

Workbook

Frances Treloar
Gill Holley

Checkpoint



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1 Study helpline

Vocabulary

1 Write the words in the correct column. Write *n* (noun), *v* (verb) or *n/v*.

assignment • become independent
continuous assessment • coursework
degree • extracurricular activity • **grade**
graduate • hall of residence • lecture
mark • master's • notes • resit
student facilities • student loan • tutor
tutorial • undergraduate



Studying at university	Life at university	People	Exams/Assessment
<i>graduate</i> (v) /grædʒuət/	<i>student facilities</i> (n)	<i>graduate</i> (n) /grædʒuət/	<i>grade</i> (n/v)

2 Use the word given in capitals to form a word that completes the sentence.

- You learn to be _____ when you stop living with your parents. **DEPEND**
- One way of checking a student's progress at university is by _____ assessment. **CONTINUE**
- Students have to do _____ for each of the subjects they study at university. **ASSIGN**
- A _____ is a type of class at university. **TUTOR**
- When they aren't at lectures, students can choose to do an extracurricular _____. **ACTIVE**
- In their first year at university, many students live in a hall of _____. **RESIDENT**

3 Choose the correct option, a, b or c.

- After I graduate, I'd like to continue studying and do a _____.
a degree b undergraduate c master's
- Our history ____ starts at 2.30 and finishes at 4.00 this afternoon.
a tutor b lecture c course
- Katie can't come out tonight because she has to ____ an exam tomorrow.
a revise b resit c mark
- My brother is studying for a ____ in physics at university.
a graduate b grade c degree
- When I read the ____ that I took in my tutorial, I couldn't understand them!
a notes b coursework c assignments
- I can't afford to pay for university so I've got a student ____.
a facilities b loan c tutor
- I work very hard on my assignments and I've got good ____ so far.
a coursework b tutors c grades

VOCABULARY EXTENSION

4 Match the phrasal verbs (a-f) with the meanings (1-6). Use a dictionary to help you.

There are lots of extracurricular activities at university so I sometimes find it difficult to (a) **get down to** work. I go to lectures and (b) **take down** what the lecturer says. At the end of the day, I (c) **go over** my notes. But I sometimes (d) **hand in** assignments late because I always (e) **put off** writing them until the last minute. I don't know how I'm going to (f) **get through** my exams at the end of the year!

- read and check _____
- give work to a teacher or tutor _____
- pass _____
- start (to work) _____
- postpone, do something at a later time _____
- write (what a person says) _____

STUDY SKILLS

What should you find out about a word when you look up words in a dictionary?

STUDY SKILLS ► page 84

1 What things should you consider when choosing a university? Read the article and tick (✓) the points that the students mention.

- | | | | |
|------------------------------------|--------------------------|--|--------------------------|
| 1 the course content and structure | ☐ | 3 opportunities to get work experience | ☐ |
| 2 the cost of the fees | ☐ | 4 extracurricular activities | ☐ |

CHOOSING A UNIVERSITY?

READ SOME STUDENTS' TIPS.



A The head of my school wanted me to do a degree in law at a prestigious university. He said it would give me a better chance of getting a job, but I wanted to do something creative so I chose a degree at a university with a good reputation for marketing. It's a vocational course, but it does involve studying economics and psychology, too. People are always asking why I chose this university, but I've been really pleased with my course. One university isn't better than another. The important question is which course is the best fit for you?

TANYA PHILLIPS, MARKETING

B A lot of people start a course and then drop out so it's important to research courses carefully. My film studies degree has a good balance of theory and practical components, which is important for me. We usually have lectures in the morning and then work in the film studio in the afternoon. My friend is forever complaining that his course doesn't offer enough practical work, but he probably didn't find out enough about it before he applied. The other thing is location. I chose to be in London because it's got a vibrant film culture and it's easy to keep up-to-date with popular trends. The only thing I don't like is the cost of rent. I pay much more than friends who are studying in other cities.

JOSH HARRIS, FILM STUDIES

C Going to university is a unique opportunity and, while the course is important, it's more about the student experience. That's why I chose a small campus. It's a close-knit community and the student facilities are excellent. With so many extracurricular activities, it's been easy to make friends. I've been a member of the Debating Society since my first year and now I'm President of the Student Union. I think getting a degree is only part of why we go to university, and the other skills I've learnt will help me to find a job.

ALEX BEAVEN, GEOGRAPHY

D My advice when looking at universities is to think of the three Cs: city life, course modules and career prospects. With the high cost of student fees, you have to think about your career goals. See if the course or uni offers work placement opportunities. I was particularly attracted to my course because it gave me a chance to work for a year. I'm doing my placement now, and I love it! I've worked in different local government departments and, as a result, I know I want to work in education policy when I graduate.

NATASHA STEVENS, POLITICS

E I chose a course at my local university because it's more convenient. I've been living at home this year, which means I've been able to save a lot of money and I won't be so much in debt when I finish. Some of my friends are living in halls of residence and have to do part-time jobs to help pay for their accommodation. My parents understand that I've got a lot of coursework so I don't really have to do chores at home. I think it's good to have the support of your family at uni.

KYLE LAWRENCE, BIOLOGICAL SCIENCES

2 Match the questions (1–9) with the people in 1 (A–E). Some people appear more than once.

Which person ...

- | | |
|--|----------|
| 1 is enjoying the social side of university? | <u>C</u> |
| 2 chose their degree because it gave them work experience? | — |
| 3 didn't follow other people's advice when choosing a course? | — |
| 4 likes the way their course is structured? | — |
| 5 has discovered what they want to do in the future? | — |
| 6 thinks it's important to consider the cost of living? | — |
| 7 chose their university for its reputation in their particular subject? | — |
| 8 doesn't have to worry about doing housework? | — |
| 9 has used their time at university to develop personally? | — |

CRITICAL THINKING

3 Read these tips about choosing a degree. Tick (✓) the good advice.

- | | |
|--|--------------------------|
| 1 Visit different universities, talk to the tutors and ask lots of questions about the course. | ☐ |
| 2 Choose a subject that you are good at. | ☐ |
| 3 Do the same thing that your friends are doing. | ☐ |
| 4 Make a list of the pros and cons of each subject and see which offers the most advantages. | ☐ |
| 5 Choose a course that trains you for a specific job. | ☐ |

4 Match the underlined words in the article with these definitions.

- | | |
|---|-------|
| 1 leave (a course or activity) | _____ |
| 2 when people look after one another | _____ |
| 3 respected by people | _____ |
| 4 a temporary job that is part of a course of study | _____ |
| 5 that teaches skills to do a particular job | _____ |

1 Circle the correct alternative.

We use the present ...

- simple/continuous to talk about routines and habits.
- simple/continuous for actions happening now or around now.
- simple/continuous for things that are generally or always true.
- simple/continuous to describe states and situations in the present.
- simple/continuous with *always*, etc. for things that annoy us.

2 Complete the sentences with the present simple or continuous form of the verb given. Then match the sentences with the rules in 1.

- My friend _____ forever _____ (complain) about his course. _____
- We usually _____ (have) lectures in the morning. _____
- My parents _____ (understand) that I've got a lot of coursework. _____
- I _____ (do) my placement now, and I love it! _____
- A lot of people _____ (start) a course and then drop out. _____

3 Look at the information. Write sentences about the library using the correct present tense of these verbs.

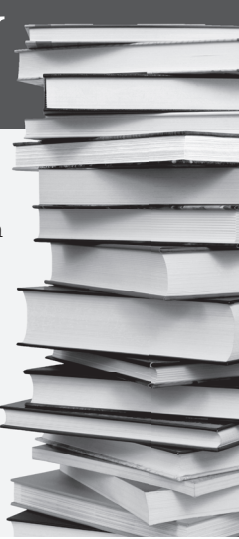
close • construct • contain • extend • open • run

HARELOW UNIVERSITY LIBRARY

Opening hours
Term-time: 24-hour access all week
Vacation-time: Weekdays, 9 am–5.25 pm

Number of books
50,000 books
Current building work
basement storage area: extension
new exhibition area: construction

Librarians
Dr Maria Gurther, Frederick Johnson



The library contains 50,000 books.

4 Circle the correct alternative.

- I've applied/been applying to three universities.
- The lecture has just finished/been finishing.
- I've discovered/been discovering what I want to do.
- I've seen/been seeing this film before.
- I've worked/been working on this project all week.

5 Match the rules (a–e) with the sentences in 4.

- It finished recently. _____
- It happened at an unspecified time in the past. _____
- It describes how many times it happened. _____
- It emphasises the duration of an action that started in the past and continues to the present. _____
- It describes the present result of a past action. _____

6 Complete the text with the present perfect simple or continuous form of the verbs given.

George (a) _____ just _____ (start) his second year as a university student. He (b) _____ (study) psychology up until now, but recently he (c) _____ (decide) that he wants to study something else. His tutors (d) _____ (tell) him to think very carefully before changing his course. For now, George (e) _____ (follow) his tutors' advice. He (f) _____ (go) to all his psychology lectures and he (g) _____ (think) more about what he wants to do.

GRAMMAR CHALLENGE

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

- I moved here six months ago. **LIVING**
I _____ six months.
- Our teacher gives us a lot of assignments. It's very annoying. **FOREVER**
Our teacher _____ assignments.
- I can't go out, I need to finish my research. **YET**
I can't go out, I _____.
- My friends talk about their coursework all the time. It drives me mad. **ALWAYS**
My friends _____ their coursework.
- I read this book before so I'm not reading it again. **ALREADY**
I _____ this book so I'm not reading it again.
- He started revising at six pm. **BEEN**
He _____ six pm.



1 Write the words in the correct column to make expressions.

an appointment • an assignment • breakfast
~~a course~~ • a decision • an exam • an excuse
 friends • homework • the housework • a mistake
 a noise • a promise • the shopping
 someone a favour • sport • a suggestion • well

do	make
a course	

2 Read what happened, and write short sentences using some of the expressions in 1.

- The exam room was all quiet, then Sam dropped his pencil case on the floor.
Sam made a noise.
- Nathan went to the wrong place for his lecture.

- Juliet spent all day cleaning her kitchen and bedroom.

- Harry finished his Spanish classes last week.

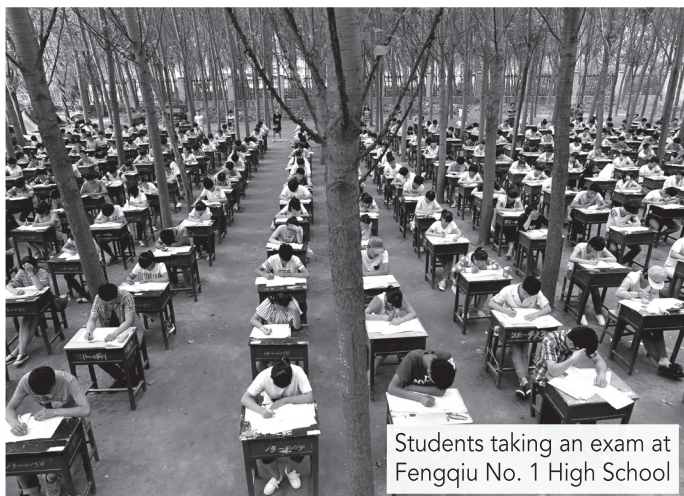
- Kate won the second prize in a writing competition.

- Lara said she couldn't go out because of a headache.

- Ben wrote 2,000 words and handed it in to his tutor.

3 01 Listen to a podcast about an exam. Tick (✓) the sentences that are true.

- Students do this exam in Japan. ☐
- The exam lasts for a week. ☐
- Students study hard for the exam. ☐
- The exam is changing. ☐



Students taking an exam at Fengqiu No. 1 High School

4 01 Listen again and choose the best answer (a-c).

- In the exam ...
 - everyone does a language.
 - arts and science students are separated.
 - only science students do maths.
- A good mark in the exam means that ...
 - they can get a good job immediately.
 - they can go to a better university.
 - they can help their family.
- The year before the exam ...
 - students do extra classes after school.
 - parents help their children to study.
 - students study to pass the exam.
- At specialised schools, students ...
 - do sports one day a month.
 - have one free day a week.
 - study more than 12 hours a day.
- On the day of the exam ...
 - students can't listen to music.
 - cars aren't allowed near the exam area.
 - ordinary people don't go to work.
- The problem with the exam is that ...
 - students can't concentrate.
 - students have to learn too much.
 - students don't analyse information.

VOCABULARY EXTENSION

5 Match the verbs in bold (1-6) with their definitions (a-f).

- I think they need to **do up** the old parts of the university. _____
 - I take my mobile phone everywhere. I couldn't **do without** it. _____
 - Can you **make out** who this is in the photo? It isn't clear. _____
 - I'm going to **make** this part of my bedroom **into** an office. _____
 - I'm going to buy Adam a present to **make up for** missing his party. _____
 - I like **making up** stories and writing them on my blog. _____
- to see, hear or understand something, but with difficulty
 - to invent something that isn't true
 - to provide something good, so that something bad seems less important
 - repair or decorate (a building, etc.) so that it looks attractive
 - change something so it becomes something else
 - to succeed in living or working without something

1 Complete the sentences with the gerund or infinitive form of the verbs given.



- 1 _____ (sort out) your finances is vital. 
- 2 It is important _____ (set up) a bank account.
- 3 _____ (check) the suitability of your accommodation is essential. 
- 4 Set up an email account _____ (keep) in contact with lecturers and classmates.
- 5 Find out about local transport, although _____ (walk) to classes may save you money. 
- 6 Learn _____ (cook) some simple, cheap meals.
- 7 If your accommodation involves _____ (share) costs with others, decide how bills will be divided amongst you.
- 8 Write a list of things you want _____ (take) with you well in advance to avoid _____ (forget) anything.
- 9 Check what you need _____ (do) before attending your first lecture. 

2 Match the rules (a–e) with the sentences in 1.

- a The infinitive is used after certain verbs. _____
- b The infinitive is used immediately after an adjective. _____
- c The infinitive is used to give a reason or purpose for doing something. _____
- d The gerund is used after certain verbs. _____
- e The gerund is used as the subject/object of a sentence. _____

3 Match the halves to make sentences.

- 1 I'm qualified _____ a the weather to warm up soon.
- 2 I'm not interested in _____ b to get a dog.
- 3 I would never risk _____ c to give first aid.
- 4 I've recently decided _____ d leaving my bike unlocked.
- 5 I'm expecting _____ e becoming president of my country.

4 Circle the correct alternative.

- 1 We've arranged to meet/meeting today at 4.30.
- 2 I'd like to do/doing a master's after I finish my degree.
- 3 Kim doesn't mind to cook/cooking for her flatmates.
- 4 Did you manage to hand/handing in your assignment on time?
- 5 I usually go to walk/walking at the weekends.
- 6 I'm too busy to go/going out tonight. I have to work.
- 7 Don't forget to turn/turning off your mobile before the exam.
- 8 Max admitted to borrow/borrowing my pen without asking.

GRAMMAR CHALLENGE

5 Find and correct a mistake in each sentence.

- 1 Gemma usually cycles to school for keep fit.

- 2 My teachers encouraged me doing a degree in English literature.

- 3 The bookshop owner suggested buy this new thriller – do you know it?

- 4 Oh no! I've been forgetting my password again!

- 5 Klaus promised text his parents as soon as he found out his test results.

- 6 I've done my homework for hours! I'm really tired!

- 7 Yasmin is finishing work at five o'clock on Fridays.

- 8 Have you ever considered to become a police officer?

1 Put the words in order to make questions.

- the going to like do you cinema ?
Do you like going to the cinema?
- favourite is the day your what part of ?

- easy you is it study where to live ?

- do or outside prefer to you be inside ?

- would next you summer like what to do ?

2 02 Listen to five students answering the questions in 1. Decide if these statements are True (T) or False (F).

- Speaker A doesn't go to the cinema because it's expensive. T/F
- Speaker B gets up early at the weekend. T/F
- Speaker C doesn't mind sharing a room with his brother. T/F
- Speaker D likes being inside and outside. T/F
- Speaker E would like to go to Paris next summer. T/F

3 02 Complete the sentences with the verbs given. Then listen again to check.

- I'd rather _____ films at the cinema than at home. (watch)
- I like watching films on TV too, but I prefer _____ to the cinema. (go)
- I'd rather _____ in bed. (not stay)
- I'd rather _____ my own room. (have)
- I prefer _____ inside all weekend. (not stay)
- I prefer _____ at the weekend. (go out)
- I'd prefer _____ to a city. (not go)
- I'd prefer _____ somewhere hot. (go)

4 Find and correct the mistakes in the sentences.

- I'd rather not going to museums on holiday.

- I prefer reading than watching films.

- I rather get up early at the weekend.

- I'd prefer don't play computer games all the time.

- I'd rather be outside to be inside.

- I prefer have my own room.

5 In your notebook, rewrite the statements in 4 so that they are true for you.

STUDY SKILLS

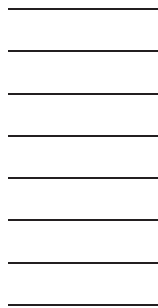
What two things are important to speak English well?

STUDY SKILLS ► page 84



1 Look at the expressions and write *formal* or *informal*.

- informal



2 Read the email from an English friend called Leo. Underline the points that Leo wants you to answer.



A



From: Leo

Subject: Hi

Hi!

I hope everything's OK. It seems a long time since I heard from you. What have you and your family been doing recently?

I'm trying to decide which universities to apply to. My main decision is about whether to study abroad or not. I've looked at some universities in Australia, and I'd love to go there to study. There are some excellent courses and I could spend my free time doing sports, which I love, as you know!

I'm also considering coming to study in your country. What do you think the advantages are for me doing that? On the other hand, I can see that staying in England is easier. Maybe you could come and study here, or we could both go and study in Australia together! What would you prefer?

1 attachment



This week I've been doing work experience. My school organised some work for me in a fashion designer's studio! It has been fantastic so far. The fashion designer is really nice and I learnt tons about fashion and making clothes. What kind of preparation for leaving school do you get? Write and tell me about it – I'd really like to know.

Write soon!

Bye

Leo

3 Write a reply to Leo in an informal email.



A



To: Leo

Subject: Hi

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. At the bottom of the page, there is a light gray shaded area that tapers upwards from the left edge. The overall appearance is that of a clean, unused piece of stationery or a template for writing.



Grammar

1 Circle the correct alternative.

- People always make/are always making friends at university.
- Gina and Kevin get on/are getting on their plane to Hong Kong as we speak.
- Sue is always/often using my stuff. It's very annoying.
- We have/are having lectures every day at nine o'clock.
- I revise/'m revising for exams at the moment.
- David borrows money, but he always pays/is always paying me back.

2 Complete the sentences with the present perfect simple or continuous form of the verbs given.

- I _____ (walk) 20 kilometres today and now I want to rest!
- Jed _____ (wait) for his package to arrive for two weeks now.
- _____ you _____ (finish) your breakfast yet? We need to go.
- I don't want to see that film.
I _____ (already see) it.
- Damien _____ (look) for a job for over a year and he _____ (still not find) one.

3 Complete the sentences with the gerund or infinitive form of the verbs given.

- I only enjoy _____ (sail) in the summer when it's hot.
- I mustn't forget _____ (feed) my neighbour's cat this evening.
- Sometimes, I get nervous about _____ (talk) to people I don't know.
- It's too late _____ (study) now. Why don't you go to bed?
- You can take a bus to class, but _____ (cycle) is better.

4 Circle the correct alternative.

Vocabulary

1 Complete the sentences with these words. There is one extra word you do not need.

assessment • assignment • facilities • lecture
tutor • tutorial • undergraduate

- Some courses have a final exam, but some have continuous _____ so all the work is very important.
- The _____ marks a university student's work.
- When you study for your first degree, you are an _____.
- The _____ at universities often include sports centres, restaurants and IT centres.
- An _____ is a piece of work you do at university.
- There aren't usually many students in a _____.

2 Complete the words.

- When you go to university, you study for a d_____.
- Students go to lectures and take n_____ of what the lecturer says.
- They also do c_____, which can be assignments or projects.
- They give these to their tutor, who gives each piece of work a g_____ or m_____.
- If a student fails an exam, they usually have one chance to r_____ it.
- At the end of their course, students g_____.
- They can then start work or do a m_____.
- University is hard, but there are plenty of e_____ activities.

3 Write do or make.

- How often do you _____ dinner?
- Just _____ your best and you'll be fine.
- Can I _____ a suggestion?
- If you _____ a promise, you should keep it.
- Can you _____ me a favour?
- Can you _____ the shopping this week?
- I need to _____ an appointment to see the dentist.
- I hope you _____ well in the exam.

Hi!
I (a) write/'m writing to say thanks for your email and sorry for not (b) to reply/replying sooner. I (c) 'm being/'ve been really busy these first few weeks at uni. I (d) go/'m going to lectures every day and I (e) have/'m having assignments to do – I (f) 've handed/been handing in two this week. But I (g) have/'m having a great time and I've (h) made/been making lots of new friends. (i) To live/Living in a hall of residence is expensive though, so I've decided (j) to move/moving out and live with friends. We (k) look/'ve been looking for a flat near the university, but we haven't (l) had/been having any luck so far. I'll let you know if we find one. Hope all is well with you!
Sam

2 Nine to five

Vocabulary

1 Decide which phrases describe the four jobs. Write at least three numbers in each of the columns.

- 1 usually work long hours
- 2 usually do shift work
- 3 usually work from 9–5
- 4 are skilled
- 5 usually work indoors
- 6 often work outdoors
- 7 are usually self-employed
- 8 are usually employees
- 9 work in dangerous conditions
- 10 mainly do paperwork
- 11 mainly do manual work
- 12 deal with lots of different people



Farmers



Nurses



PA's



Firefighters

2 Are these stages of a job usually positive or negative? Circle the correct face.

- 1 I was fired.
- 2 I got a promotion.
- 3 I was made redundant.
- 4 I signed a contract.



