1** Haven't got  
**2** I  
**3** Am I  
**4** **1** 'd/would be OK  
**2** won't ask for help when she needs it  
**3** 'd/would have put the heating on  
**4** 'll/will have received it  
**5** would tell us stories while we fell asleep

**VOCABULARY**

- 5** **1** bearing  
**2** rapport  
**3** unapproachable  
**6** **1** mediocre  
**2** lengths  
**3** credibility  
**7** **1** identify  
**2** melancholic  
**3** conjures  
**8** **1** e **2** a **3** d **4** f **5** b **6** c  
**9** **1** anti  
**2** sleep  
**3** subscribe  
**10** **1** actively  
**2** completely  
**3** strictly  
**11** **1** winced  
**2** distressing  
**3** gasped  
**12** **1** c **2** a **3** e **4** d **5** b

- 4** Liberty  
**5** let  
**7** **1** for  
**2** on  
**3** of  
**4** for/to  
**8** **1** to stay  
**2** echo  
**3** warm  
**4** educated

- 5** for  
**6** about  
**7** in  
**8** on  
**5** highly  
**6** for  
**7** you make  
**8** interesting

**How to ...**

- 13** **1** perfectly  
**2** follow  
**3** for  
**14** **1** f **2** a **3** d **4** e **5** b **6** c  
**15** **1** on  
**2** just  
**3** lot

- 4** hesitation  
**5** will you  
**6** with  
**5** look  
**6** some

**How to ...**

- 9** **1** consensus  
**2** assume  
**3** contradict  
**4** illustration  
**10** **1** F **2** I **3** I **4** F **5** F **6** I **7** I **8** I

**VOCABULARY**

- 1** **1** b **2** e **3** c **4** a **5** f **6** d  
**2** **1** through  
**2** feed  
**3** take  
**3** **1** showcase  
**2** quiet  
**3** detrimental  
**4** **1** frowned  
**2** standing  
**3** rooted  
**5** **1** morale  
**2** wet  
**3** aggravate  
**6** **1** prioritise  
**2** shared  
**3** field  
**7** **1** realise  
**2** immediately  
**3** fuel

- 4** dynamic  
**5** adjust  
**6** inspire  
**4** take  
**5** facilitate  
**6** harm  
**4** common/commonplace  
**5** peculiar/particular

- 4** poured  
**5** engender

- 4** toxic  
**5** sound  
**6** social  
**4** vehemently  
**5** push  
**6** blindingly

- 4** finite  
**5** online

- 4** viral  
**5** distort

**CUMULATIVE REVIEW 1–8****GRAMMAR**

- 1** **1** studying  
**2** explaining  
**3** Whatever  
**2** **1** e **2** f **3** b **4** g **5** c **6** h **7** a **8** d  
**3** **1** has been fired  
**2** is thought  
**3** to be selected  
**4** **1** b **2** c **3** a **4** a **5** c **6** b **7** a **8** b  
**5** **1** given  
**2** Affected  
**3** shouting  
**4** invested  
**6** **1** joined  
**2** 'd/had been thinking  
**3** invited  
**4** had been set

- 4** submitted  
**5** what  
**6** how  
**4** had our windows replaced  
**5** needs to be made  
**6** to be done  
**5** been told  
**6** Knowing  
**7** missed  
**8** Planted  
**5** didn't have  
**6** was having  
**7** found  
**8** hadn't read

- 7** **1** for  
**2** on  
**3** of  
**4** for/to  
**8** **1** to stay  
**2** echo  
**3** warm  
**4** educated  
**10** **1** c **2** d **3** a **4** e **5** f **6** b  
**11** **1** breaking  
**2** sheer  
**3** resonate  
**12** **1** authentic  
**2** opulent  
**3** rugged  
**13** **1** c **2** a **3** e **4** f **5** b **6** d  
**14** **1** overwhelmed  
**2** indecisive  
**3** chop  
**15** **1** shape  
**2** fetched  
**3** get to  
**16** **1** loosen  
**2** keep  
**3** unwind

- 5** for  
**6** about  
**7** in  
**8** on  
**5** highly  
**6** for  
**7** you make  
**8** interesting

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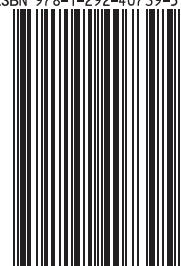
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