3 Complete the job advertisement with these words. What job is it for?

deal with • experience • get a promotion
responsible • stressful • training

You will be (a) _____ for the day-to-day operation of the restaurant and for the level of service our establishment provides. You will have to (b) _____ management, kitchen staff and customer services personnel, sometimes in (c) _____ conditions. It will be possible to (d) _____ when you have gained further (e) _____ of supervising staff in our organisation. Relevant (f) _____ will be provided through Langbourn College.

4 David wants to be a firefighter, but his dad wants him to be a doctor. Match David's responses to his dad's points.

- 1 Dad: Doctors are very well paid.
David: c
- 2 Dad: Firefighters have to work in dangerous conditions.
David: _____
- 3 Dad: Firefighters usually have to do night shifts.
David: _____
- 4 Dad: Firefighters have to work outdoors, which must be hard in winter.
David: _____

- 5 Dad: What about the qualifications you've got from school that you won't need if you become a firefighter?

David: _____

- a But that suits me. I don't want to work indoors all the time.
- b And so do doctors. They often have to work long hours, too.
- c But firefighters earn a good salary and get an excellent pension when they retire.
- d But I won't be a firefighter forever. I might want to go to university later in my life.
- e Yes, but doctors' work can be very stressful and difficult.

VOCABULARY EXTENSION

5 Complete the sentences with these words. Use a dictionary to help you.

deadlines • high-powered
job-share • perks • sick leave

- 1 An alternative to working full-time these days is to do a _____, in other words, two people do one job.
- 2 Many companies offer _____, such as a company car, on top of the basic salary.
- 3 A _____ job may seem attractive, but it can be stressful.
- 4 Some part-time jobs don't pay if a person is on _____.
- 5 One of the most stressful aspects of a job is when you have to meet tight _____.

1 Look at the heading and introduction at the top of the article and choose the correct description.

- a A documentary about unemployment
- b A series about people who work in dangerous jobs
- c A TV show about young people doing difficult jobs

2 Read about Jack and Sheena and complete the information.

	Job	Experience
Jack		Positive / Negative
Sheena		Positive / Negative

WORLD'S TOUGHEST JOBS

The TV series that follows young Brits who agree to take on tough jobs in return for big money. In this week's episode ...

NO SLEEP COUNTING SHEEP



So you think your job is bad? Spare a thought for Jack Taylor, aged 22, whose backbreaking work involved him shearing sheep in scorching temperatures in New Zealand.

Jack is one of the stars of a new show called *The World's Toughest Jobs*, and he admits that it was the most difficult month of his life. 'I won't lie, it was the most difficult thing I've ever had to do, and we'd get told off if we didn't keep up!' he says. 'We slept in a barn and were up at 4 am six days a week and often didn't get back till 8 pm.'

At the interview, Jack was told that he could make good money if he sheared 300 sheep a day. Some days he only did seven. Still, he returned home at the end of the month with £1,400 and a new sense of self-respect. 'Being able to stick with the job made me realise I could do more than I thought,' he says. Jack now has a new job, but his experience in New Zealand had such an impact that he now plans to go travelling again in the future.



THE SKY'S THE LIMIT

It's been described as one of the most difficult jobs in the world. Sheena Southall, a 22-year-old student, was keen to test her limits when she agreed to appear on the show.

'Although I love studying, I'm always looking for an opportunity to test myself,' she says.

She saw an advert which said: 'Do you want to make some quick cash and do you want to travel?' She applied, went for an interview, and got the job. At the interview she explained how she was prepared for any challenge. Then, just as she was leaving for Singapore she found out that she was going to become a skyscraper window cleaner!

The job was challenging. She had to pull herself up and down carrying heavy water buckets and if she didn't clean the windows properly, they'd tell her to go back and do it again.

But she admits the experience has changed her. As soon as she got back, she finished her studies, graduated, and started looking for a job that would be both exciting and tough. Sheena says: 'Nothing will ever be as exciting and scary as that first day of cleaning windows up in the air, but if you don't face your fears and accept what life offers you how will you know what you're capable of? It was the best experience of my life so far.'

3 Read the article again. Are these statements True (T), False (F) or Not Mentioned (NM) in the text?

- 1 Jack often had to work more than 12 hours a day. T/F/NM
- 2 He earned more money than he expected. T/F/NM
- 3 He discovered new things about himself by doing the job. T/F/NM
- 4 He plans to travel to New Zealand again in the future. T/F/NM
- 5 Sheena agreed to appear on the show because she wanted to make money. T/F/NM
- 6 She didn't expect to be a window cleaner. T/F/NM
- 7 The people she worked with helped her a lot. T/F/NM
- 8 She thinks other young people should try doing a difficult job. T/F/NM

CRITICAL THINKING

4 Are these possible advantages (✓) or disadvantages (X) of doing a tough job?

- 1 You learn that you are more capable than you thought. ☐
- 2 You find out what job you want to do or don't want to do in the future. ☐
- 3 You get injured. ☐
- 4 It's exciting and you have a sense of achievement. ☐
- 5 You are doing a job that you're not interested in. ☐

5 Match the underlined words in the article with these definitions.

- 1 containers with a handle used for carrying water and other liquids _____
- 2 criticised for doing something wrong _____
- 3 extremely hot _____
- 4 physically hard and tiring _____
- 5 continue to do something _____

1 Match the sentences (1–5) with the uses (a–e).

- 1 As she was leaving for Canada, she found out ... —
 - 2 Every day I was going to college and doing the same things. —
 - 3 She applied, went for an interview and got the job. —
 - 4 He was hoping he would be able to pay off his debts. —
 - 5 She resigned from her part-time job. —
- a one thing happened after another
 - b an activity in progress at a moment in the past
 - c scenes in a story or description
 - d finished actions or situations in the past
 - e to talk about an activity in progress that was interrupted by another action

2 Circle the correct alternative.

- 1 We waited/were waiting at the bus stop when we saw an old friend.
- 2 The sun shone/was shining when I woke up this morning.
- 3 Last Sunday, I went/was going to visit my grandparents.
- 4 When I got/was getting home, I went to my room.
- 5 I found an interesting article while I surfed/was surfing the Internet.
- 6 I didn't have/wasn't having any breakfast this morning.

3 Complete the text with the past simple or past continuous form of the verbs given.

I (a) _____ (study) French at university and I had been planning to travel when I finished, but somehow ended up working in an office. One day, I (b) _____ (sit) at my desk when I (c) _____ (happen) to notice an advert for a job in Paris. I immediately (d) _____ (stop) what I (e) _____ (do) and (f) _____ (apply). Two days later, I had an interview – and I was offered the job. My friends (g) _____ (try) to persuade me to stay at home, but I really wanted to go. I was sad to say goodbye of course, and I even (h) _____ (cry) a little, but two days later, I (i) _____ (travel) on a train to Paris to start my new job.

4 Tick (✓) the sentence which can also be written with **would**.

- 1 She **used to** love her job. ☐
- 2 She **didn't use to** travel. ☐
- 3 She **applied** for the job. ☐
- 4 Their supervisor **used to** tell them off. ☐

5 Which sentences in 4 describe ...?

- a a single event in the past —
- b repeated past actions — —
- c past habits — —
- d a past state —

6 Write the sentences again. Write the verb in bold with **would** if possible, or with **used to**.

- 1 We **lived** in a small town. _____
- 2 I **have** a part-time job in a shop. _____
- 3 I **went** to work every Saturday. _____
- 4 I **started** at nine in the morning. _____
- 5 I **didn't work** late. _____
- 6 I **didn't like** my job so I decided to leave. _____

GRAMMAR CHALLENGE

7 Read the text. Find and correct 12 mistakes.

A friend of mine didn't had a job and he was interested in appearing on the TV show about tough jobs. He tryed several times, but he never got an interview. One day, while he was read a newspaper, he saw an advert for a job like a fisherman in Finland. He applied at the job and he got it. He was travelled to Finland and worked there for a month. He would got up at 5 am every day and he works six days a week. He didn't liked it and so he returned home. Now he is work in an office. He didn't used to want to do paperwork, but he says that anything is better than work on a boat in Finland.



1 Who said what? Match the comments (a-h) with the people (1-8).

- | | |
|---|-------|
| 1 David wants to get ahead. | _____ |
| 2 Karl wants to keep at a task. | _____ |
| 3 Fran is working on a project. | _____ |
| 4 Eva needs to fill in a form. | _____ |
| 5 Jack wants to turn down a job offer. | _____ |
| 6 Teresa wants to take over from someone. | _____ |
| 7 Ben wants to set up a business. | _____ |
| 8 Liz needs to keep up with her work. | _____ |
- a 'I need to do some research and then start writing.'
- b 'I'm not going home until I've finished this assignment.'
- c 'I'm going to work really hard to get a promotion.'
- d 'When Lucie leaves, I'm going to apply for her job.'
- e 'To apply, I need to write my details on this page.'
- f 'I want to print T-shirts and sell them online.'
- g 'I haven't finished my project yet. It's late again!'
- h 'I don't think this one is right for me so I'm not going to accept it.'

2 03 Listen to five students talking about gap year volunteering experiences. Match the speaker with the project. There is one extra option that you do not need.



- | | | | |
|---------------------|-------|---------------|-------|
| a disaster relief | _____ | d tourism | _____ |
| b conservation work | _____ | e archaeology | _____ |
| c teaching sport | _____ | f journalism | _____ |

3 03 Listen again. Choose the best statement (A-F) for each person. Use the letters only once. There is one extra opinion that you do not need.

- A I really enjoyed the work I did.
- B Life in this place was more difficult than I expected.
- C I found the work very hard.
- D I chose a project related to my hobby.
- E I think the experience will help me in my career.
- F It didn't help me in my job, but I loved it.

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____

Speaker 4: _____ Speaker 5: _____

STUDY SKILLS

Why should you be careful when you look up the meaning of phrasal verbs in a dictionary?

STUDY SKILLS ► page 84

VOCABULARY EXTENSION

4 Match the phrasal verbs with the meanings. Use a dictionary if necessary.

- | | |
|--------------|--------------------------------------|
| 1 drag on | a organise or plan |
| 2 stick to | b write, record |
| 3 draw up | c prepare and write |
| 4 set up | d continue for longer than necessary |
| 5 carry out | e distribute to different people |
| 6 follow up | f do, complete |
| 7 send out | g find out more or do something more |
| 8 write down | h continue with something |

5 Read the tips about holding meetings. Write the correct phrasal verb from 4 in each gap.

HOW TO (a) _____ AND RUN A MEETING

- (b) _____ an agenda which includes topics for discussion, timings and details of participants.
- (c) _____ the agenda to all participants well before the meeting.
- (d) _____ the agenda as closely as possible.
- Don't let a discussion (e) _____ too long; there needs to be enough time for all the topics on the agenda.
- (f) _____ all the decisions made at the meeting.
- Appoint someone to (g) _____ each action agreed at the meeting.
- At the end of the meeting, review how effective it was and (h) _____ any suggested improvements at the next meeting.

1 Read the statements and choose either the past perfect simple (S) or past perfect continuous (C), or both.

- It gives more importance to the duration of actions. S/C
- It is formed with *had + been + -ing* form of the verb. S/C
- It gives more importance to completed actions. S/C
- It is used to talk about actions that occurred before another action. S/C
- It is formed with *had + past participle*. S/C

2 Circle the correct alternative.

- I'd never been/been going to Africa before.
- I'd helped/been helping out with a local football team for a couple of years.
- I'd travelled/been travelling for a couple of months when I arrived.
- My parents paid part, I'd made/been making the rest of the money myself.
- I'd been/been going to a developing country before.
- We'd learnt/been learning about 18th century history at school, so it was all fresh in my mind.

3 Write sentences with *because*.



- Her hair/wet/play football/in the rain
Her hair was wet because she'd been playing football in the rain.
- I/hungry/not eat

- She/exhausted/work/since 5 am

- They/late/miss/the bus

- My teacher/annoyed/I/not do/my homework

- Everything/white/it snow/for days

- I/not recognise Sam/I/not see/him for ages

4 Complete the text with the past simple, past perfect or past perfect continuous form of the verbs in the box.

drive • finish • forget • go (x2) • have • knock
not wake up • stay up • study • try • visit

Last summer I (a) _____ to Spain to work at a summer camp. I (b) _____ just _____ school and I wanted to do something different. I (c) _____ Spanish for three years, but I (d) _____ never _____ the country before. I almost didn't make it!

My flight was at 11 am on Saturday morning. The night before, I (e) _____ to bed very late. I (f) _____ to pack my suitcase. At seven o'clock in the morning, my mum (g) _____ on my door to wake me up. She kept knocking, but I (h) _____. In the end, she came into my room. She told me that she (i) _____ to wake me for over an hour. We (j) _____ to the airport, but when we got there, I realised that I (k) _____ my passport. Fortunately the plane was delayed and I (l) _____ time to go back home and get it.

GRAMMAR CHALLENGE

5 Write the sentences again without changing the meaning.

- He left. Then I did my homework.
After _____
- I worked in Argentina. I made some good friends.
While _____
- I saw the advert. I immediately decided to apply.
When _____
- I earned some money. Then we went travelling.
After _____
- I stayed in Romania. I visited lots of interesting places there.
While _____
- We waited for two hours. The bus eventually arrived.
After _____

1 Write these phrases in the correct column.

I see what you mean, but ... • I suppose so, but ...
That's a good idea. • What about you?
What do you think? • Yes, you're right.

Asking for opinions	Agreeing	Disagreeing

2 Look at the mind map. Match the ideas (1–5) with points on the mind map.

- You learn to be more independent.
_____ *travelling*
- It's necessary after studying hard.

- It's an important skill in many jobs these days.

- It's something you can talk about at interviews.

- You earn money and get work experience.

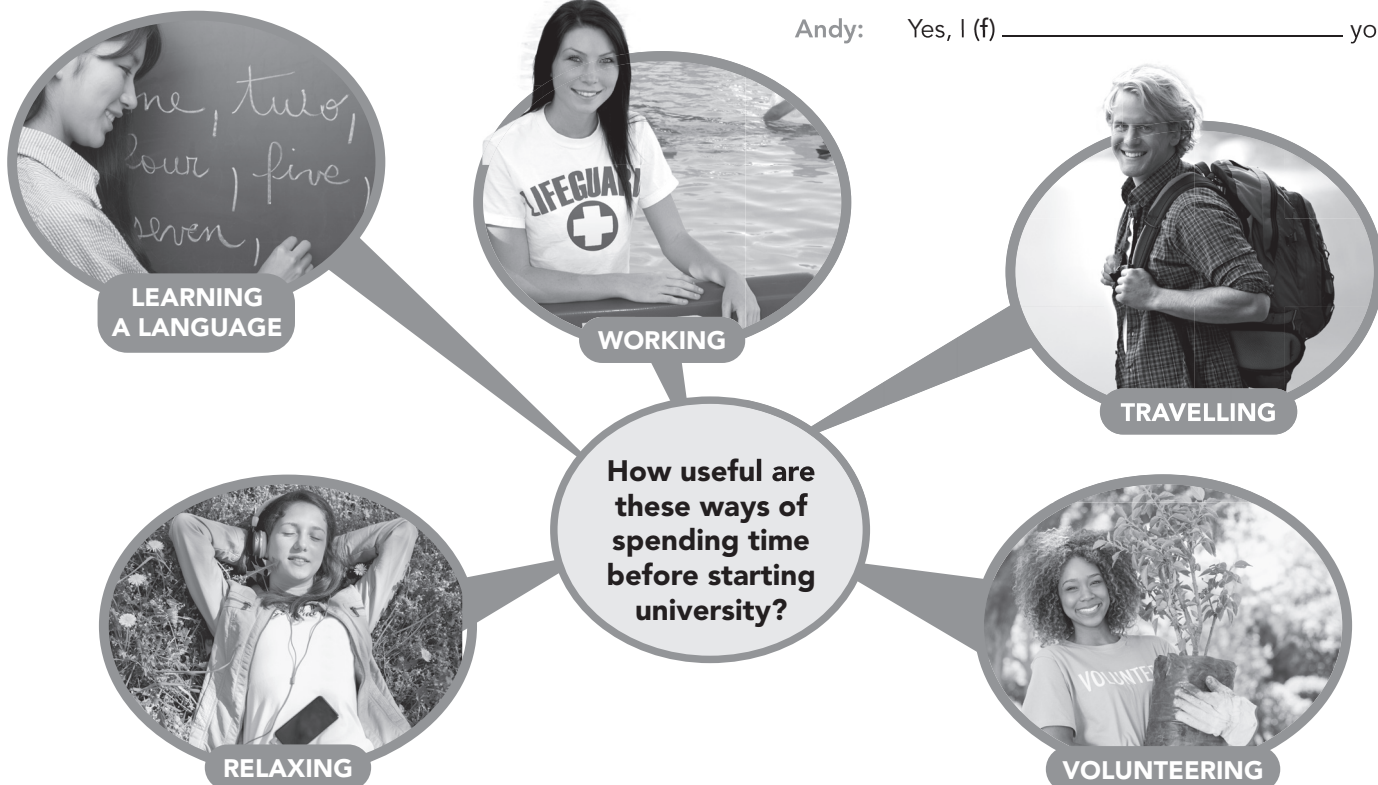
3 04 Listen to two students doing the speaking task. What do they decide is the most useful?

4 04 Listen again. Tick (✓) the phrases that you hear.

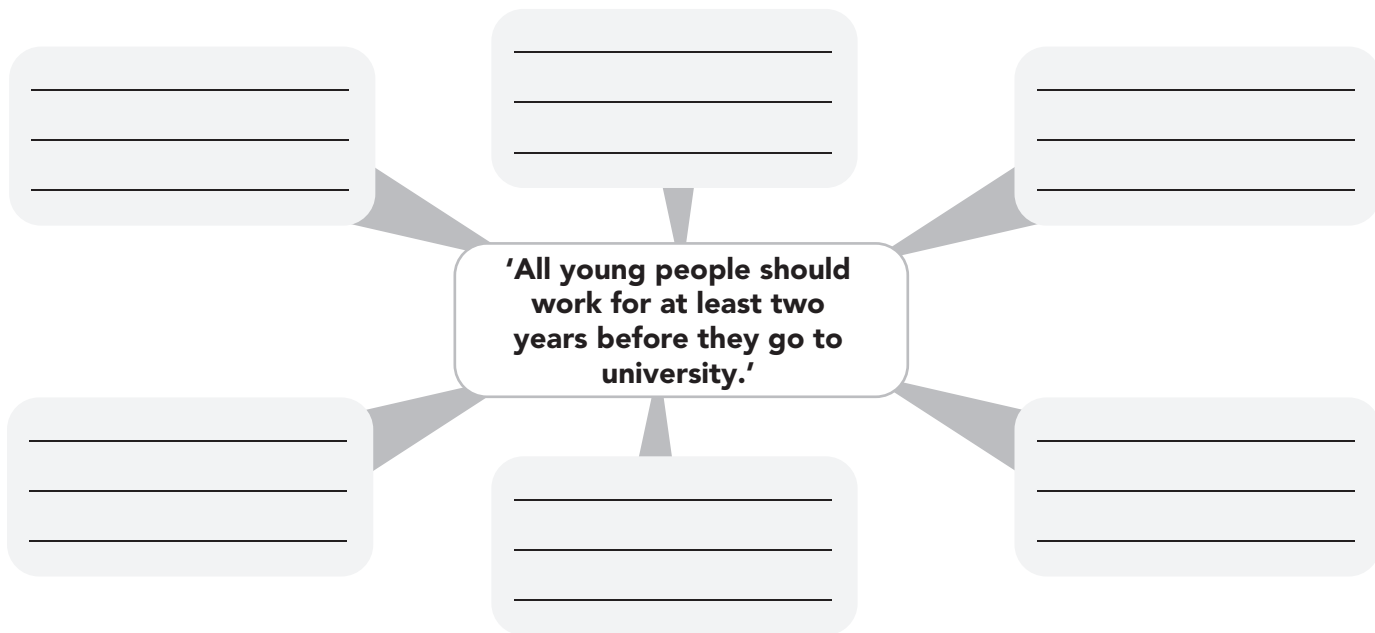
- What do you think about ...? ☐
- What about ...? ☐ Do you agree? ☐
- Yes, I agree. ☐ Yes, you're right. ☐
- That's a good idea. ☐ I think you're right. ☐
- Maybe, but ... ☐ I suppose so, but ... ☐
- I see what you mean, but ... ☐
- I agree up to a point. ☐

5 Complete the dialogue. Use between one and three words in each gap.

- Andy:** I think the most useful thing you can do is work. Don't (a) _____ so?
- Megan:** I agree (b) _____ point, but you need to relax so that you feel fresh when you start your course.
- Andy:** I (c) _____ you mean, but it's important to get work experience.
- Megan:** That's true. What (d) _____ about travelling? I think it's a good way to relax and see the world at the same time.
- Andy:** I (e) _____ so, but it's expensive.
- Megan:** So maybe the best thing to do is to work and then travel.
- Andy:** Yes, I (f) _____ you.



- 1 Read this statement, which is an essay title. Do you agree or disagree with it? Write your ideas in the form of short notes or a mind map here:**



How can you make sure that the ideas in your essay are well organised?

STUDY SKILLS ► page 84

- ## 2 Organise your ideas in 1 in this essay plan.

- 3 Write your essay using your plan in 2.**

Paragraph 1:

Introduction with general statement on the topic and your opinion

Paragraph 2:

First and most important reason for your opinion

Paragraph 3:

One or two other reasons for your opinion or another person's opinion, and why you disagree with it

Paragraph 4:

Summary and conclusion restating your opinion

This image shows a blank sheet of white paper with horizontal ruling lines. At the top edge, there are ten silver-colored binder rings or clips attached. The paper has approximately 20 horizontal lines spaced evenly down its length.

Grammar

1 Circle the correct alternative.

- My dad used to/would be self-employed, but he found it very stressful.
- By the time I got home last night, Sam already left/had already left.
- What exactly did you do/were you doing when I called you last night?
- When I got to school, I realised that I forgot/had forgotten my keys.
- We would go/were going on holiday to Spain every year when I was young.

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

- First, Shannon went to the library, then she went to meet her friend in the café. **HAD**
After Shannon _____ the library, she met her friend in the café.
- Josh was the shortest boy in his class, but now he's the tallest. **BE**
Josh _____ the shortest boy in his class, but now he's the tallest.
- Dina didn't feel well for about a week before she went to see the doctor. **BEEN**
Before she went to see the doctor, Dina _____ well for about a week.
- Yasmin didn't do much sport when she was younger. **USE**
Yasmin _____ much sport when she was younger.
- I didn't revise for the exam so I got a bad mark. **REVISED**
I got a bad mark because I _____ for the exam.

3 Choose the correct option, a, b or c.

- About 15 people ____ outside the cinema when we got there.
a waited b were waiting c had waited
- I ____ here in London for about two years now.
a live b am living c have been living
- By the time I got to class, there was no one there. The other students ____.
a went b were going c had gone
- I ____ this film before and I don't want to see it again.
a saw b have seen c had seen
- Some people ____ a lot of different jobs before finding the right one.
a do b are doing c did
- We ____ for six hours when we finally got to our destination.
a drove b were driving c had been driving

Vocabulary

1 Complete the opposites.

- work indoors work _____
- do shift work work from _____
- be an employer be an _____
- work part-time work _____
- badly paid job _____ job

2 Circle the correct alternative.

- A sales manager is responsible for/deals with making profits through the sales team.
- I'd like to be self-employed/unemployed and run my own company.
- I'll be home late this evening. I have to work long hours/overtime.
- When a local car factory closed down, many workers were fired/made redundant.
- He was retired/sacked from his last job because he was always late.
- You need to go to college to get the right experience/qualifications for the job.
- This job would be ideal for you. I think you should apply for/to it.

3 Complete the sentences with a word from each box. There is one extra word in each box that you do not need.

fill • get • keep
take • turn • work

ahead • at • down
in • on • over

- You need to _____ this form before you see the doctor.
- I don't want to work at night so I'm going to _____ the job.
- Some students have worked all weekend so they can _____ with their exam preparation.
- My dad's company is going to _____ another company because its owner wants to retire.
- I find English difficult sometimes, but I want to _____ it because it's important.

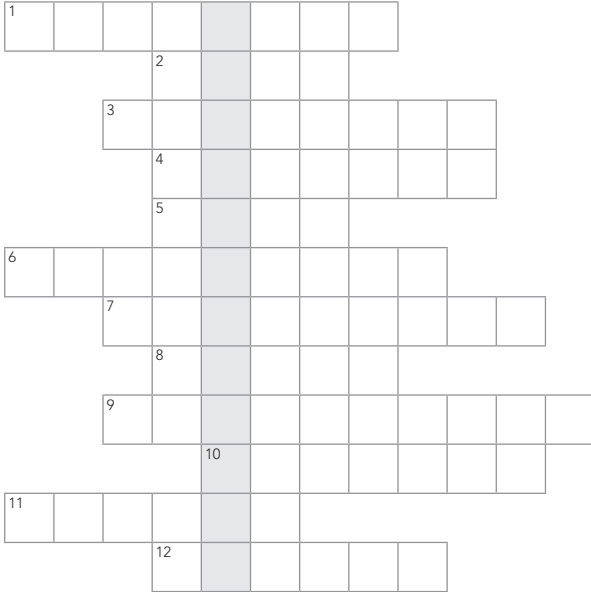
4 Delete the word that is not possible.

- work in dangerous/stressful/skilled/good conditions
- do paperwork/manual work/experience/a course
- be an undergraduate/a graduate/a tutor/a lecture
- do shift work/homework/a mistake/well
- get a good grade/mark/note/result in an exam
- get a degree/a graduate/a student loan/a master's
- make a promise/an assignment/a suggestion/an excuse

3 On the move

Vocabulary

1 Use the clues to complete the puzzle and find the two words in the shaded column.



2 Tick (✓) the types of transport you can use with these verbs.

	Car	Bus	Train	Plane	Spacecraft
get on		✓	✓	✓	
get off					
get into					
get out of					
board					
take off					
land					

3 Write the most appropriate word after each sentence.

journey • travel • trip • voyage

- I flew across the Atlantic from London to Boston and then took the train across four states. _____
- I sailed all the way around the world on a yacht. It took three years! _____
- I took the ferry across the Channel early yesterday morning and came back in the evening. _____
- My mum's job involves going to lots of different countries so she's always taking flights. _____

- you wait for a train here
- the underground or subway in London
- a road built for fast travel
- bags and suitcases
- the people who work on a ship, plane, etc.
- a person who travels but doesn't drive
- a person who works in space
- a common type of public transport
- a line of cars waiting to move (two words)
- you travel in this, especially on a road
- this takes you into space
- a journey by plane



VOCABULARY EXTENSION

4 Complete the sentences with the correct form of these verbs. Use a dictionary if necessary.

drop off • get away • get in • get stuck
pick up • see off • set off • stop off

- I'm late. Can you _____ me _____ at school on your way to work?
- We _____ on our journey at 5 am to avoid the traffic.
- Can you _____ me _____ from the station and take me home?
- The high-speed train from London to Paris leaves at 7 am and _____ at 10.30 am.
- It's a long way from London to Edinburgh so we decided to _____ in Manchester for a night.
- My parents came to the airport to _____ me _____ when I left for Amsterdam.
- I need to _____ for a few days so I'm going to the coast for the weekend.
- We _____ in a traffic jam for two hours every Friday evening on our way home.

1 Read the article quickly. Answer the questions.

- 1 What is PRT?

- 2 Is it more similar to public transport or private transport?

- 3 Will it soon be in operation in cities around the world?

2 Read the article again. Complete the gaps with sentences A–G. There is one extra sentence you do not need.

- A This will have obvious benefits for the environment.
- B The podcars, as they are called, are self-driving.
- C Passengers can relax, read, watch television or simply enjoy the views as they travel.
- D They say that they will spoil the appearance of cities.
- E Light vehicles are essential to keep costs to a minimum.
- F It came into use as far back as 1970 and connects three university campuses.
- G They're even considered safe for young children to use on their own.

CRITICAL THINKING

3 Which of the following opinions are suggested by the writer of the article? Tick (✓) the opinions.

- 1 PRT offers many advantages as a means of transport. ☐
- 2 PRT is one of many possible ways to solve transport problems. ☐
- 3 The system is too expensive to install. ☐
- 4 People will only stop using cars if there is a convenient alternative. ☐
- 5 Benefits for the environment are more important than the appearance of cities. ☐

4 Match the underlined words in the article with these definitions.

- 1 stop hoping that something will happen or change _____
- 2 a combination or mixture _____
- 3 start or continue _____
- 4 happening or existing in many places _____

5 Complete the sentences with the correct form of the words from 4.

- 1 The government has decided to _____ with plans to build a new motorway.
- 2 Snowboarding is a _____ between surfing and skiing.
- 3 Predictions indicate that flying cars will become _____ within 20 years.
- 4 He _____ the idea of travelling for a year because he didn't have enough money.

WILL CARS SOON BE A THING OF THE PAST?

Imagine a world without cars – a world with no traffic jams, no pollution and no worries about parking. This is the dream of Ollie Mikosza, the inventor of PRT, the Personal Rapid Transit system. PRT is a cross between a taxi, a bus and a cable car. It can take you door to door from your home to any building in a city without any of the inconveniences of driving or waiting for public transport. But will it work?

According to Mikosza, PRT will revolutionise the way we travel in cities. PRT is a system of individual vehicles which travel on metal structures above roads, buildings and even over water. (1) ____ They are controlled by a computer so you simply choose your destination and the computer calculates the fastest and most direct route to get you there, avoiding any possible collisions with other vehicles on the way. (2) ____

PRT has all the benefits of a car and none of the inconveniences of public transport. The podcars are designed to carry only two or three passengers so you don't have to share with strangers. (3) ____ There are no schedules or timetables because the vehicles wait at stations for passengers to arrive, instead of the other way around, and they operate 24 hours a day.

It may sound futuristic, but versions of PRT are already in operation in some places in the world. The oldest and most extensive system is in Morgantown in the US. (4) ____ Around 15,000 students use it every day to travel between university buildings and the city centre. Other cities have considered introducing the PRT system, including Auckland in New Zealand and Amritsar in India. Greenville County Economic Development in the US is meeting later in the year to decide whether or not to go ahead with plans to build a system there. It will cost about \$50 million, but the CED believes that it will succeed in reducing traffic problems where other systems have failed.

(5) ____ The podcars are powered by electricity so there is no pollution from exhaust fumes and the vehicles are virtually silent so there is no noise pollution either.

Does this mean that we will all use podcars in cities in the future? Surprisingly, in spite of the many advantages, it seems that PRT isn't going to be the norm anytime soon. One of the main drawbacks of the system, critics say, is that the metal structures used to carry the podcars are unattractive. (6) ____

However, Mikosza isn't going to give up on his dream. He plans to build tunnels for vehicles to travel through in areas of beauty or with particular historic interest, although these tunnels will make the system more expensive to build.

Interestingly, he also points out that more than a century passed between the invention of the first car and their widespread use. So perhaps we will see PRT in operation at some time in the future, if not in the next few years.



1 Match 1–5 with a–e to complete the rules about future tenses.

We use ...

- | | |
|-----------------------------------|--|
| 1 the present simple | a based on evidence. |
| 2 <i>going to</i> for | b based on thoughts, opinions and expectations. |
| 3 <i>going to</i> for predictions | c plans and intentions. |
| 4 the present continuous | d after expressions of time, like <i>when</i> , <i>before</i> , <i>as soon as</i> , etc. |
| 5 <i>will</i> for predictions | e for confirmed plans and arrangements. |

2 Decide whether each statement is an intention (I) or a prediction based on evidence (P).

- | | |
|--|-----|
| 1 My little brother is growing so quickly. He's going to be taller than me soon. | I/P |
| 2 Su-Li has slowed down a lot. She's not going to win the race now. | I/P |
| 3 Jonathan says he is going to give up eating chocolate in the new year. | I/P |
| 4 My headache has gone now so I'm going to go out tonight after all. | I/P |
| 5 What are you going to do if you don't get into university? | I/P |

3 Circle the correct alternative.

- He is going to study maths when he is going/goes to university.
- Dave plays/is playing tennis at the leisure centre later.
- I meet/'m meeting Rich at the space centre tomorrow.
- Jack should get some new trainers before he starts/will start his athletics training.



4 Tick (✓) the sentences in which *will* is used correctly.

- | | |
|--|--------------------------|
| 1 My birthday will be on a Tuesday this year. | ☐ |
| 2 What will you do next weekend? | ☐ |
| 3 Our flight will leave at 9.30 tomorrow morning. | ☐ |
| 4 I will study law at Bristol University next year. | ☐ |
| 5 I'll probably go skiing during the holidays. | ☐ |
| 6 Are you cold? I'll close the window. | ☐ |

5 Write the incorrect sentences in 4 again using the correct future form.

6 Complete the sentences with the correct future form of the verb given.

- Next month I _____ (give up) taking the bus to school and start walking instead.
- My brother is sleeping so I _____ (be) able to ask him to help me with my homework.
- The plane _____ (leave) at 7 o'clock tomorrow morning, so we have to get up early to get to the airport on time.
- I can't go with you, I _____ (play) basketball at 5 pm – we have a match on Sunday.

STUDY SKILLS

How can you work on your mistakes to improve?

STUDY SKILLS ► page 84

GRAMMAR CHALLENGE

7 Decide if the sentences below contain mistakes in meaning (M), form (F) or spelling (S). Then correct the sentences.

- | | |
|--|-------|
| 1 I going to get fit this year. | M/F/S |
| 2 I will meet Peter at three o'clock to play tennis. | M/F/S |
| 3 Let me know as soon as you will gets home. | M/F/S |
| 4 A new after-school club is begining next week. | M/F/S |
| 5 Economists say that the economy grows next year. | M/F/S |
| 6 I can see you're busy so I wan't disturb you now. | M/F/S |
| 7 It's going be dark soon. We should go home now. | M/F/S |
| 8 The train to Madrid is going to leave at quarter to six. | M/F/S |



- 1 Write these words in the correct rows. Some words may go in two or more rows. Use a dictionary to check.

appeared • booked • calculate • consider
estimate • graduate • national • operate • paid
~~pilot~~ • populated • power • president • standard
star • understood • write • zero

Prefix	Words
co-	<i>pilot</i>
dis-	
inter-	
mis-	
over-	
post-	
re-	
sub-	
super-	
under-	

- 2 Write a short exclamation in response to each of these statements using one of these adjectives with a prefix.

believable • convenient • likely • possible
responsible • usual

- I'm going to be President one day!
That's unlikely!
- My brother and his friend went on his boat without lifejackets.
That was _____!
- Look! I've got free tickets to go to see Rihanna in concert.

- When I want to sleep well, I drink lots of coffee.

- Our flight leaves at four o'clock in the morning.

- I want to fly like a bird.

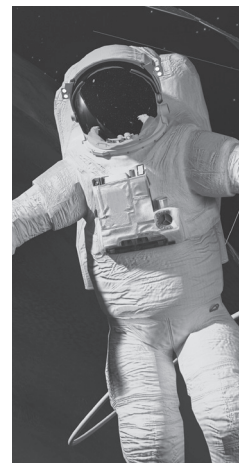
STUDY SKILLS

What should you do before you start a listening exercise?

STUDY SKILLS ► page 84

- 3 05 Listen to an interview about holidays in the future. Tick (✓) the things that the people talk about.

- space travel ☐
- supersonic planes ☐
- underwater hotels ☐
- personalised hotel rooms ☐
- virtual travel ☐
- renting rooms ☐



- 4 05 Listen again and circle the correct alternative.

- People will first travel to Earth's low/high orbit.
- There are plans to build sky resorts/lunar hotels using a 3D printer.
- The hotel in Fiji was started in/before 2009.
- The hotel will have rooms/be completely underwater.
- Hotel rooms will help with the effects of long-distance/high-speed travel.
- Hotels in the future will offer physical/virtual personal trainers.
- In ten years' time, more people will rent rooms in houses/apartments.

VOCABULARY EXTENSION

- 5 For each definition, write a word with a prefix and use it in an example sentence.

- not approve = disapprove
My parents disapprove of my new haircut.
- not sure = _____
- not patient = _____
- not behave = _____
- not capable = _____
- not well informed = _____
- not legal = _____
- not obey = _____

1 Draw lines to match the verb forms with the tenses and their uses.

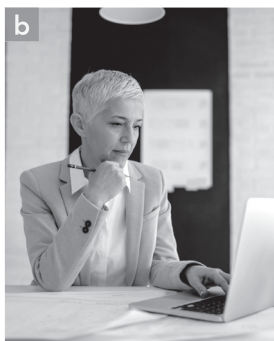
Verb form	Tense	We use it to talk about ...
will have done	future continuous	how long an activity has been in progress before a particular point in the future
will be doing	future perfect continuous	activities in progress at a particular point in the future
will have been doing	future perfect simple	activities/states that will be finished before a particular point in the future

2 Read the sentences and circle the correct alternative.

- Susannah will have arrived home by six o'clock.
At six o'clock, Susannah will be at home/travelling towards her home.
- Rick will be running his first marathon on 23rd March next year.
Rick's first marathon will be before 23rd March/during 23rd March.
- Harry will have been coaching our team for five years in May.
In May, Harry will become the team coach for five years/complete five years as the team coach.

3 Match each pair of sentences (1–5) to a photo (a–e). Then complete the sentences with the future continuous, future perfect or future perfect continuous.

- Photo: ____
a In four years' time, she/he _____
(start school).
b In ten years' time, she/he _____
(study lots of different school subjects).
- Photo: ____
a In two years' time, she/he _____
(still work in a shop).
b In five years' time, she/he _____
(become a shop manager).
- Photo: ____
a In two years' time, she/he _____
(qualify as a chef).
b In ten years' time, she/he _____
(manage a restaurant for about two years).
- Photo: ____
a In two years' time, she/he _____
(win her first big race).
b In five years' time, she/he _____
(train for the next Olympics).
- Photo: ____
a In three years' time, she/he _____
(retire).
b In five years' time, she/he _____
(travel around the world for six months).



GRAMMAR CHALLENGE

4 Find ten extra words in the text.

My brother is one of those people who will know exactly where he will be and what he'll be doing at any time in the future. For example, he's going to be go to university to study medicine next year. In five years' time, he'll have been finished his course and he'll be working as a doctor. In ten years' time he'll already be getting married and living with his wife and two children. As soon as they will have enough money, they will buy a big house in the country. I know that when he retires, he will have been worked his entire life. Personally, I'm very different. I will have no idea where I'll be doing in five years' time. I hope I'll have doing a job that I will enjoy, but I don't know what that will be at the moment.

1 Look at this task. What are the two parts of the task?

Compare the photographs and say what you think about the ways of travelling on holiday.

First part: _____

Second part: _____

2 Look at the photos. Make notes about the similarities and differences between the two photos.

Similarities	Differences



3 06 Listen to a student doing the task. Does he do both parts of the task? Yes / No

4 06 Complete the gaps (1–8) with these phrases. Then listen again to check.

- but one big difference between the photos
- whereas in the second photograph
- In the first photograph
- Compared with
- while
- Another important difference is that
- In both pictures
- Both photographs show

(1) _____ people travelling on holiday.

(2) _____ the girls are probably travelling by plane, (3) _____

the girl is cycling. (4) _____, the people have luggage, (5) _____

is that the girls have got a lot of things with them, (6) _____ the cyclist has only one bag on her bike. (7) _____

_____ the girls in the first photo seem relaxed and happy, perhaps because they're starting their holiday, but the cyclist is working hard to go up a hill on her bike. Perhaps she's on a cycling holiday because the countryside there is very beautiful.

I think they are both good ways of travelling on holiday. Travelling by plane is fast and comfortable. You can travel long distances and get to your destination quickly. (8) _____

_____ flying, cycling is slow and it can be uncomfortable, especially if the weather is hot or it's raining. But I think it can be a good way to see the countryside. The girl in the picture is alone and there aren't a lot of other people around. Finally, she's doing exercise and getting fresh air at the same time so it's a healthy way to travel.

5 Practise doing the task in 1.

Read this task. Write some ideas for your story.

- 1 You have decided to enter a short-story competition in an international magazine. The story *must* end with the following words.

David walked out onto the launch pad towards the spacecraft, taking some last deep breaths of Earth's atmosphere. He turned, waved at the crowd, and then climbed aboard. His lifetime's dream was coming true.

- 2 Ask yourself questions about the ending.
For example:

- Who is David?
- Why is he doing this?
- Where is he going?
- Is he going to return?
- Is he happy about going?
- When and where is this happening?
- How did he get to this point?



2 Write some ideas for the beginning, middle and end of the story.

Beginning: Short section, introducing setting and characters and an 'explosive' or life-changing incident which starts the action of the story.

Middle: The longest section, where characters respond to the incident and start trying to solve the problems that it has created.

End: High point of the story where everything is resolved.
David on launch pad, waving, dream coming true

3 Write your story using your notes.

[illegible]

Grammar

1 Circle the correct alternative.

- I will meet/am meeting a friend at the airport tomorrow.
- Do you think it will rain/is raining next weekend?
- Hurry up. The train will leave/leaves in five minutes.
- Craig loves sci-fi so he's going to love/loving this film.
- I'll call you as soon as I 'm getting/get home.

2 Complete the sentences with the future continuous, future perfect or future perfect continuous form of the verbs given.

- I _____ this book by Friday. You can borrow it then. (finish)
- When we go to see Amy, she _____ in Berlin for two years. (live)
- Don't call me after midnight. I _____ (sleep)
- By the time they come home, they _____ for six months. (travel)

3 Choose the correct option, a, b or c.

- As soon as I _____ from university, I will buy a house.
a will graduate b will have been graduating c graduate
- Global warming _____ until we change the way we live.
a will have continued b will continue
c continues
- By the time the space probe returns to Earth, it _____ millions of kilometres.
a will have travelled b is going to travel
c will travel
- I can't see you tomorrow because I _____ in a concert.
a will play b play
c am playing

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

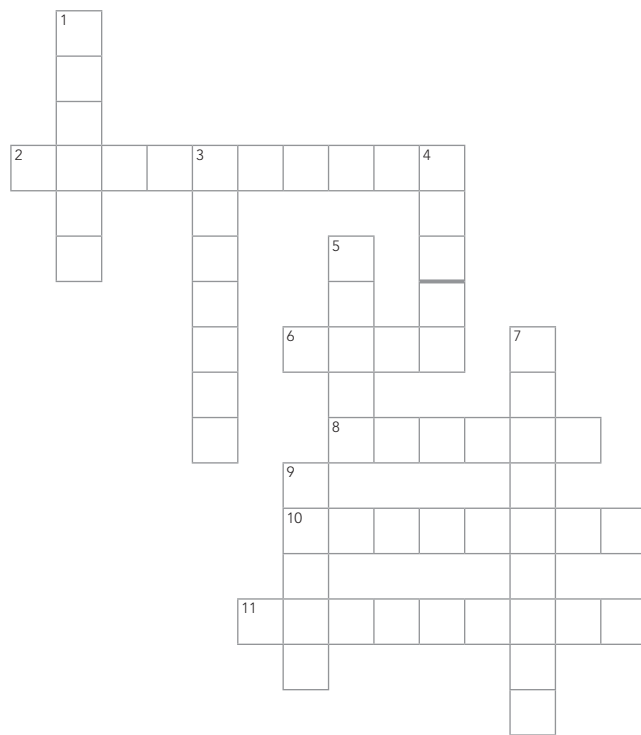
- There's a party next week at Lucy's. **HAVING**
Next week, Lucy _____.
- I started doing yoga three years ago. **FOR**
I _____ three years.
- Greg went home before we arrived. **HAD**
When we arrived, _____ home.
- We'll get to the cinema after the start of the film. **WILL**
By the time we get to the cinema, the film _____.
- Jane worked at the shop for three years before it closed. **BEEN**
When the shop closed, Jane _____ there for three years.

Vocabulary

1 Complete the sentences with the correct word using a prefix and the word given.

- It is highly _____ (likely) that a human will reach Mars anytime soon.
- It is _____ (responsible) to ride a bike without lights at night.
- Our team has had an incredibly _____ (successful) season, losing all but two matches.
- If your answers are _____ (complete), you will lose marks.
- I _____ (estimate) the time it would take to do my assignment and handed it in late.

2 Read the clues and complete the crossword.



Across

- rooms and equipment, e.g. at a university
- a journey somewhere and back
- a course of study at university
- extra hours at work
- a move to a higher level in a job

Down

- a long journey by boat
- a talk to students at university
- start, for example a company
- made to leave a job
- a system when you choose when to work
- get on a ship or plane

4 Extraordinary talents

Vocabulary

- 1 Choose an adjective from the box that you think each person must/must not be in order to do their job. Try to use each word at least once.

assertive • bossy • determined • insecure
narrow-minded • ~~nervous~~ • patient • polite • quiet
reserved • tactful • tactless

	Must be	Must not be
a surgeon	<i>patient</i>	<i>nervous</i>
a teacher		
a pilot		
a tour guide		
a diplomat		
a journalist		
a security guard		

- 2 Which word in each group is different? Circle the odd one out.

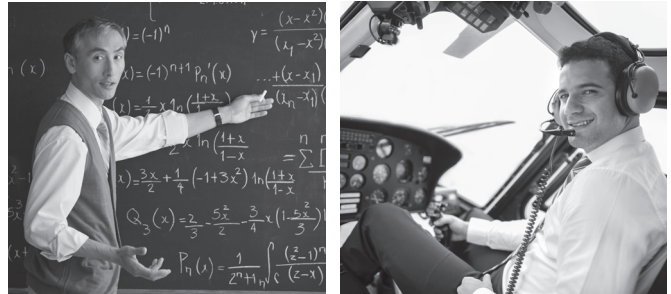
- | | | | |
|-------------|-----------|------------|-------------|
| 1 bright | silly | clever | intelligent |
| 2 sensitive | shy | brusque | reserved |
| 3 modest | bossy | pushy | arrogant |
| 4 assertive | ambitious | determined | easygoing |
| 5 mature | serious | tidy | reliable |

- 3 Complete the compound adjectives (1–6) with these words. Then match each one with the description of a person (a–f).

confident • headed • ~~minded~~ • natured
tempered • working

- | | |
|------------------------|--------------|
| 1 broad- <u>minded</u> | 4 bad-_____ |
| 2 big-_____ | 5 self-_____ |
| 3 good-_____ | 6 hard-_____ |

- | | |
|---|----------|
| a David gets angry with other people very easily. | _____ |
| b Nina's very open and will try to see everyone's point of view. | <u>1</u> |
| c Kate never gets nervous about talking in front of lots of people. | _____ |
| d Rosie is friendly and kind with everyone she meets. | _____ |
| e Rob acts as if he's more important and intelligent than other people. | _____ |
| f Henry does about four hours of revision every night after school. | _____ |



STUDY SKILLS

What should you include when you make a record of a new word?

STUDY SKILLS ► page 84

VOCABULARY EXTENSION

- 4 Find another word that can go with the words below to make compound adjectives. Use a dictionary. Make a note of any other adjectives you know that are formed from two words.

self-_____

good-_____

hard-_____

well-_____

1 Read the article quickly. What do you think is the boy's extraordinary talent? Then read the article more carefully and check.

- a He started a science degree at the age of 13.
- b He became the youngest person to win a science competition.
- c He did an advanced science experiment at a very young age.

2 Read the article again and choose the best answers.

- 1 Jamie's experiment was exceptional because ...
 - a nobody believed that he could do it.
 - b only older people had done it before.
 - c everyone thought that it was too dangerous.
- 2 He was motivated to do the experiment because ...
 - a he was interested in radiation.
 - b he wanted to be the youngest person to achieve nuclear fusion.
 - c he was inspired by a young scientist that he read about online.
- 3 He got the money to build his machine from ...
 - a his school.
 - b engineering companies and universities.
 - c his science teacher.
- 4 The experiment was useful because ...
 - a Jamie built the machine using simple materials.
 - b the idea may help to produce a form of energy.
 - c teachers, experts and newspapers could see it.
- 5 For Jamie, the experiment showed that ...
 - a young people can do extraordinary things.
 - b he could become an engineer or nuclear physicist in the future.
 - c he had support from his teachers and school.

 CRITICAL THINKING

3 Decide if the statements are facts (F) or opinions (O).

- 1 Jamie has become the youngest person to achieve nuclear fusion. F/O
- 2 Not many teenagers are interested in doing science experiments. F/O
- 3 Jamie learnt about safety before doing the experiment. F/O
- 4 Nuclear fusion is the best option for producing clean energy. F/O
- 5 Jamie is likely to become a successful nuclear scientist. F/O

4 Match the underlined words in the article with these definitions.

- 1 break into many small pieces _____
- 2 caused, made to happen _____
- 3 a soft light _____
- 4 from nothing _____
- 5 very shocked _____

GIFTED TEENAGER BREAKS SCIENCE RECORD

13-year-old Jamie Edwards made history when he became the youngest person in the world to create nuclear fusion¹ in the laboratory of his secondary school.



When Jamie first informed his head teacher about his plan to create nuclear fusion in the school, he was stunned. 'I was a little nervous,' he admits. Fortunately, after Jamie gave a presentation about the safety and the benefits, head teacher Jim Hourigan agreed to let the experiment go ahead.

Jamie had always been interested in science and developed a fascination for radiation. He even saved up to buy a Geiger counter, a device that detects radiation, with his pocket money. But his ambition to create nuclear fusion was sparked when he came across a story about Taylor Wilson, a 14-year-old schoolboy from the US who had become the youngest person to produce a small fusion reactor in 2008. 'I looked at it, thought "that looks cool" and decided to have a go,' he says.

He calculated that he needed about £2,000 to build the machine, and first contacted nuclear laboratories, engineering companies and universities to enlist their help. Not surprisingly, they didn't take a 13-year-old seriously. So with the help of his science teacher, he turned to his head teacher and persuaded him to fund the project.

'I was a little nervous,' admitted Jamie's head teacher.

After months of work, and making many of the parts himself, he was ready to try it out just days before his

14th birthday. ... And when he turned on the switch, the Geiger counter registered that fusion had indeed taken place. 'Seeing that purple glow was the best part,' said Edwards. As the neutron detector confirmed it, Jamie knew that he'd become the world's youngest person to achieve nuclear fusion from scratch, using high energy to smash hydrogen atoms together to create helium.

Speaking after the experiment, Jamie was delighted. 'It's quite an achievement. I can't quite believe it!' he said. Scientists around the world are now repeating Jamie's experiment, but on a much bigger scale, in the hope of using it to fuel cheap, environmentally-friendly power stations with the aim of producing clean, carbon-free energy.

Meanwhile, Jamie, who has ambitions to become an engineer or nuclear physicist in the future, remains down-to-earth and is modest about his achievements. As he says, 'None of this would have happened if it wasn't for a science teacher who believed in the dreams of her pupil, and a head teacher who was willing to take a risk to give me the opportunity. So to any young scientists out there, no matter how young, nothing is ever too big for you to try. All you need is curiosity, determination and an open mind.'

¹ NUCLEAR FUSION is a reaction in which two or more atoms collide at a very high speed and form a new type of atom. During the process, energy is produced.

1 Answer these questions about comparative and superlative forms.

- How are regular, one-syllable comparative adjectives formed?
adjective + -er + than
- How are regular, one-syllable superlative adjectives formed?

- How are comparative adjectives of two or more syllables usually formed?

- How are superlative adjectives of two or more syllables usually formed?

- How are regular comparative adverbs formed?

- How are regular superlative adverbs formed?

- To which adverbs do you add -er and -est to make the comparative and superlative forms?

- Which adverbs do not use *more*, *the most* or -er, -est in their comparative or superlative forms?

2 Write the correct comparative or superlative (adjective or adverb) form of the word given.

- Child geniuses learn much more quickly than most children. (quick)
- Rupert is _____ basketball player in our school. (good)
- Of all the 20th century inventions, computers have changed our world _____. (dramatic)
- Jane goes jogging _____ in the summer than in the winter. (often)
- Jared rode his bike _____ usual and he crashed it. (careless)
- Peter finished _____ he had expected to so he'll be here soon. (early)
- The teacher said Steve needed to research the topic _____ he had done. (wide)
- Nina plays the piano _____ Jarvis does. (energetic)
- The _____ you stay, the _____ your dog will behave. (calm, good)

3 Write sentences 1, 4, 5, 6 and 8 in 2 again using not as ... as.

- Other children don't learn as quickly as child geniuses
- Jane _____
- Jared _____
- Peter _____
- Jarvis _____

4 Write an appropriate response using one of the expressions in the box. One of the expressions is not used.

Better late than never! • Better safe than sorry!
Easier said than done! • The sooner the better!
This is going from bad to worse!

- When would you like me to fix your computer?

- Sorry you had to wait so long – I missed my bus and had to walk.

- Do we really need to wear helmets and a harness for climbing?

- Our walk is a disaster! Not only has it rained all day but now we're lost!

GRAMMAR CHALLENGE

5 Write sentences using the prompts below.

WORLD RECORDS AT RUBIK'S CUBE CHAMPIONSHIPS

CONTESTANT	TIME IN SECONDS
Yu Nakajima (Japan)	8.72 seconds
Erik Akkersdijk (Netherlands)	7.08 seconds
Feliks Zemdeg (Australia)	6.77 seconds



- Yu/Erik/slow: comparative adverb
Yu solved the puzzle more slowly than Erik.
- Yu/slow: superlative adjective
Yu was the slowest contestant.
- Feliks/Erik/quick: comparative adverb

- Feliks/fast: superlative adjective

- Yu/slow: superlative adverb

- Erik/Feliks/slow: comparative adjective



1 Complete the table with the different noun forms.

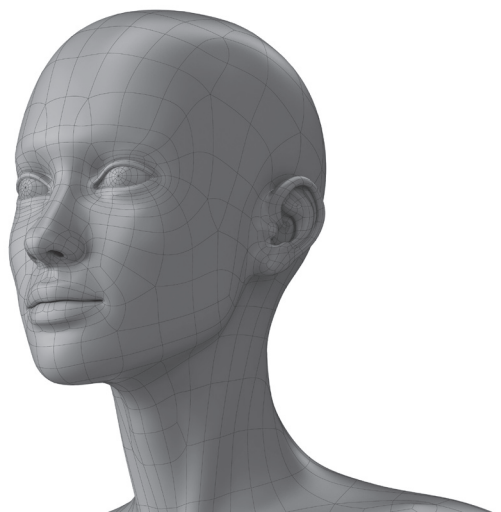
Adjectives	Nouns: things/ subjects/ideas	Nouns: people
creative	<i>creation</i>	<i>creator</i>
electrical		
political		
scientific		
Verbs		
direct		
employ		
invent		
compete		
educate		
profess		
operate		
investigate		
perform		

2 Which noun suffix can these groups of words take?

- great, lazy, polite, soft, weak _____
- journal, guitar, cycle, psychology _____
- improve, develop, enjoy, argue _____
- intelligent, different, independent, patient _____

3 07 Listen to a conversation between two teenagers about hidden talents. Tick (✓) the correct option.

- Leo is interested in the ability to ...
 - detect lies. ☐
 - remember faces. ☐
 - remember names. ☐
- He thinks it's a useful talent ...
 - if you are a teacher. ☐
 - if you work in a shop. ☐
 - in solving crimes. ☐



4 07 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- Jade saw the programme about super-recognisers. T/F/NM
- Most people couldn't remember the computer-generated faces. T/F/NM
- The Brazilian student's ability was important where he lived. T/F/NM
- The 15 people at the station were actors wearing identical clothes. T/F/NM
- The graphics student recognised eight people from the station. T/F/NM
- Jennifer was able to recognise someone she saw when she was a child. T/F/NM
- Moir's ability has helped her to get a new job. T/F/NM
- People with face blindness can only recognise people that they know well. T/F/NM

VOCABULARY EXTENSION

-ship: often used in words which describe connections between people

-hood: often used in words to describe a state, stage, condition or a group of people who share something

5 Add -ship or -hood to form other nouns and write a definition. Check in a dictionary.

- child^{hood} _____
= *the time in life when you are a child*
- relation _____
= _____
- friend _____
= _____
- mother _____
= _____
- neighbour _____
= _____
- partner _____
= _____
- member _____
= _____
- brother _____
= _____

1 Complete the rules about using articles with *a/an*, *the* or *0* (no article).

- Use a/an with the first mention of a singular, countable noun.
- Use _____ with a thing/person that is one of a number of things.
- Use _____ with someone/something that is unique.
- Use _____ with things in general.
- Use _____ with superlative adjectives/adverbs.
- Use _____ with a specific person or thing that was mentioned already.

2 Complete the story with *a*, *the* or *0* (no article).



There was (a) _____ little boy called Billy who was often seen around the local newsagent's. Some other boys who regularly used (b) _____ shop made fun of him and called him names, telling him he was stupid. They kept playing a trick on him, offering him money. He had to choose between a nickel (5 cents) and (c) _____ dime (10 cents). Billy always took (d) _____ nickel. Nickel coins are larger than dime coins so (e) _____ boys were tricking him into taking the less valuable coin.

One day, after Billy had once again taken (f) _____ nickel, the newsagent decided to talk to him. He said, 'Billy, you're being tricked. (g) _____ dimes are worth more than (h) _____ nickels. Do you think (i) _____ nickels are worth more because they're bigger?'

Billy looked at (j) _____ newsagent and gave (k) _____ broad smile. He laughed, 'If I took (l) _____ dime, they'd give up. So far, I've saved \$15!'

3 Match the halves to make sentences. Try to do this from memory, then check on page 51 of the Student's Book.

- | | |
|---|-------------------------------------|
| 1 We use <i>such</i> to | a <i>too</i> and <i>enough</i> . |
| 2 We use <i>so</i> to | b say something is sufficient. |
| 3 We use <i>too</i> to | c <i>such</i> and <i>so</i> . |
| 4 We use <i>enough</i> to | d intensify an adjective or adverb. |
| 5 We can use <i>that</i> after | e intensify a noun. |
| 6 We can use <i>to</i> + infinitive after | f say something is excessive. |

4 Circle the correct alternative.

- My little sister is enough/too short to reach the top shelf in the library.
- I spent three hours revising, but I don't think that was long too/enough.
- The snow was so/such deep that it covered the wall in my garden.
- I found the film too scary to watch/watching.
- The show was so boring then/that I fell asleep in the second half.
- It's a long time since I've read such/so a great book.
- Leanne had six sandwiches for lunch because she was so/such hungry after her run.



GRAMMAR CHALLENGE

5 Complete seven of the sentences with one of these words. Use each word once. One sentence doesn't need a word, so write *0* on the line.

a • an • enough • so • such • the • too

- The musician gave a poor performance because she was _____ nervous to play her best.
- Lisa had coffee in a café this afternoon, and _____ café owner has just phoned to say she left her purse there.
- I'm not brave _____ to go on a roller coaster.
- The child's face was _____ dirty that it was difficult to see who it was!
- Can you tell me the name of _____ English-speaking country in the southern hemisphere?
- Do you know whether _____ fish can hear?
- Seeing Jason at the cinema after _____ a long time gave me a real surprise.
- Can you tell me how you became _____ university professor?

- 1 Look at this presentation topic and decide how much you agree or disagree with the statement. Make notes to explain your ideas.

'All children can be geniuses if their parents give them the right opportunities.'

Do you agree with any part of the statement?

Do you disagree with any part of the statement?

Your conclusion about the statement:

- 2 08 Listen to a presentation on the topic. Answer the questions.

- Does the speaker agree or disagree with the statement? **Agree / Disagree**
- What are the three main points given to support the point of view?

- 3 08 Listen to the presentation again. Tick (✓) the phrases you hear.

- ___ that I disagree with this statement.
 - I'd like to begin by saying ... ☐
 - The first thing I'd like to say is ... ☐
- ___, the definition of a genius is someone who is more intelligent and skilled than other people.
 - Firstly ☐
 - First of all ☐
- ___, I think that a real genius is usually born with an exceptional talent.
 - Secondly ☐
 - Another thing is ☐
- ___, I believe that parents sometimes put a lot of pressure on their children to be very good at something.
 - What's more ☐
 - Furthermore ☐

- ___ geniuses aren't always successful in life.
 - It's also true that ☐
 - It's important to remember that ☐
- ___ there are more important things than being a genius.
 - Last but not least, ☐
 - The point I'm trying to make is that ... ☐
- ___, I think real genius is something you are born with ...
 - To sum up ☐
 - In conclusion ☐

- 4 Practise giving a presentation on the topic in 1. Use some of the expressions in 3.

- 5 Review your performance.

- Did you find making the presentation easy? Why/Why not?

- Were there any things you'd like to do better? If so, what? How can you improve these aspects of your performance?

- 6 Prepare a presentation on this topic. Then practise giving your presentation.

Children who have a very high IQ need special education at schools that are specifically designed for them.



1 Write notes about the people in the photos.



- 1 What are they doing?

- 2 How do you think they're feeling?

- 3 What kind of characters are they?

- 4 What do you think connects them?

2 Look at photo a and read the newspaper article below about the boy.

Painting genius Kieron Williamson secured world media attention when his first exhibition fetched £150,000 and sold out in less than 30 minutes. He was seven years old at the time. Following the exhibition, Kieron and his family, from Holt in north Norfolk, featured on international news channels and across the UK's TV shows and newspapers.



Now aged 13, Kieron is already a millionaire and he has been invited to exhibit his work around the world. In many ways, Kieron is a perfectly ordinary boy – he loves being outdoors, playing football and riding his bike fast. But his talent for painting has changed the Williamson family forever. Keith and Michelle, his parents, work hard to ensure the pressures do not mount up and that Kieron has a balanced life. Nevertheless, he no longer attends school and is educated at home. And he is aware that he is a provider for his family.

Child prodigies are more common in music and drama than in fine art, but either way the transition to adulthood can be a tough one. Accomplished as Kieron's paintings are, part of their appeal is undoubtedly the story of precocious talent that goes with them. If he is still doing similar work when he's 25, it may prompt a different reaction.

3 Write about Kieron for the task below. Make notes first.

Write a description of someone who has an unusual life. It can be a famous person or someone in your life, for example a friend or relative. Explain why you think it is an unusual life.

NOTES

Paragraph 1:

Brief, basic information about Kieron

Paragraph 2:

More detailed information about Kieron, what he looks like, type of person he is, hobbies and interests, family

Paragraph 3:

What makes his life unusual and not unusual

STUDY SKILLS

What should you do when you finish writing?

STUDY SKILLS ► page 84

Grammar

1 Complete the sentences with the correct form of the adjectives or adverbs given.

- They are all awful photos of Sally, but this one is the _____ (bad).
- Lions don't run _____ (fast) as cheetahs.
- Bill Gates is one of the _____ (successful) businessmen in the world.
- How can we measure the results of the experiment _____ (accurate) than we did last time?
- The _____ (far) you walk each day, the fitter you will get.

2 Complete the sentences with *so*, *such*, *too* or *enough*.

- I had _____ a rough trip across the Channel that I never want to go on a boat again!
- My grandmother is _____ old now that she often forgets things.
- I'm not assertive _____ to be a manager.
- It's _____ late to go to the cinema now. The film's already started.

3 Write *a/an*, *0* (no article) or *the*.

- I don't know why _____ people hate science. I love it.
- My uncle's just started working as _____ history teacher.
- I'm going to buy _____ jacket I told you about.
- I think _____ magic is _____ interesting hobby, don't you?

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

- I don't have enough money to buy that computer. **TOO**
That computer _____ to buy.
- I went to bed early last night because I was tired. **SO**
I was _____ I went to bed early.
- It's getting increasingly difficult to find student accommodation. **AND**
It's getting _____ to find student accommodation.
- The film was so boring that we left before the end. **SUCH**
It was _____ we left before the end.
- That shelf is too high for me to reach. **ENOUGH**
I'm _____ to reach that shelf.

5 Choose the correct option, a, b or c.

I (1) _____ my grandmother at least once a week since I was 13. She's always (2) _____ strange things, like the time when she (3) _____ a huge sculpture in her garden. It's still there and I (4) _____ the neighbours like it very much! She was (5) _____ nurse when she was younger, and she's taught me that it's important (6) _____ a career that you enjoy.

- | | | |
|-----------------|---------------------|-------------------|
| 1 a am visiting | b 've been visiting | c visit |
| 2 a does | b doing | c did |
| 3 a has made | b made | c makes |
| 4 a don't think | b am not thinking | c haven't thought |
| 5 a the | b a | c – |
| 6 a have | b to have | c having |

Vocabulary

1 Write the adjectives in the box next to their opposite adjectives. There is one extra word you do not need.

bad-tempered • broad-minded • modest
outgoing • pushy • self-confident • tactful

- | | |
|-----------------|-------|
| 1 insecure | _____ |
| 2 reserved | _____ |
| 3 narrow-minded | _____ |
| 4 good-natured | _____ |
| 5 arrogant | _____ |
| 6 tactless | _____ |

2 Complete the text with the correct form of the words given.

What kind of job would suit your personality? If you want to be a (a) _____ (perform), you need to have plenty of (b) _____ (confident) so you will be comfortable in front of an audience. If you want to be a (c) _____ (science), you need to enjoy working on small, detailed tasks. Whatever you decide to do, it's important to get a good (d) _____ (educate) and to do something that will bring you (e) _____ (happy).

3 Use the word given in capitals to form a word that fits in the gap.

- | | |
|---|-----------------|
| 1 The _____ of Sam at the party was a complete surprise. | APPEAR |
| 2 The car factory provides _____ for many of the students' parents. | EMPLOY |
| 3 Winning the singing competition was _____ because I had a bad cold. | EXPECT |
| 4 A local _____ is speaking on TV on Saturday night. | POLITICS |
| 5 Your essay was on the wrong topic, so can you _____ it, please? | WRITE |

5 Money matters

Vocabulary

1 Read the clues and complete the crossword.



Across

- 2 money you get back if you give a seller too much
- 3 when something is good for the money you pay, it is good ... for money
- 5 a cheap purchase
- 8 a payment you make for borrowing money
- 10 money you pay to the bank for their services
- 12 money you owe
- 13 money given back when you return something

Down

- 1 use more than is necessary
- 4 an amount of money that you borrow from the bank
- 6 a piece of paper you get from the seller when you buy something
- 7 a savings or current ...
- 9 an event in a shop when prices are discounted
- 11 payment for a service

MONEY QUIZ

1 What do people usually carry cash in?

2 Is a 10% discount better than a 20% discount?

3 Where can you go to withdraw money from your account when the banks are closed?

4 Why is it better to put your money in a current account than keep it at home?

5 Who pays interest on the money in a savings account – the customer or the bank?

6 What four things are usually written on a shop receipt?

7 Why do shops have sales?

8 If you buy a chocolate bar for £1.85 and you give the shop assistant a £5 note, how much change will you get?

TIME TAKEN: _____

2 Do the quiz. Time yourself. Can you answer all the questions in three minutes?

3 Number these events in the order they would usually happen.

- a You receive a bill for £210. _____
- b You pay the money back with interest. _____
- c You open a current account. 1
- d You arrange an overdraft. _____
- e You pay the bill. _____
- f You put £200 into the account. _____
- g You withdraw £210. _____

VOCABULARY EXTENSION

4 Circle the correct alternative. Use a dictionary if necessary.

- 1 I spend most of my money in/on clothes and games.
- 2 My parents paid/paid for my new computer.
- 3 Would you like to pay in/by cash or in/by credit card?
- 4 My brother decided to take up/out a loan to buy a motorbike.
- 5 I'm saving up/up for some new trainers.
- 6 Have you got change for/to a £50 note?
- 7 I bought this jacket in/on a sale. It was good value for money.
- 8 The interest you pay in/on student loans is usually low.

1 Complete the sentences with these words.

environment • evaluate • job

A person might live without money ...

- 1 because they don't have a _____.
- 2 in order to protect the _____ for future generations.
- 3 to _____ the importance of money.

STUDY SKILLS

What is the difference between skim reading and scan reading?

STUDY SKILLS ► page 84

2 Read the article and circle the correct alternative.

- 1 Carolien lived without money because she had to/ wanted to.
- 2 She managed/didn't manage to live without it for a year.
- 3 The experiment was a positive/negative experience overall.



In today's society, we have to have money. Or do we? A few brave individuals have tried living without money for a time and the results have been quite surprising. Carolien Hoogland is one of these people.

1 WHY GIVE UP MONEY?

On New Year's Eve 2009, Carolien wrapped her purse in a newspaper and didn't open it again for a year. The 30-something academic researcher from Rotterdam was starting an experiment to see if it was possible to live outside the conventional economic system. She wanted to try living in a more stimulating and fulfilling way. She also believed that we should try to preserve the environment for future generations through sustainable living.

COULD YOU LIVE WITHOUT MONEY?

2 CREATIVE ALTERNATIVES

Carolien made careful plans before starting her experiment. She contacted an energy company and they agreed to supply her gas and electricity for a year in return for research on their green products. She managed to cover her food needs by making bartering agreements with a restaurant, a farm and a shop. In exchange, she worked on various projects, such as creating an education programme about food.

3 THE REACTIONS

Initially, the shop was reluctant to get involved because they said they couldn't afford to. She had to persuade them that they didn't need to pay her but could give her what food they could spare. Meanwhile, the dance studio where Carolien took tango classes allowed her to continue her classes and in return she distributed publicity for them. And instead of going to restaurants, Carolien cooked a meal every week and invited her friends. They would bring drinks or a dessert, and Carolien's home became a meeting place for social gatherings.

4 THE TEST

People have asked Carolien if she ever felt like giving up. She admits that on one occasion she did when she was invited to visit friends in Berlin where she didn't have her usual barter system in place. Although they said she didn't have to pay for anything, she felt dependent on her friends. One afternoon, she went to an ATM and withdrew some money so that she could buy them an ice cream. It was the only time she spent money though, and when she returned to Rotterdam, she carried on as before.

5 LOOKING BACK

Carolien's project ended at the beginning of 2011 and she reluctantly started using money again. During the 12 months, she found that her quality of life had actually improved. 'Life became so much simpler in a nice way, it was as if the buzz of a thousand different choices a day disappeared,' she says. She found that she didn't need to buy things to be happy. Instead, she needed people, and as a result her relationships with the people around her became deeper. Carolien continues to live in a sustainable way; she cycles everywhere and doesn't fly, she buys second-hand furniture and wears clothes given to her by friends.

3 Answer the questions.

- 1 What motivated Carolien to do her experiment?

- 2 How did she pay her energy bills?

- 3 What did she do for food?

- 4 How did people respond to the experiment?

- 5 What was a positive outcome of the experiment?

CRITICAL THINKING

4 Decide if the statements are facts (F) or opinions (O)?

- 1 Carolien made plans to live without money. F/O
- 2 It's important to earn a good salary. F/O
- 3 Money is important in today's society. F/O
- 4 We should all live without money for a year. F/O

5 Match the underlined words in the article with these definitions.

- 1 using methods that aren't bad for the environment _____
- 2 have extra that you don't need _____
- 3 noise, usually made by an insect _____
- 4 continued _____
- 5 satisfying, making a person feel good _____

1 Circle the correct alternative.

- They don't accept cards or cheques in that shop: you ought to/have to pay with cash.
- When you have a job, you must/should open a current account.
- Gemma and her brothers take it in turns to cook, and Gemma ought to/has to cook on Mondays.
- Freddie's parents say he doesn't have/isn't allowed to go out this week because he was really late home on Saturday night.
- Cathy works as a waitress on Saturdays and she has to/should wear a black jacket and skirt.
- If you haven't arranged an overdraft with your bank, you 'd better/mustn't spend more than you have in your account.
- When someone takes a photo of you, you shouldn't/needn't close your eyes.

2 Complete the first column with the present form of the modal verbs in the box. Then write the past form in the second column. Some forms are used more than once.

can't • ~~have to~~ • needn't • need to
not be allowed to • not have to • not need to
ought not to • ought to • should • should not

Modal verb	Past form	Function of the past form
<i>have to</i>	<i>had to</i>	express obligation and necessity in the past
		say that something happened but was not necessary
		say something didn't happen because it wasn't necessary
		criticise a past action or say that it was a mistake
		say something was prohibited or not possible

3 Complete the second sentence so that it has a similar meaning to the first, using the verb given.

- Ivan tried to open a bank account but couldn't because he didn't take his passport. (should)
Ivan should have taken his passport.
- Mia felt sick because she ate four cakes and an ice cream. (should not)
Mia shouldn't have eaten four cakes and an ice cream.
- The wind was so strong that the ferry didn't go to the island for three days. (could not)
The ferry couldn't go so windy.
- 'I'm sorry, the swimming pool is full – you can't go in,' the woman said to Ben. (not allowed)
Ben wasn't allowed to go because it was full.

- The cows escaped from the field because the walkers didn't close the gate. (ought to)
The walkers ought to have closed the gate.
- 'Thanks for handing in your homework today, Jake! It's a day early!' (not need to)
Jake didn't need to hand in homework.

GRAMMAR CHALLENGE

4 Read the text and then write what Sharon should have done differently yesterday. Use *ought to*, *should* or *shouldn't have done*.



Sharon had a bad morning before school yesterday. Everything went wrong. First of all, she forgot to set her alarm clock so she woke up late. Then she rushed into the kitchen to make some breakfast. She put an egg into a frying pan and it started to cook. Then she went to get her school bag ready. When she came back, the egg was burnt. She threw it away and just had some coffee and toast. Then she went to get her jumper. But she remembered that she washed it the day before and it was still in the washing machine. She looked at her watch. Oh no! It had stopped. It needed a new battery. She looked at the kitchen clock and saw that she had to leave in five minutes. So she switched on the TV and there was a funny programme on. She watched it and then she was late for the bus. She walked as quickly as she could, but she couldn't run because she was wearing flip flops. She missed the bus.

Sharon ought to have set her alarm clock.



1 Match each sentence (1–6) with the sentence which means the same (a–h). There are two extra sentences that you do not need.

- | | |
|--|-------|
| 1 I'm spending less money than usual. | _____ |
| 2 I'm spending lots of money on these things. | _____ |
| 3 I'm keeping some money each week to use later. | _____ |
| 4 I don't have much money, but I have enough. | _____ |
| 5 I bought these things on the way home. | _____ |
| 6 I gave Jane the money that I borrowed last week. | _____ |
| | |
| a I picked up a few things. | |
| b I get by. | |
| c I'm setting some money aside. | |
| d I paid back some money. | |
| e I couldn't get them because they'd sold out. | |
| f I'm cutting back on my spending. | |
| g I bought something which came to £2.50. | |
| h I'm splashing out. | |

2 Choose the correct answer, a or b.

- Janice hasn't got enough money in her account to buy a printer. What shouldn't she do?
a set some money aside b splash out
- Sandi spends a lot more money than she earns. What had she better do?
a pay it back b cut back
- Simon wants to buy three things in a shop, but he only has a little money. What does he need to know?
a how much the three things come to
b how much he needs to get by
- Antonio needs some new socks. What must he do?
a pay some back b pick some up
- George needn't have rushed to the camera sale in the photography store. Why not?
a They'd already sold out. b They'd cut back.
- Paul borrowed some money from his dad, but now his dad says he can keep it. What needn't Paul do?
a put some money aside b pay the money back

3 09 Listen to a podcast. What was unusual about the Inca Empire? Why?



4 09 Read the summary of the podcast. Predict the type of word that goes in each gap. Then listen again and complete the text with one word or number in each gap.

The Inca Empire started in the (a) _____ with a small (b) _____ tribe living in (c) _____. It had food, textiles, cocoa and (d) _____, but it didn't have money. The population of about (e) _____ million people lived in cities that were as (f) _____ as European cities but better places to live. These cities were connected by about (g) _____ kilometres of roads. The empire was controlled by the (h) _____ and instead of paying taxes, the people (i) _____. In return, they received food, tools and (j) _____. The empire may have concentrated on growing food because of the complicated (k) _____ in the region. They used the extra food that they grew to take control of local (l) _____. The empire collapsed eventually, but they had built it without spending a cent.

VOCABULARY EXTENSION

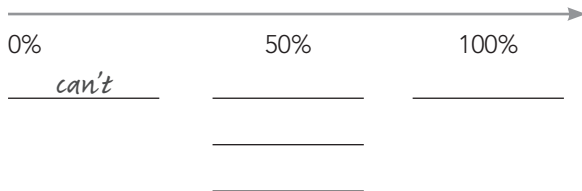
5 Match the phrasal verbs in bold in sentences 1–5 with the definitions a–e.

- | | |
|--|-------|
| 1 If you buy online, it's quick and easy to shop around on different sites. | _____ |
| 2 That shop ripped you off . I only paid half the price for the same book. | _____ |
| 3 Many students run up large debts when they are at university. | _____ |
| 4 It will take me years to pay off my student loan. | _____ |
| 5 Both my parents have good jobs so we never have to do without . | _____ |
| | |
| a not have something you need | |
| b charge someone too much (informal) | |
| c let something increase | |
| d finish paying back a debt completely | |
| e compare prices in many places for the best buy | |

1 Complete the line with these words.

could • can't • may • must • might

Possibility



2 Complete the sentences with **could**, **can't** or **must**.

- That food has got meat in it.
It _____ be for vegetarians.
- I don't know where Peter is.
He _____ be in the kitchen or
he _____ be in his bedroom.
- I've lost my mobile. It _____ be
at home because I used it on the bus on
my way to school.
- Greta didn't come to football practice
today. She _____ be ill because
she wouldn't miss it otherwise.
- I'm not sure which teacher we've got this
morning. It _____ be Mr Marks if
he's not teaching the other class.
- The match _____ finish soon:
they've already played an extra ten
minutes.

3 Complete the sentences with **might not** or **can't**.

- I _____ come to the
concert – it depends on what time my
basketball match finishes.
- Jim definitely _____ be
in the race because he's twisted his ankle.
- My mum is going out with her friends
tonight so she _____
give us a lift.
- We've only got a few minutes
before the train leaves, but if we run,
we _____ miss it.
- Mr Taylor _____ be the
new School Director – he's too young!
- This tree _____ be an
oak tree because its leaves are the wrong
shape.

4 Complete the table with the correct past modal forms. Then match each past form with its function 1–4.

Use this form when there is:

- 90–100% certainty that something was true.
- 50% certainty that something was true.
- 50% certainty that something was not true.
- 90–100% certainty that something was not true.

Present modal	Past modal	Use this form when there is ...
must	_____	<u>1</u>
mustn't	_____	_____
could	_____	_____
couldn't/can't	_____	_____
may	_____	_____
may not	_____	_____
might	_____	_____
might not	_____	_____

5 Write the sentences again with **must**, **may** or **can't**.

- I'm sure that James missed the bus.
James must have missed the bus.
- It's possible that Ann hasn't left yet.

- I'm certain that they didn't see us.

- I'm sure that it was a mistake.

- I think John took your coat.

GRAMMAR CHALLENGE

6 Circle the best phrase.

- He can't have forgotten my birthday. He wasn't able to./
I'm sure he didn't.
- You must be tired. That's an order!/You haven't slept.
- Sarah must have picked up my mobile. She had to./
There's no other explanation.
- That may be David on the phone. He often calls in the
evening./He has permission.
- They needn't have brought a cake. So they didn't./
We've already got one.
- Jane can't be at home right now. It isn't allowed./
There aren't any lights on.
- You could have called to say you'd be late. Why didn't you?/
Perhaps you called.
- Tim might not have got my message. I know that's what
happened./I suppose it's possible.
- You shouldn't have bought that jacket. It looked great on
you./It was too expensive.

- 1 Make notes about the two photos. What is similar and what is different?



Similar: _____

Different: _____

- 2 10 Complete what a student says when comparing the two photos. Then listen and check.

Both photographs (a) _____ people at a bank, but in the (b) _____ photograph, the people are inside the bank (c) _____ in the second photograph, a man is using an ATM outside the bank.

In (d) _____ pictures, people are withdrawing money ... But one big (e) _____ is that in the first picture, there are people waiting in a queue ...

The man in the (f) _____ picture doesn't have to wait because he's using a machine.

- 3 11 Listen to the second part of the task. What is the student discussing? Tick (✓) the correct option.

- a using credit cards instead of cash ☐
 b customer service in banks ☐
 c machines that provide services ☐

- 4 Write the phrases in the table. Add one more in each column.

at the top • can't have • could have • in the middle
 I imagine • I mean • I'm not sure, but
 in the foreground • I think • It looks as if
 Let me think • might • more convenient
 on the left/right • Personally, • quicker

Describing	<i>in the middle</i>
Comparing	
Speculating	
Giving opinions	
Fillers	<i>I mean</i>

- 5 11 Listen to the second part again. Tick (✓) the phrases in 4 that the student uses.
- 6 10/11 Complete the sentences. Listen again if necessary.

- 1 We can see the people standing in a queue _____ of the picture.
- 2 They _____ a bit impatient. I _____ they've been waiting for a long time.
- 3 The man in the second picture _____ all his money and now he needs more.
- 4 It's much _____ to use a machine. But if you need advice or if you have a _____ complicated question, it's _____ to speak to a person.
- 5 Also, machines aren't as _____ people because they can break down.
- 6 So, in _____, machines are good, but they shouldn't replace people.
- 7 _____, I like using machines, but sometimes I prefer to speak to a real person.

- 7 Practise doing the task. Compare the two photos and say what you think about machines that provide services.



- 



- 



Grammar

1 Choose the correct option, a, b or c.

- You ___ travel a bit before you start university.
a should b need c ought
- You ___ to be 17 before you can get your driving licence.
a had better b are allowed c have
- We ___ to the beach yesterday; the weather was much better than today.
a needed to go b should have gone c could have gone
- They ___ to the station because the train was late.
a weren't allowed to rush b couldn't rush c needn't have rushed
- Do you think we ___ our neighbours about the party?
a had to tell b could tell c ought to have told

2 Complete the sentences with **must**, **might**, **may** or **can't**.

- There _____ be a problem with my phone because it won't allow me to make calls.
- That house with all the plants in front of it _____ be Diana's house because I know she hasn't got a garden.
- Henry said he _____ go to the concert, depending on how much it costs.
- Lily _____ have seen the thief because she was away when her bike was stolen.
- Ryan _____ have been the one who sent me the card, but I'm not sure.

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

- I think you should see a doctor immediately. **HAD**
I think you _____ doctor immediately.
- It's possible that I left my bag on the bus. **MAY**
I _____ on the bus.
- You mustn't park here. **ALLOWED**
You _____ park here.
- A passport isn't necessary to open an account. **HAVE**
You _____ have a passport to open an account.
- It was a mistake to buy that laptop. **SHOULD**
You _____ that laptop.

4 Circle the correct alternative.

More and more young people (a) open/are opening a bank account these days. There is a growing need, driven by Internet shopping, for under 18s to access (b) an/the account with a plastic payment card. Helena, aged 16, who (c) has/had an account since she was 14, summarises the benefits. 'My mum got tired of me (d) ask/asking to use her card', she says. 'I had pocket money, but I (e) mustn't/couldn't use it online to download music and films. (f) To have/Having my own card is a lot (g) better/safe than carrying around cash.' There are other benefits, too. Mark, 15, says, 'I (h) opened/was opening an account with a bank because they (i) were/had been offering free gifts. This (j) can/may seem a rather light-hearted approach to opening an account, but banks know that it's important (k) to catch/catching customers early.

Vocabulary

1 Complete the text with words from the box. There are two extra words you do not need.

bank fees • bill • cashpoint • current account
debt • interest • overdraft • pay • withdraw

When you decide you want to open a (a) _____ at a bank, there are several things to consider. Firstly, find out what the (b) _____ are for the services they provide. Secondly, if you think you may sometimes spend more money than you've got, you will need to arrange an (c) _____. Find out what rate of (d) _____ the bank will charge while you (e) _____ back the money. And if you can't always get to the bank while it is open, you will need to use a (f) _____ so make sure the bank has plenty of them in convenient places so you can (g) _____ money when you need to.

2 Complete the words.

- Clothes shops often have s _ _ _ _ at the end of a season. You can usually get a b _ _ g _ _ _ then.
- Remember to keep the r _ _ _ _ _ in case you need to take the item back.
- When you want to save money, you need to c _ _ b _ _ _ on your spending.
- The things I bought c _ _ _ t _ £25.00.
- Can you p _ _ _ u _ some bread at the shop?

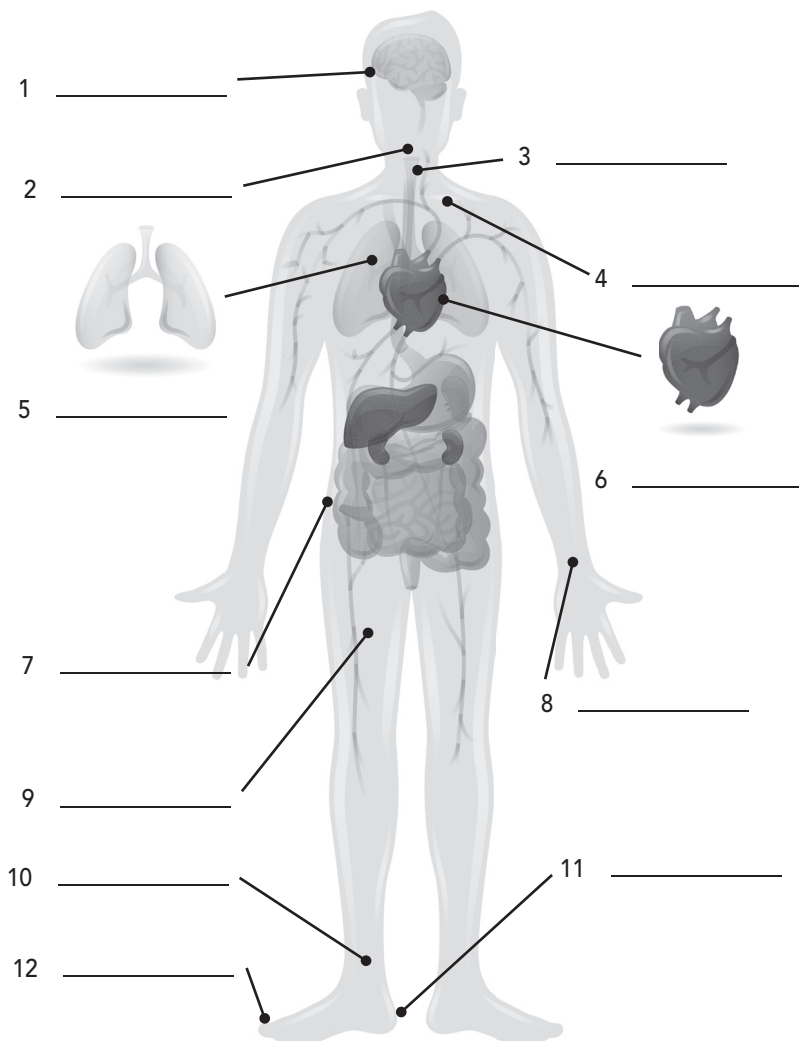
3 Circle the correct alternative.

- The money you get back when you return something you've bought is a discount/refund.
- When you go from one place to another, you go on a journey/travel.
- Something that is difficult to understand is unbelievable/illogical.
- If you deal with the public, you need to be shy/tactful.
- You don't do many exams if your university has continuous assessment/assignments.

6 Healthy living

Vocabulary

1 Label the diagram with parts of the body.



2 Complete the table with the words in the box.

addiction • allergy • ~~break~~ • check-up • dislocate
 feel dizzy • fracture • have a temperature • heart disease
~~infection~~ • injection • medicine • operation • prescription
~~shiver~~ • sprain • take someone's blood pressure
~~take someone's temperature~~ • twist

Injuries	Other health problems	Symptoms	Treatment
break	infection	shiver	take someone's temperature

3 Place the events in the correct order.

- I made an appointment with my doctor. _____
- I soon got over my illness. _____
- One morning, I woke up feeling awful. 1
- The doctor gave me a prescription. _____
- I took the medicine every day for a week. _____
- The doctor took my temperature and my blood pressure and asked me some questions. _____
- I went to the chemist's to get my medicine. _____

4 Answer the questions about health and treatment.

- What does a doctor usually do at a check-up?

- What two things can you do to avoid heart disease?

- What can a doctor do if you are allergic to pollen?

- What are the symptoms of flu?

- How can you injure your ankle or other joint if you fall badly?

VOCABULARY EXTENSION

5 Circle the correct alternative. Use a dictionary to help you.

- When I cut my finger, it took a week to cure/heal.
- I spent two hours cleaning the floor this morning and now my back aches/pains.
- When I travel by car, I often feel sore/sick.
- After the accident, it took six months for him to recover from his injuries/pains.
- The best way to remedy/cure hiccups is to hold your breath.
- I don't feel well. I've got a temperature and a sore/hurt throat.

1 Match the halves to make sentences. Read the problems on the website advice page. According to the advice given, are the statements True (T) or False (F)?

- | | |
|-------------------------------|------------------------------------|
| 1 If you become a vegetarian, | a weight if you drink diet cola. — |
| 2 You won't put on | b if you sleep too much. — |
| 3 You'll feel bad | c your hair will fall out. — |
| 4 If you do exercise, you | d grow taller. — |

STUDY SKILLS

What should you do before you start to read a text?

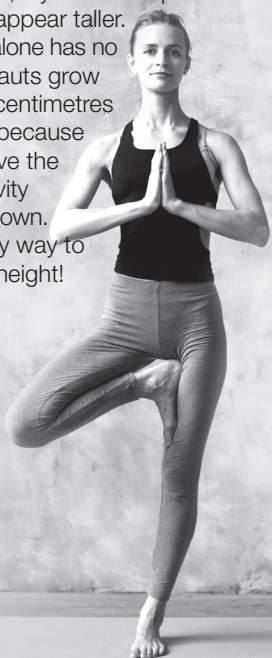
STUDY SKILLS ► page 84

2 Read the advice page again. Are these sentences True (T) or False (F)?

- | | |
|--|-----|
| 1 Some people say they have more energy when eating a vegetarian diet. | T/F |
| 2 Vegetarians should eat lentils and beans with broccoli or tomatoes. | T/F |
| 3 Diet drinks don't contain any sweeteners. | T/F |
| 4 Diet sodas make you want to eat more sweet things. | T/F |
| 5 The light from technological devices can keep you awake. | T/F |
| 6 Improving your posture makes you grow. | T/F |

IF I EXERCISE, WILL I GROW TALLER?

Many people think so. Some gyms even offer fitness programmes that promise to make you taller. They involve a mixture of Pilates, yoga and stretching, and include hanging upside down like a monkey with weights on your ankles! However, doctors warn that this may hurt your back. The truth is that your height depends on how tall your parents are, and on your posture. In other words, if you stand up straight, you appear taller. But exercise alone has no effect. Astronauts grow by up to five centimetres while in orbit because they don't have the effects of gravity pulling them down. That's the only way to change your height!



I'd like to become a vegetarian, but I've heard that it makes you feel weak and your hair falls out. Is it true?

A balanced vegetarian diet is a perfectly healthy option, and as long as you eat plenty of plants like lentils, beans, nuts and seeds, you'll get the protein you need. A lot of people say they actually have more energy after switching to a vegetarian diet, especially if they cut out processed foods as well. But if you find that your energy levels drop, it probably means you aren't getting enough B12 or iron. These are both found in meat, but lentils, beans and nuts are also excellent sources. If you eat these with vitamin C-rich foods like tomatoes, broccoli and oranges, it will help your body absorb more iron.



I always feel sleepy during the day but not at night. I try to catch up by sleeping more at the weekend, but this doesn't seem to help. What can I do?

All of us have an internal body clock which tells us when to go to sleep and wake up, but what most people don't realise is that the body clock of teenagers runs later than at other ages. If you can't sleep at night, you're probably following your natural tendencies. Having said that, you should try to get between 8 and 11 hours' sleep a night. You won't be able to concentrate or remember what you've learnt unless you get enough sleep. My advice is to avoid surfing the Internet or playing computer games, for example, late at night as exposure to light from electronic displays suppresses sleep-inducing hormones in your body by 22%! It will keep you awake.



I've started drinking diet cola, so can you tell me why I'm putting on weight?

Good question! Diet drinks may seem like a healthy alternative, but in fact, they aren't. Artificial sweeteners have a more intense flavour than real sugar, so if you drink a lot of them, you become less sensitive to sweet food and your body craves more. What's more, these sweeteners trigger insulin, which makes your body think that it needs to store fat, and that leads to weight gain. Researchers in one study found that over ten years, 70% of diet soda drinkers put on weight around their waist. Diet sodas are also associated with high blood pressure and the risk of heart disease.



CRITICAL THINKING

3 Tick (✓) the ideas expressed in the article.

- | | |
|---|--------------------------|
| 1 A vegetarian diet isn't a healthy diet. | ☐ |
| 2 Some products that seem healthier are actually bad for you. | ☐ |
| 3 People don't understand teenagers' sleep tendencies. | ☐ |
| 4 The exercises to help you grow are safe. | ☐ |

4 Match the underlined words on the advice page with these definitions.

- | | |
|---|-------|
| 1 feel a great desire for | _____ |
| 2 improve something to reach the same level | _____ |
| 3 the position that your body is in when you walk, stand or sit | _____ |
| 4 make something happen | _____ |

1 Complete the table with A–G and write an example for each conditional form.

A an improbable or imaginary situation in the present or future and its consequence

B present simple

C *would (not) + infinitive*

D a possible situation in the present or future and its consequences

E past simple

F something generally true

G *will/won't + infinitive*

Conditional	Used for describing	Tense used in part of sentence with <i>if</i>	Tense used in other part of sentence	Examples
Zero	F	B	B	
First				
Second				

2 Write the correct pair of verbs and decide if each sentence is True (T), False (F) or an Opinion (O).

avoid • damage • doesn't burn • eat (x2) • get
make • put • rub • sit • sleep • snore • stops
swallow • takes • walk

- You only get hay fever if you walk through long grass. T/F/O
- If you _____ green potatoes, they _____ you ill. T/F/O
- Your skin _____ in the sun if you _____ olive oil into it. T/F/O
- If you _____ a spider's web on a cut, the cut _____ bleeding. T/F/O
- You _____ getting colds if you _____ lots of garlic. T/F/O
- If you _____ a piece of chewing gum, it _____ seven years to digest. T/F/O
- You _____ your eyesight if you _____ too close to the TV. T/F/O
- If you _____ on your back, you _____ more. T/F/O

3 Complete the sentences with the correct form of the verbs given.

- If the weather was better today, we would play football in the park. But it's pouring. (be/play)
- If you _____ a hot bath before you go to bed each night, you _____ more easily. (have/fall asleep)
- If Sam _____ to bed earlier tonight, he _____ more energetic tomorrow. (go/feel)
- Steffi _____ better if she _____ a more comfortable bed, but she can't afford one. (sleep/have)
- I usually _____ well at night if I _____ some exercise in the day. (sleep/do)

4 Complete the sentences with *unless*, *in case* or *as long as/providing/provided that*.

- I will join the basketball team _____ we don't have to practise on Fridays.
- I like watching horror movies _____ I'm not alone.
- I eat meat _____ it's a Friday: I eat only fish on Fridays.
- I go out most evenings _____ there's a film on TV that I want to watch.
- I'm taking a sleeping bag _____ I need to sleep over at my friend's house.
- I keep a notebook next to my bed _____ I want to write something down in the night.

GRAMMAR CHALLENGE

5 Find and correct the mistakes in the sentences.

- I'll tell Paul if I'll see him.

- If you would do more exercise, you'd be healthier.

- Your English won't improve provided you practise speaking.

- Take your umbrella in case it will rain.

- If Stephen were shorter, he won't be such a good basketball player.

- You'd pass your driving test next week as long as you didn't panic.

- If you won't water these plants, they'll die.

- I won't apologise to Lisa unless she doesn't apologise first.



1 Complete the idioms. Decide if they describe a positive (P) or a negative (N) situation.

- Phil's throat has been making him feel really under _____ for a couple of days. P/N
- I go cycling and swimming to keep _____. P/N
- Once, I *blacked* _____ after a PE lesson because I hadn't eaten any breakfast. P/N
- Hello, Nikki! Nice to see you back _____ again. P/N
- My throat is sore and I'm shivering. I think I'm coming _____ the flu. P/N
- I got eight hours' sleep last night and today I feel on top _____. P/N

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the idioms in 1.

- Sara has recovered and will soon go back to school.
Sara is back on her feet again and will soon go back to school.
- Maria was ill yesterday so she left school early and went straight to bed.
Maria _____ so she left school early and went straight to bed.
- He passed his test – he's so happy!
He passed his test – he's _____!
- I hate the sight of blood – if I see it, I feel dizzy and sometimes even faint!
I hate the sight of blood – _____.
- Pedro goes horse-riding to stay fit.
Pedro goes horse-riding _____.

3 12 Listen to five people talking about marathon running. What other sports do they do or have they done? Tick (✓) the sports you hear.

- | | | | | | |
|--------------|--------------------------|---------|--------------------------|----------|--------------------------|
| climbing | ☐ | cycling | ☐ | football | ☐ |
| horse-riding | ☐ | surfing | ☐ | swimming | ☐ |
| walking | ☐ | yoga | ☐ | | |



4 12 Listen again. Match each speaker with a statement A–F. There is one extra statement that you do not need.

- | | | |
|---|---|-----|
| A | 'Winning is not the most important thing.' | ___ |
| B | 'I run because I want to keep in shape.' | ___ |
| C | 'I didn't train sensibly.' | ___ |
| D | 'I don't take running too seriously.' | ___ |
| E | 'I started running while training for another sport.' | ___ |
| F | 'Competing in races is very important to me.' | ___ |

VOCABULARY EXTENSION

5 Write the idioms in italics in the correct place on the line.

- His leg is *on the mend* now that it's in plaster.
- I've been feeling a little *off colour* since I ate some seafood for lunch.
- I've had a bad chest infection, but the doctor gave me a *clean bill of health* yesterday.
- My grandad was *in a bad way* before his operation.
- I had a terrible headache last night, but today I feel *as right as rain*.
- My grandmother's over the flu now and she's *up and about* again.
- I felt very *run down* after my exams, but after a few good nights' sleep I'm fine.
- He's got some pills and is *on the road to recovery*.
- My grandmother is 80 and she's *as fit as a fiddle*.

☹ _____ ☺
 very ill not well getting better very well
 _____ off colour on the mend _____

6 Complete the sentences with the correct idiom, a or b.

- Although it's only seven o'clock, Harry's gone to bed because he's feeling a little ____.
a on the mend b off colour
- Jim was young and fit so he was soon ____ after his operation.
a run down b up and about again
- Having spent three months in and out of hospital, Mrs Swann has at last ____ from the doctor.
a had a clean bill of health
b been in a bad way
- Nina is so glad now to be ____ after the kidney infection that had made her feel so unwell.
a on the road to recovery
b run down
- Stay in bed, take this medicine and drink lots of liquids and you'll soon be ____.
a in a bad way b on the mend

1 Complete the sentences about the third conditional.

- To form the third conditional, we use *if*
+ _____ in one clause and *would*
+ _____ in the other clause.
- We use the third conditional
for _____ situations in
the _____.

2 Match the halves to make sentences.

- If he hadn't encouraged me to run, _____
 - If I'd rested, _____
 - If I hadn't eaten so many sweets when I was younger, _____
 - If I'd run in proper running shoes, _____
 - If I hadn't started too fast, _____
 - If I'd read the instructions properly, _____
- a the journalists wouldn't have wanted to interview me.
b my ankles would have got stronger.
c I wouldn't have had so many problems with my teeth.
d I wouldn't have found a sport I loved.
e I wouldn't have broken my phone.
f I think I would have won the race.

3 Complete the sentences with the third conditional forms of the verbs given.

- If I _____ (train),
I _____ (won) the race.
- I _____ (write) to you if
I _____ (not be) busy.
- If I _____ (know) how
expensive the dish was,
I _____ (not order) it.
- If he _____ (ask),
I _____ (lend) him some
money.
- I _____ (not buy) Jess
a present if she _____
(not give) me one.
- I _____ (go) to the party
if I _____ (not have) other
plans.



4 Read the situations and complete the sentences.

- You bought that blue jacket. (But now you don't like it.)
If only I hadn't bought that blue jacket.
- You are wearing a thick jumper. (But now it's hot.)
I wish _____.
- You lent your maths book to Tom. (But now he's lost it.)
If only I _____.
- Your dad always tells jokes at parties. (It's embarrassing!)
I wish _____.
- You haven't done any guitar practice this week. (But now you have your lesson.)
I wish _____.
- Your friend always phones you at dinnertime. (And it's annoying you.)
I wish _____.

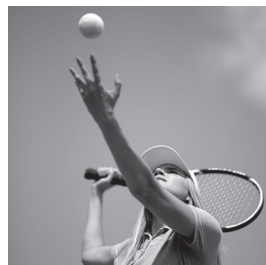
GRAMMAR CHALLENGE

5 Circle the correct alternative.

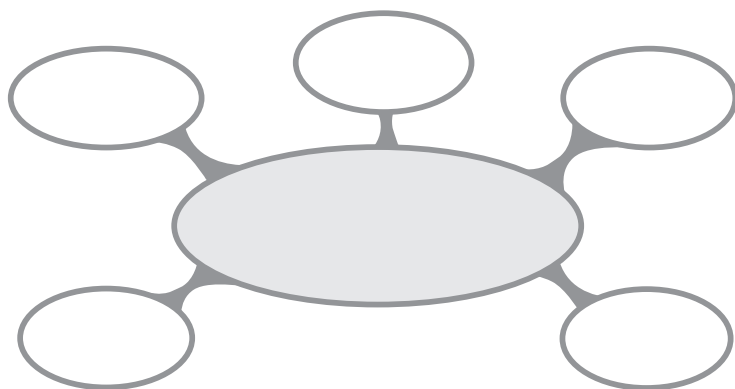
- If only I had/would have enough time. I'd visit that new museum!
- I feel terrible today. I wish I went/had gone to bed earlier last night.
- If I'd set my alarm last night, I wouldn't wake/have woken up late.
- Jane thinks everyone likes her. If only she knew/had known what people say.
- I wish Tim asked/would ask me out.
- If you hadn't told me about the party, I wouldn't have/have been known about it.
- That was a lovely meal, but I wish I didn't eat/hadn't eaten so much dessert.
- Why is Sarah angry? I wish I knew/had known!



1 Read the task. Write an advantage and disadvantage for each sport.



A friend wants to take up a new sport but doesn't have much time. Discuss the advantages and disadvantages of each sport. Then decide which sport you think your friend should do.



	Advantage	Disadvantage
basketball		
swimming		
running		
tennis		
skiing		

2 13 Listen to two students doing the first part of the task. Tick (✓) any ideas from 1 that they mention. Add any other ideas you hear.

3 13 Listen again. Write the order of the expressions that you hear.

- a I suppose so, but ... _____
- b Maybe, but ... _____
- c That's true. _____
- d I see what you mean. _____
- e Yes, you're right. _____
- f What do you think about ...? 1
- g I think you're right. _____
- h What do you think? _____
- i I agree, but ... _____

4 Choose a, b or c to complete the final part of the dialogue.

Examiner: Now you have a minute to decide which sport you think is best for your friend.

Jamie: (1) _____

Maria: Well, I think that (2) _____ is tennis. It might be expensive, but you can play when you want and it doesn't take much time.

Jamie: I see what you mean, but I think swimming (3) _____ because you can go to the swimming pool for a short time or for a long time. It's quite flexible.

Maria: Maybe, but running is flexible, too. (4) _____, running is a better option because you don't need to go to the pool.

Jamie: Yes, I think you're right. I think running is (5) _____.

Maria: (6) _____ choose running then.

- 1 a Do you agree? b What do you think?
c What about you?
- 2 a the best option b let's choose
c we should choose
- 3 a might have been better
b might be a better choice
c is better than
- 4 a Let me think b Personally
c In my opinion
- 5 a a good choice b we should choose
c that's a good idea
- 6 a Let's b We
c What about

5 14 Listen to the second part of the task and check your answers.

STUDY SKILLS

What can you do when your mind goes blank in a conversation?

STUDY SKILLS ► page 84

- 1 Look at the pictures and tick (✓) the opinions you agree with.



- 1 The boy who is playing a computer game looks really happy so it's good for him. ☐
- 2 Eating a burger is fine as long as she doesn't do it every day. ☐
- 3 The children watching television should be outside playing football or something. ☐
- 4 The boy playing a video game looks really healthy, so it obviously doesn't do him any harm. ☐
- 5 Children should play in their homes rather than in parks and public places because it's safer. ☐
- 6 Playing computer games and watching TV don't involve much movement, so these activities are bad for a person's health. ☐

- 2 Read the essay task and make notes about your ideas and your opinion.

'In life, being happy is much more important than being healthy.' Write an essay giving arguments for and against this statement.

Arguments for:

Arguments against:

Your opinion:

- 3 Write your essay using the Writing bank on page 79 of the Student's Book and the following format.

Paragraph 1: Short introduction to the topic, e.g. reasons why we might have to choose between health and happiness

Paragraph 2: Arguments for the statement

Paragraph 3: Arguments against the statement

Paragraph 4: Your opinion and conclusion



Grammar

1 Write the correct form of the verb given.

- If John doesn't feel any better tomorrow, he _____ (have to) go to the doctor's.
- Leo _____ (look) better if he didn't wear that old hat.
- People _____ (have) better career choices if they go to university.
- If Annie had won another race this season, she _____ (become) the champion.
- Kelly would have enjoyed the picnic more if the weather _____ (be) better.

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

- Connor is a nurse, but he'd like to be a doctor. **WISHES**
Connor _____ a doctor rather than a nurse.
- If the café hasn't closed, we can have a meal there. **PROVIDED**
We can have a meal in the café _____ still open.
- I'll only go skiing if Teri goes, too. **UNLESS**
I _____ Teri goes, too.
- I've got a torch – we might have to walk home in the dark. **CASE**
I've got a torch _____ walk home in the dark.

3 Choose the correct option, a, b, c or d.

The camping trip

At the end of last summer, my friend Ali and I (1) _____ we needed a holiday before we went to college in the autumn. We (2) _____ all summer, and we earned (3) _____ money to pay for our train tickets and a campsite for a week in the south of France. We bought the (4) _____ train tickets that we could find, and set off on our journey. We thought it (5) _____ take us a day to get there, but in fact it took longer than that! On the day we left, I got up late and we (6) _____ rush to the station. We got there in time for our train. But we were in (7) _____ a hurry that we got on the wrong train, which took us to Holland! In the end, we only had two days in France!

1	a were deciding	b have decided	c decided	d could decide
2	a have worked	b had been working	c would work	d have been working
3	a too much	b enough	c most	d lots
4	a cheaply	b cheaper	c cheap	d cheapest
5	a will	b was going	c would	d had to
6	a must	b were allowed	c could	d had to
7	a so	b too	c such	d quite

Vocabulary

1 Circle the correct alternative.

- When you breathe in, your lungs/veins fill with air.
- The best way of keeping your body healthy is to eat a processed/balanced diet.
- If you sprain/break your wrist, it isn't as serious as fracturing it.
- Stress improves/increases the risk of heart disease.
- If you have a cut, you have to make sure it's clean so it doesn't get an infection/injection in it.

2 Match the idioms with their meaning.

- | | |
|--------------------------|-----------------------------------|
| 1 feel under the weather | a recover after a serious illness |
| 2 black out | b stay fit and healthy |
| 3 come down with | c very happy and healthy |
| 4 pull through | d lose consciousness |
| 5 keep in shape | e be slightly unwell |
| 6 on top of the world | f catch an illness |

3 Use the word given in capitals to form a word that fits in the gap.

- A hall of _____ is where students live. **RESIDE**
- I'm sorry, I _____ what you meant. **UNDERSTAND**
- You usually get a _____ when you buy something. **RECEIVE**
- The person who runs the business you work in is your _____. **EMPLOY**
- My brother sometimes works _____ to get more than his usual salary. **TIME**
- There has been a huge _____ in my marks this term. **IMPROVE**

7 Creative arts

Vocabulary

- 1 Complete the text with these words. There is one extra word you do not need.

crowd • gig • lighting • lyrics • stage • track

I had an interesting discussion with my friend Damien last night about going to concerts. He has only ever been to one. He hated it because he was a long way from the (a) _____ so he couldn't see the band very well, or hear the (b) _____ of the songs. But I go to concerts whenever I can. I think one of the best things about being at a live (c) _____ is being part of the (d) _____ – it's the audience that makes the atmosphere good or bad. I've been to a few concerts where the audience have spoilt it by being too quiet and unresponsive to the band. But when the atmosphere is good, it's such a great feeling when your favourite (e) _____ is played by the band and everyone around you is shouting and singing along.

- 2 Match the quotations from film reviews (a–f) with the questions (1–6).

- 1 Who starred in the film? _____
- 2 How good was the acting? _____
- 3 What was your favourite scene? _____
- 4 What's the film's plot? _____
- 5 What role does the main star play? _____
- 6 What's the soundtrack like? _____

a A team of explorers must find the human race a new home after Earth is struck with food shortages. Using a mysterious wormhole, they explore strange new worlds and find a new home to save mankind.

b Matthew McConaughey and Anne Hathaway play the main parts.

c **McCONAUGHEY** is Cooper, a former pilot and NASA astronaut.



- 3 Complete the sentences with these words and phrases.

download films • file-sharing • live streams
mobile device • peer-to-peer • purchase
stream • transfer

- 1 I usually _____ to my computer and watch them later.
- 2 You don't need to use memory if you _____ your favourite music from a music website.
- 3 I don't live in a city so it's good to be able to watch _____ of gigs.
- 4 Some countries try to monitor _____ and other _____ sites to detect copyright infringement.
- 5 A lot of people watch films on a _____ when they travel by bus or underground.
- 6 Can you help me to _____ music from my desktop to my mobile?
- 7 It's cheaper to _____ a film on DVD and watch it at home than it is to go to the cinema.

d McConaughey's performance is brilliant. He's very convincing as a father who loves his kids and does whatever he can to ensure their safety.

e The music suits the mood of the film and the fact that a lot of it is set in space.

f The famous scene when the spacecraft *Endurance* is damaged and Cooper has to connect his craft with it. It's incredible!

VOCABULARY EXTENSION

- 4 Decide if these words relate to books (B), art (A) or theatre (T). Use a dictionary to help you.

an act _____	applause _____
bestseller _____	blurb _____
chapter _____	costume _____
frame _____	index _____
interval _____	sculpture _____
self-portrait _____	sketch _____

1 Match the halves to make sentences.

- | | | |
|--|-------|---------------------------------|
| 1 Older people tend to go to the theatre | _____ | a are big productions. |
| 2 The theatre is more popular | _____ | b more often than young people. |
| 3 The most popular type of plays | _____ | c than music concerts. |

2 Read the article. Are the sentences in 1 True (T) or False (F)?

- 1 T/F
2 T/F
3 T/F



THE YOUNG THEATREGOER – PLAYING A PART IN THE AUDIENCE



Shakespeare's Globe in London

A higher proportion of people go to the theatre than to music concerts or sporting events. And, contrary to the common belief that the theatre attracts older audiences, the typical theatregoer these days is between 16 and 19 years old.

These are the findings of a recent survey into developments in the UK's theatre industry. The survey was commissioned by a ticket sales company after it noticed a trend for more theatre sales to young people. The research confirmed that, far from dying out and being replaced by cinema or online entertainment, the theatre is growing in popularity. In fact, 63% of people said that they had attended a theatre performance in the past year. In comparison, only 53% had been to a music concert, and less than half to a sporting

event. And the theatre is most popular among teenagers, with 87% saying they had seen a performance. The appetite for theatre among young people is striking, but what can explain this shift in trends? It seems that many teens are coming to the theatre via participation in drama clubs and acting schools. Others come through their studies, as a rising number of students are studying theatre in higher education. And a further reason may be that the theatre itself has changed beyond all recognition in the past 15 years. While big productions such as *The Phantom of the Opera* remain popular favourites, most young audiences want to see new shows. The emergence of 'immersive theatre' has played an important part in engaging new audiences.

Immersive theatre performances are more likely to be performed outdoors, in

the streets, in car parks or warehouses, than in mainstream theatres. And the audience is not merely passive, but it sometimes moves around and explores the performance space while the play is in progress, and may even be invited to play the part of characters in the play.

New technologies have also had an influence on developments in the theatre. A surprisingly high number of theatregoers, around one in five, write reviews about what they have seen using social media and nearly half of all 16–19-year-olds tweet about the performance they are about to see

or have already seen. And the majority are in favour of live streaming of theatre performances.

It seems that the biggest barrier to attendance at theatres, for all age groups, is cost. Having

said that, the report also reveals that two-thirds of people want to maintain or increase their theatregoing in the future. It seems that the theatre has managed to reinvent itself to appeal to modern audiences. This art form, which has been around for thousands of years, seems likely to continue and grow for many years to come.

“ 63% of people said that they had attended a theatre performance in the past year ”

3 Read the article again and answer the questions.

- Why was the survey done into theatre developments?

- Why are people going to the theatre more?

- What is different about 'immersive theatre'?

- Why is the theatre still popular today?

5 Match the underlined words in the article with these definitions.

- becoming weaker or disappear

- attracting attention because it is unusual

- officially asked for work to be done

- a change in something

- attract, keep someone's interest or attention

 CRITICAL THINKING

4 Decide if the statements are facts (F) or opinions (O).

- | | |
|--|-----|
| 1 More people who answered the survey went to the theatre than to sporting events. | F/O |
| 2 More students are studying theatre studies nowadays. | F/O |
| 3 Experimental theatre is more exciting than traditional theatre. | F/O |
| 4 Reviews by friends are more reliable than reviews by professional critics. | F/O |

 STUDY SKILLS

How can context help you to understand new words in a text?

STUDY SKILLS ► page 84

1 Complete the rules from memory. Then check your answers in the Grammar reference on page 94 of the Student's Book.

- When the reporting verb (e.g. *say*, *tell*) is in the past, the tense of the verb in reported speech usually changes, going _____ 'back'. Some tenses cannot go any further and so they _____.
- When the reporting verb is in the present _____ or present _____ tense, the tense of the verb in reported speech usually stays the same.
- The modal verbs _____, _____ and _____ do not change from direct to reported speech.
- When the reporting verb is in the past but the statement is something which is still _____, the tense of the verb in reported speech usually stays the same.

2 Match the direct and reported speech to find who said what. Write the name and the adjective.

- Mike said, 'I think the film will be fantastic.'
- Paul said, 'I think the film is rubbish.'
- Simon said, 'I think the film was great.'
- Ollie said, 'I think the film may be interesting.'
- Liam said, 'I think the film could be amazing.'

- Paul said he thought the film was rubbish.
- _____ said he thought the film might be _____.
- _____ said he thought the film would be _____.
- _____ said he thought the film could be _____.
- _____ said he thought the film was _____.

3 Report the questions and answers.

- Jimmy:** What music are you listening to?
Bella: I'm listening to Green Day.
Jimmy asked Bella what music she was listening to.
She said she was listening to Green Day. (ask/say)
- Jimmy:** Have you seen Green Day in concert?
Bella: Yes, I saw them two years ago and I'm going to see them again next month.

_____ (want to know/tell)
- Jimmy:** Who's the drummer?
Bella: It's Tré Cool, who's been playing in the band since 1990, but it was someone else before that. I've forgotten his name.

_____ (want to know/tell)
- Jimmy:** Is Green Day your favourite band?
Bella: No, I like lots of different bands.

_____ (ask/tell)

4 Read the quotations about television and report what was said.

- 'I find television to be very educating – every time somebody turns on the TV, I go in the other room and read a book.' Groucho Marx (comedian/film star)
Groucho Marx said that he found
television to be very educating – every
time somebody turned on the TV, he
went into another room and read a book.
- 'I could have been a doctor, but there were too many good shows on TV.' Jason Love (comedian)

- 'I wish there was a knob on the TV so you could turn up the intelligence.' Leo Gallagher (comedian)

- 'Television has proved that people will look at anything rather than each other.' Ann Landers (advice columnist)

- 'It's the menace that everyone loves to hate but can't seem to live without.' Paddy Chayevsky (writer)



GRAMMAR CHALLENGE

5 Match the halves to make sentences.

- My friend told _____
- My brother asked _____
- I said _____
- My parents said _____
- I wanted to know _____
- a I could help to do the shopping this week.
- b whether they could take me to the station.
- c me he was busy all week.
- d if I wanted to go to the cinema with him.
- e to me, 'You should clean your room.'



1 Find ten compound nouns and match them with the definitions.

P	A	G	E	T	U	R	N	E	R	H	M
E	I	O	D	O	S	C	E	A	D	Y	Y
B	O	X	O	F	F	I	C	E	R	T	A
L	W	S	F	A	L	T	G	U	A	T	R
O	U	T	C	O	M	E	B	X	W	P	F
C	N	S	I	R	U	K	Z	A	B	I	E
K	M	A	R	K	E	T	P	L	A	C	E
B	G	B	H	R	K	E	R	C	C	J	D
U	O	G	E	R	F	O	N	W	K	V	B
S	P	T	N	D	P	L	B	P	Q	I	A
T	U	R	N	O	U	T	M	D	L	B	C
E	F	N	D	M	C	U	J	V	E	A	K
R	S	O	U	N	D	T	R	A	C	K	Y

- a very popular film _____
- a disadvantage _____
- a film's music _____
- an exciting book _____
- the end result of something _____
- the number of people at an event _____
- comments to help a person do better _____
- the place where things are bought and sold _____
- a place where you buy tickets _____
- the story written for a film _____

2 Match words in A with words in B. Complete the headlines with the words. Remember to use a hyphen (-) if necessary.

A

brand • fast • file
song • thought

B

moving • new • provoking
sharing • writer

- Singer and _____ Lana Del Rey has number 1 hit.
- _____ numbers fall following warning letters.
- Don't miss this emotional, _____ film!
- This summer's blockbuster – a _____ adventure!
- This year sees a _____ *Star Wars* film.

4 15 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- For Dave Barnes, the most important thing about the film is the special effects. **T/F/NM**
- The film was a type of escape from the difficulties he had. **T/F/NM**
- He is interested in the amount of money that his collection is worth. **T/F/NM**
- George Lucas gave the president of 20th Century Fox an object from the film. **T/F/NM**
- A collector paid the president a lot of money for the object 20 years later. **T/F/NM**
- The objects for the film were very expensive to make. **T/F/NM**
- One couple had a wedding based on the *Star Wars* films. **T/F/NM**
- Fans make their own films and post them online. **T/F/NM**

STUDY SKILLS

Should you try to understand everything the first time you listen?

STUDY SKILLS ► page 85

3 15 Listen to an interview with a superfan. Circle the correct alternative.

- Dave Barnes is a fan of science fiction/ *Star Wars* films.
- He collects figures and autographs/toys.
- Many people collect props, or objects/posters from the film.
- The fans' special day is 1st January/4th May.



VOCABULARY EXTENSION

5 Match words in A with words in B to make compound nouns.

A	B
festival	comedian
folk	festival
head	goer
hot	performer
street	phones
stand-up	spot
tourist	trap

- festival-goer
- _____
- _____
- _____
- _____
- _____
- _____

1 Write me or nothing (0) in the sentence gaps. Sometimes both are possible.

- I spoke to Jim. He said 0 he was going to arrive here at about 8.00.
- Harry warned _____ that he had to leave early.
- Jake promised _____ that he would be on time.
- Sally announced _____ that she had a new boyfriend.
- Luke reminded _____ not to pay for the coffee.

2 Write the verbs in the correct row. Some words may belong in more than one category. Add a preposition if necessary.

accuse • admit • advise • agree • apologise • ask
claim • confess • congratulate • criticise • deny
insist • instruct • invite • object • offer
order • promise • recommend • refuse • regret
remind • suggest • tell • warn

verb + infinitive	
verb + gerund	
verb + object + infinitive	
verb + preposition + gerund	
verb + object + preposition + gerund	accuse ... of

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

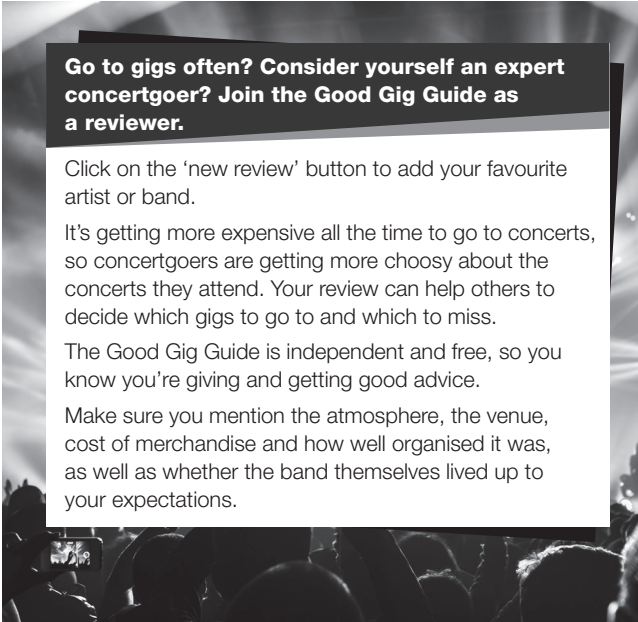
- He said I must go and see Brad Pitt's new film. **RECOMMENDED**
He _____ and see Brad Pitt's new film.
- I told Freddie he'd performed really well in the play. **CONGRATULATED**
I _____ so well in the play.
- 'I was the one who ate the chocolate,' Myra said. **CONFESSED**
Myra _____ the one who ate the chocolate.
- Kyle said he would not take any money for helping his grandmother. **REFUSED**
Kyle _____ any money for helping his grandmother.
- It was Sara's idea to put the posters up. **SUGGESTED**
It was Sara who _____ the posters up.

4 Complete the sentences with one of the structures in 2.

- 'Don't spend so much time on your laptop.'
The mother warned her son _____.
- 'I'll make another film soon.'
The film star promised _____.
- 'I'm sorry I missed the penalty.'
The footballer apologised _____.
- 'Shall I bring some more water?'
The waiter offered _____.
- 'I didn't do anything wrong.'
The politician denied _____.
- 'Don't forget to send the package, Sam.'
Sam's boss reminded _____.
- 'I need to have at least two hours of rehearsal time.'
The rock star insisted _____.

GRAMMAR CHALLENGE

5 Read about the Good Gig Guide and answer the questions.



Go to gigs often? Consider yourself an expert concertgoer? Join the Good Gig Guide as a reviewer.

Click on the 'new review' button to add your favourite artist or band.

It's getting more expensive all the time to go to concerts, so concertgoers are getting more choosy about the concerts they attend. Your review can help others to decide which gigs to go to and which to miss.

The Good Gig Guide is independent and free, so you know you're giving and getting good advice.

Make sure you mention the atmosphere, the venue, cost of merchandise and how well organised it was, as well as whether the band themselves lived up to your expectations.

- What does the website ask you to do?
It asks you to write a gig review for the Good Gig Guide.
- What does it instruct you to do?

- Why does it suggest writing a concert review?

- What does the site claim to give?

- What does it remind you to do when writing your review?

1 Many films are based on books, but which version is better? Write the arguments in the correct column. Then add two more ideas of your own.

- a there are special effects
- b the plot is more detailed
- c there is a soundtrack
- d you can use your imagination
- e they sometimes change the ending
- f it's more sociable



2 16 Listen to two students discussing the question. Choose the correct alternative, a, b or c.

- 1 The girl thinks that books are ...
 - a better than films. b as good as films.
 - c not as good as films.
- 2 The boy thinks that books are ...
 - a better than films. b the same as films.
 - c sometimes not as good as films.

3 16 Complete the sentences. Then listen again to check.

- 1 _____ doubt _____ mind that the book is nearly always better.
- 2 _____ *The Hunger Games*, for example.
- 3 _____ deny _____ some film adaptations are good.
- 4 For _____, *The Lord of the Rings* films were fantastic.
- 5 Yes, _____ forget that the books were very long.
- 6 I _____ think that the film is sometimes better than the book.
- 7 A good _____ is *Slumdog Millionaire*.
- 8 Look _____ the *Transformers* books, _____.
- 9 Personally, _____ convinced that the book is nearly always better than the film.

A book is better because ...

A film is better because ...



4 Write these phrases in the correct column.

Don't forget that ... • I really do think that ...
 Just to give you an idea ... • ... such as ...
 What about the case of ...?
 You have to remember that ...

Giving emphasis

Giving examples

5 Practise giving your opinion about books and films using the phrases in 4 and the arguments in 1.

1 Read the paragraphs from a film review and number them in the correct order.

FILM REVIEWS

★ ★ ★ ★ ★

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A ___ I loved this film, not only because I'm an enthusiastic user of Facebook, but also because of how convincing and believable the storyline was. It didn't seem clichéd, but gripping and true to life. Jesse Eisenberg's portrayal of Mark Zuckerberg, the creator of Facebook, was amazing. *The Social Network* is among my top ten films ever and I'm not alone in this view – it has won almost every award going.

B ___ When *The Social Network* was released in 2010, Facebook was the most popular social networking website, with millions of users around the world. It seemed obvious that a film would be made about its creation.

C ___ *The Social Network* is a hugely enjoyable film that will become a classic. I recommend this film to everyone, whether or not they are Facebook users. If you're not a fan of Facebook, your opinion is sure to change after watching this film.

D ___ Starring Jesse Eisenberg, Andrew Garfield and Justin Timberlake, *The Social Network* takes place in the early 2000s at Harvard University, the birthplace of the website that eventually became known as Facebook. During the film, friendships are made and broken, jealousy rears its head and lawsuits are filed as the fascinating story of Facebook is played out.



Jesse Eisenberg plays Mark Zuckerberg in *The Social Network*

2 Complete the plan with these paragraph topics. Then write notes on the review in 1.

basic plot • your recommendation • ~~introduction~~
your opinion about the film

Notes for film review

Paragraph 1: introduction

Paragraph 2:

Paragraph 3:

Paragraph 4:

3 Now make notes about a film you have seen.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

4 Write your review.

Grammar

1 Complete the statements using reported speech.

- Pete:** 'I'll see Sam tomorrow.'
When I saw Pete last week, he said _____.
- Richard:** 'I didn't see the film last night.'
Yesterday, Richard told me that _____.
- Tina:** 'When do you normally finish work?'
Tina asked me yesterday _____.
- John:** 'Have you ever been to the museum?'
Yesterday, John asked me _____.
- Kath:** 'I might go for a swim tomorrow.'
Yesterday, Kath said _____.

2 Choose the correct option, a, b or c.

- At the last election, the government ____ to help poor families.
a admitted b promised c announced
- My mum ____ me to take some money to pay for lunch.
a insisted b suggested c reminded
- The zoo-keeper ____ the boys not to climb the fence.
a forbade b ordered c objected
- Steve ____ Mike for being so late and losing his ticket.
a complained b confessed c criticised
- Maria ____ eating Mark's cake.
a denied b warned c refused

3 Write the sentences using a reporting verb.

confess • congratulate • insist • invite • refuse

- 'I'm not going to do the washing-up.'
Damien _____.
- 'Well done on passing your exams.'
My parents _____.
- 'Would you like to go to a concert this weekend?'
My cousin _____.
- 'It's true. I took the wallet.'
The thief _____.
- 'You're not going to pay for the tickets. I am.'
Simon _____.

4 Circle the correct alternative.

- I don't know whether Liam met/has met Eva yet.
- Zoo visitors don't have to/mustn't enter the animals' cages.
- When I was younger, I wasn't allowed to/didn't need to watch more than one hour of TV a day.
- In about ten years' time, I hope I 'll be working/'m going to work in my own business.
- I would have wished you good luck if I 'd had/had my mobile with me.

Vocabulary

1 Complete the text with these words. There are two extra words you do not need.

acting • download • live • mobile device
performance • role • scenes • stars • transfer

Music is really important to me. I usually listen to songs that I (a) _____ onto a (b) _____, so I can listen to them all the time. But that isn't as exciting as seeing bands playing (c) _____ at gigs. The last band I saw was *Muse*. What a brilliant (d) _____! I love watching films, too. My favourite film is *The Maze Runner*. It (e) _____ Dylan O'Brien and Kaya Scodelario and it's about a group of boys who are trapped in a maze. Even though the actors aren't particularly well-known, their (f) _____ is great, and there are plenty of amazing action (g) _____.

2 Make a compound noun or adjective with a word from each box. Write them in the correct box.

box • brand- • fast-
feed • file- • page-
sound • thought-

back • moving • new
office • provoking
sharing • track • turner

Adjective

Noun

3 Complete the sentences with words from 2.

- The Hobbit* was a hit at the _____, but I didn't like it as much as the book.
- I belong to a creative writing club so I can get _____ on the stories I write.
- I loved this book. I couldn't put it down. It was a real _____.
- The best thing about the James Bond films is that they're so _____.
- I never understand why people buy the _____ to a film. The music is only interesting when you see the images as well.

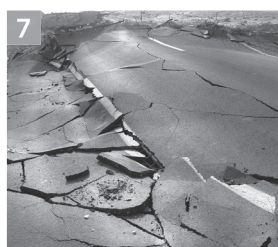
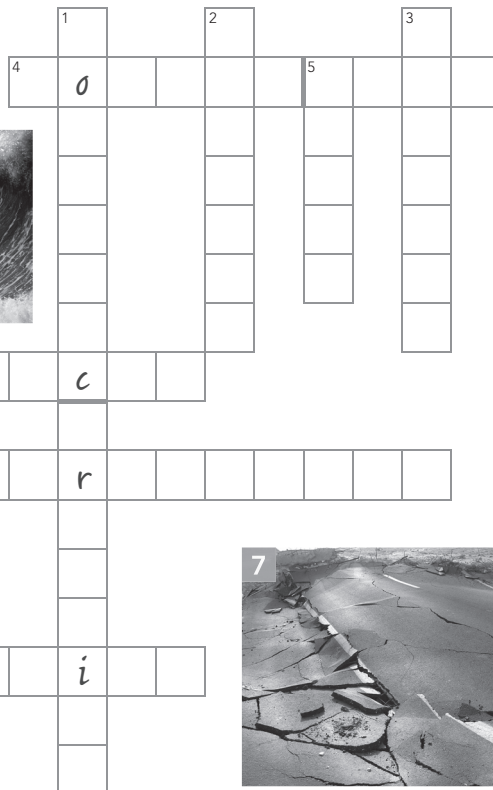
4 Use the word given in capitals to form a word that fits in the gap.

- After university classes, clubs organise all kinds of extra _____ activities. **CURRICULUM**
- If you don't have any qualifications, you have to do _____ work. **SKILL**
- She's a _____ in the city orchestra. **VIOLIN**
- My brother wants to get a _____ so he can earn more. **PROMOTE**
- My dog is very naughty. He always _____ me. **OBEY**

8 Surviving disaster

Vocabulary

1 Look at the pictures and complete the crossword.



2 Complete the text with these words.

ash • damage • destroyed • destruction • erupt • eruption • evacuated • hurricanes
refugees • survivors • sweep across • torrential

The effect of volcanoes on people and the environment



Volcanoes cause serious (a) _____ when they (b) _____. Buildings are (c) _____ and people are forced to become (d) _____, needing somewhere to live. Clouds of (e) _____ cover the land, causing the (f) _____ of local wildlife habitats and poisoning rivers. Poisonous gases from the volcano mean that people and animals have to be (g) _____ from the area. Breathing in volcanic dust can lead to the (h) _____ getting illnesses such as pneumonia. The situation can worsen if severe winds such as (i) _____ and (j) _____ rains develop and (k) _____ the affected area after a volcanic (l) _____.

VOCABULARY EXTENSION

Match the halves to make sentences. Check that you understand the underlined verbs.

- | | |
|---|---|
| 1 Floods <u>hit</u> the city | a 50% of this year's wheat crops. |
| 2 Forest fires <u>rage</u> as | b houses near the beach. |
| 3 Panic spreads as hurricane <u>strikes</u> | c the east coast. |
| 4 Polio epidemic <u>breaks out</u> | d as a river burst its banks. |
| 5 Tsunami <u>sweeps away</u> | e firefighters work to put out the blaze. |
| 6 Drought <u>wipes out</u> | f in West Africa. |

1 Look at the headline. What do you think the article is about? Then read and check.

The article

- a gives advice about what to do in a disaster. ☐
- b suggests how to prepare for a disaster. ☐

2 Read the article again and choose the best answer, a, b, c or d.

- 1 There were many casualties on the *Estonia* because ...
- a rescuers took a long time to reach the boat.
- b the sea was exceptionally stormy.
- c passengers didn't know what to do.
- d people couldn't think clearly about what to do.
- 2 The experiment showed that people ...
- a don't react unless other people react.
- b get more worried when they are alone.
- c wait until the last moment before they act.
- d think that the situation is a false alarm.
- 3 Some people survive disaster situations because ...
- a they have special skills.
- b they know that the disaster is going to happen.
- c they have thought about what to do beforehand.
- d they are better able to deal with stress.

 CRITICAL THINKING

3 Decide if the statements are facts (F) or opinions (O).

- 1 It's a good idea to follow safety instructions. F/O
- 2 Children learn how to act in earthquake situations in Japan. F/O
- 3 Disasters aren't common so there's no need to worry about them. F/O
- 4 Schools should do more safety drills. F/O
- 5 Studies show people don't act logically when they are in danger. F/O

4 Match the underlined words in the article with these definitions.

- 1 training for emergency _____
- 2 much larger than anything else _____
- 3 likely to be affected by _____
- 4 confused, not certain what to do _____
- 5 likely or certain to happen very soon _____

5 Complete the sentences with the words from 5.

- 1 Rhinos are in _____ danger of extinction.
- 2 Craig was _____ by the decision to cancel his contract.
- 3 Athletes are often _____ to injury.
- 4 We couldn't do the exam today because we had a fire _____.
- 5 An _____ number of students voted for the class president.

HOW TO SURVIVE A DISASTER

At seven o'clock on the evening of 27th September 1994, the ferry MS Estonia left Tallinn on its way to Stockholm. It never got there.

Six hours into the journey, strong winds caused a door to break open and the ferry started to take on water. In less than an hour it had sunk, taking most of its passengers and crew with it.

Even given the speed of the tragedy, the stormy sea and the time it took rescuers to reach them, the number of victims was surprisingly high. It seems that many passengers were slow to react to save themselves, even when they were faced with imminent danger.

Why did this happen? John Leach, a survival instructor, has studied the behaviour of people in disasters around the world for several decades. According to Leach, around 75% of people are so bewildered by life-threatening situations that they are unable to think clearly. Only about 15% of people remain calm and are able to make rational decisions. The remaining 10% are so frightened that they are a danger to others.

According to Leach, in the majority of cases, it's the failure to react that puts people at a higher risk. One of the reasons for this lack of reaction is peer pressure. Many people are worried about responding to an alarm when no one around them does.

To illustrate this point, a group of people were invited to take part in an experiment. They were taken to a waiting room, and researchers blew smoke into the room from under the door. In the first part of the experiment, participants were alone, and in this case 75% of them left to report the fire. But when there was a group of actors in the room who were instructed not to react to the smoke, only 10% got up to leave. The overwhelming majority stayed, even when there was so much smoke that they could hardly see.

“ Many people are worried about responding to an alarm when no one around them does. ”

Another reason for passivity in the face of an emergency is that people find it difficult to adapt to a stressful situation. When disasters occur, events move quickly, but stress slows down the ability to think. The only way to overcome this problem, according to survival experts, is to prepare in

advance. For example, by knowing what the safety procedures are, a person is able to act automatically without having to make a decision in a critical moment. For this reason, experts stress the importance of knowing where fire exits are and how to evacuate a building, and listening to safety instructions when flying.

In areas of the world where natural disasters occur, being prepared is a priority. In Japan, which is particularly prone to earthquakes, every precaution is taken to make sure that children know what to do when a quake occurs. The measures include monthly drills in which alarms sound and children retreat under their desks. If they are in the playground, they are taught to run to the centre to avoid being hit by falling debris.

And the local fire department takes groups of children into earthquake simulation machines so that they know what it feels like.

Thankfully, it's highly unlikely that any of us will ever find ourselves in a disaster situation. But even in the case of small emergencies, it's been shown that fast reactions can make all the difference to an outcome.



Earthquake drill in the Philippines

- 1 Complete the rules and examples. Then check your answers in the Grammar reference on page 106 of the Student's Book.

Use

We use the passive when:

- we are more interested in the (a) _____ than the people who do it.
- we do not (b) _____ exactly who does the action.
- it is (c) _____ or known who does the action.

Form

subject + be + (d) _____
(+ by + agent)

Examples

- Present simple: Children (e) _____ taught to run to the centre of the playground.
- Present perfect: It has (f) _____ shown that quick reactions make all the difference.
- Present continuous: The volcano (g) _____ observed for further activity today.
- Past simple: An experiment (h) _____ conducted.
- will: All tomorrow's flights (i) _____ cancelled if the ash cloud is blown over the flight path.
- can: In droughts, forest fires (j) _____ started very easily.

- 3 Complete the text with the passive verbs from the box. Then underline two more passives in the text.

can be seen • have been built • was carried out
was slightly damaged • were covered

Dams built by residents prevent disaster

For many years, Somerset in Jamaica has suffered severe landslides. Evidence of this (a) _____ throughout the area. Some houses (b) _____ by soil and rock at some time in the past, leaving only edges of the roofs visible. However, with four new 'check dams' that (c) _____ on the mountainside, residents living in hillside areas were much more able to cope with recent torrential rain. The dams were built on the slopes to prevent soil and stone from reaching the town. When the rain fell, there was flooding and a minor landslide, but just one house (d) _____. The dams had worked!

All four check dams were constructed under the management of the Women's Resource and Outreach Centre Limited and much of the work (e) _____ by the residents themselves.

- 4 Write the sentences again beginning with the person or people.

- 1 Flowers were given to the wedding guests.
The wedding guests were given flowers.
- 2 Some sponsorship money is still owed.
| _____
- 3 A letter was sent to all students at the school.

- 4 Refunds are offered to customers who return faulty products.

- 5 More funding has been promised to the scientists.

GRAMMAR CHALLENGE



- 5 Look at the two photos of before and after a hurricane. Describe what has happened using passive forms of the verbs in the box.

blow away • change • cover • damage • destroy • evacuate

People have been evacuated from the area.

- 2 Active or passive? Circle the correct alternative.

- 1 The soil on the slopes of volcanoes used/is used for agricultural purposes.
- 2 Molten lava ranges/is ranged from 700° to 1,200°C in temperature.
- 3 Lava glows red hot to white hot as it flows/is flowed from the volcano.
- 4 Mountains form/are formed by movements of the Earth's crust.
- 5 Last week, the children showed/were shown what to do in an earthquake.
- 6 Local people should be warned/warned when there is a high risk of a tsunami.
- 7 During the last flu epidemic, many children and old people were vaccinated/vaccinated against it.
- 8 Since the floods last Friday, three refugee camps have been set up/have set up.



- 1 All of these verb-preposition combinations are incorrect. Write the correct prepositions in the column. Then write an example for each one.

agree for	_____	_____
apologise with	_____	_____
believe about	_____	_____
belong on	_____	_____
complain in	_____	_____
depend to	_____	_____
dream on	_____	_____
listen on	_____	_____
protect of	_____	_____
rely to	_____	_____
spend for	_____	_____
wait on	_____	_____

- 2 Complete the sentences with the correct form of a verb from each box, and a preposition.

A

apologise • believe • belong
dream • listen • rely

B

agree • complain • depend
protect • spend • wait

- The bank _____ their mistake when I _____ being charged twice for the same thing.
- The students _____ both sides of the argument and then decided which one they _____ most.
- Many people _____ having more free time to _____ travelling and pursuing their hobbies.
- Some of my friends _____ the tennis club in my town, but I'm still _____ a vacancy so I can join – it's full at the moment.
- The ideas you _____ may _____ what your parents think.
- When I was young, I used to _____ my older brother to _____ me _____ a bully in my class.

- 3  17 Listen to an interview about two brothers who survived the 2004 tsunami. Complete the reporter's notes.



Gandys

Brothers' names (a) _____ Forkan

Location when the tsunami hit? (b) _____

Ages when it hit? (c) _____

Business selling ...? (d) _____

Charity? Orphans (e) _____

- 4  17 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- The family was living in Sri Lanka when the tsunami hit. T/F/NM
- Rob and his brother were in a separate bungalow from their parents. T/F/NM
- They felt that their experience of travelling helped them in this situation. T/F/NM
- They later found their sister in a local hostel. T/F/NM
- They immediately wanted to take their sister to a hospital. T/F/NM
- They later met the businessman, who had secretly paid for their expenses. T/F/NM
- They give part of the money from their business to their charity. T/F/NM
- They've already built schools in Sri Lanka and in India. T/F/NM

VOCABULARY EXTENSION

- 5 Match the words which go with the verbs.

- | | |
|---------------|--------------------------------|
| 1 learn about | a an interesting event or fact |
| 2 hear about | b something on the Internet |
| 3 cover with | c your grandparent |
| 4 search for | d plastic |
| 5 feel like | e something in a lesson |
| 6 crash into | f a wall |
| 7 name after | g walking on air |

- 6 Complete the text with verbs from 5.

Did you know you can go on organised holidays to watch volcanic eruptions and (a) _____ volcanoes from experts? As soon as I (b) _____ these holidays, I wanted to go on one. So I went on a 'volcano trip' to Iceland. Our guide was a volcano specialist who'd had a volcano (c) _____ him. Standing near a volcano is amazing. We all had to wear special suits to protect us from the intense heat. But even with these suits, when you are standing very near the crater of a volcano, you do (d) _____ you're on fire. Looking into a volcano was nothing like I expected it to be: for example, the rocks were often bright yellow because they had been (e) _____ sulphur from the volcano's activity.

1 Correct one word in each sentence. Underline the wrong word and write the correct word on the line.

- It has believed that the Moon was flat. _____
- It was say that the Moon was made of cheese. _____
- It has be claimed that flood defences didn't work. _____
- He was thought that elephants never forget. _____
- It is known like air travel is safer than travel by road. _____

2 Write the active sentences again in the passive.

CHANGING BELIEFS

- People used to think the Earth was flat. Now we know it is round.

It was thought that the Earth was flat. Now it is known that the Earth is round.



- People used to think everything was made of fire, earth, air and water. Now we know there are over a hundred elements.

- People used to think the Moon was a smooth ball. Now we know it has valleys and mountains.

- People used to say feelings came from your liver. Now people say they come from your heart.

- People used to think having a bath once a month was enough. Now we believe we need to have a bath or shower every day.



- People used to believe kings were gods. Now we know they are only human.

- People used to think our bodies constantly made new blood. Now we know that the body circulates blood.



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

- The newspaper report said no one had been killed in the tsunami.

REPORTED

It was reported that no one had been killed in the tsunami.

The tsunami was reported to have killed no one.

- People always say that this town is the most polluted in the country.

SAID

It _____ this town is the most polluted in the country.

This town _____ the most polluted in the country.

- People know dinosaurs lived on Earth millions of years ago.

KNOWN

It _____ that dinosaurs lived on Earth millions of years ago.

Dinosaurs _____ on Earth millions of years ago.

- Everyone believes the team needs a new manager.

BELIEVED

It _____ the team needs a new manager.

The team _____ a new manager.

- People have claimed the landslide was the worst this century.

CLAIMED

It _____ the landslide was the worst this century.

The landslide _____ the worst this century.

GRAMMAR CHALLENGE

4 Complete the sentences with the infinitive or perfect infinitive (have + past participle) of the verbs.

cause • ~~cost~~ • escape • find • got

- Cybercrime is believed to cost millions each year.
- A dangerous criminal is believed _____ from prison.
- Archaeologists are thought _____ lost treasure.
- Sugar is known _____ tooth decay.
- She is said _____ the idea for her book in a dream.

1 Write the numbers as we say them.

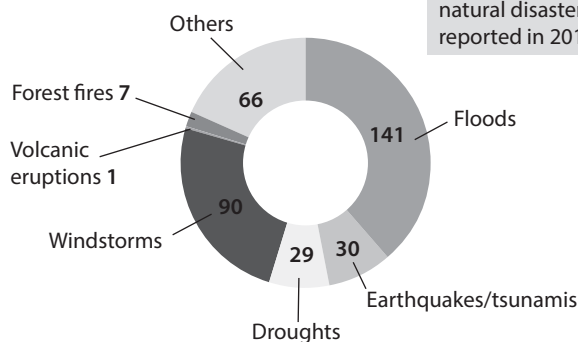
- 1 $\frac{2}{3}$ two-thirds
- 2 $\frac{1}{4}$ _____
- 3 $\frac{3}{4}$ _____
- 4 $\frac{1}{10}$ _____
- 5 66% _____
- 6 1:3 _____

2 Look at the pie charts and find the following.

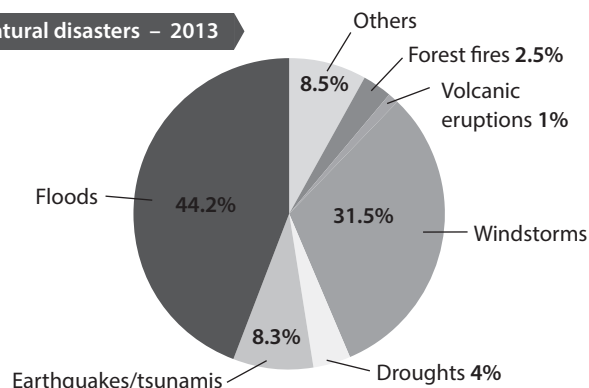
- 1 the subject of the pie charts _____
- 2 the most frequent natural disaster _____
- 3 the least frequent _____
- 4 the biggest increase between the two years _____
- 5 the biggest decrease between the two years _____

WORLD DISASTERS 2012–2013

Number of natural disasters – 2012



Natural disasters – 2013

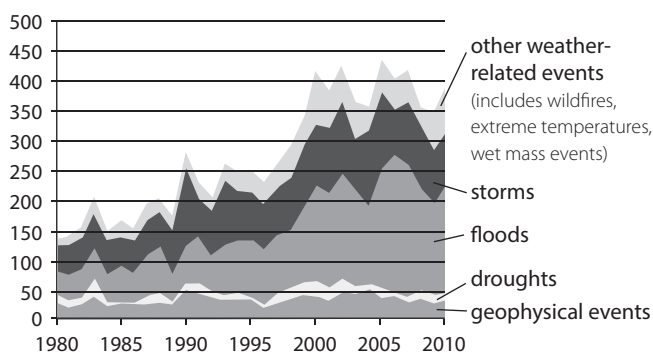


3 Look at the graph and answer the questions.

- 1 Did the number of disasters increase or decrease between 1980 and 2010? _____
- 2 When did weather-related events rise most dramatically? _____
- 3 When did the number of floods fall sharply? _____
- 4 What happened to the number of droughts? _____
- 5 When did the number of geophysical events stay the same? _____

Number of reported disasters

Source: Oxfam, EM-DAT



4 Listen to two students discussing the information in the pie charts and graph. What do they decide is the biggest problem we face?

5 Listen again. Find eight mistakes in the summary. Write the correct information.

The graph shows that there has been a gradual increase in the number of weather-related disasters in recent years. The number doubled between 1980 and 2010. The biggest decrease was in the number of storms. If we look at the pie charts, we can see a fall in the number of windstorms between 2012 and 2013, too. There was a sharp increase in the number of floods between 1980 and 2010, and the number rose between 2012 and 2013, but the number of droughts stayed the same. The number of geophysical disasters rose significantly between 1980 and 2010. The pie charts also show that there was a big change in the number of earthquakes and volcanic eruptions between 2012 and 2013.

STUDY SKILLS

How can you cope if you can't remember a word while speaking?

STUDY SKILLS ► page 85

6 Practise talking about the statistics in the pie charts and graph. Use the information in 5, and other details.

- 1 Read the report. Do you agree with scientist Jeff McNeely's opinion that the tsunami was a man-made disaster?**

The 2004 Tsunami and Tourism

The building of coastal resorts and the destruction of natural protection may have contributed to the enormous loss of life from killer tsunamis that hit the shores of the Indian Ocean after an earthquake, an environmental expert claims.

Jeff McNeely, chief scientist of the Swiss-based World Conservation Union (IUCN) said the tsunami was 'nothing new for nature' in a geologically active region.

'What made this a disaster is that people have started to occupy part of the landscape that they shouldn't have occupied,' he said. '50 years ago, the coastline was not as densely occupied as now by tourist hotels,' he added.

'The mangroves were all along the coasts where there are shallow waters. They offered protection against things like tsunamis. Over the last 20–30 years, they were cleared by people who didn't have the long-term knowledge of why these mangroves should have been saved.'

The same thing has been happening with the coral reefs that also provided protection to the coast, he explained.

'When a tsunami comes in, it first hits the coral reef which slows it down, then it hits the mangroves which further slows it down. It may get through that, but by then a lot of the energy has already been dissipated,' McNeely said.



- 2 Read the arguments and add your own ideas.**

Uncontrolled tourism threatens many natural areas around the world:

- increased pollution, discharges into the sea
- natural habitat loss
- deforestation leading to soil erosion
- worsens the effects of natural disasters
- increased pressure on endangered species
- greater risk of forest fires
- puts increased pressure on water resources

■ _____

■ _____

Tourism can have a positive impact

- natural areas are protected and valued because they attract tourists
- tourists contribute to local economies so environmental protection can be funded
- tourists learn about environments
- there is more publicity and aid when tourist areas are hit by natural disasters

■ _____

■ _____

- 3 Make notes on your opinion about the following statement.**

'Tourism is one of the most destructive industries in our world. We should stop its growth immediately.'

Paragraph 1:

Introduction with general statement about the topic and your opinion

Paragraph 2:

First and most important reason for your opinion

Paragraph 3:

Further points/reasons for your opinion

Paragraph 4:

Conclusion, restating your opinion

- 4 Write your essay, using your notes. Use the linkers explained on page 105 of the Student's Book.**

STUDY SKILLS

How can you make your writing clear and easy to follow?

STUDY SKILLS ► page 85

Grammar

1 Write one word to complete each passive sentence.

- The north of the country _____ hit by a violent storm last night.
- Our house is _____ painted while we're away.
- The washing-up hasn't _____ done yet.
- _____ prizes given to the winners of the competition every week?
- The new rules _____ not been introduced yet.

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

- Some people said that the storm was the worst in history. **CLAIMED**
It _____ the storm was the worst in history.
- In the past, people thought that garlic protected you from illness. **BELIEVED**
In the past, garlic _____ you from illness.
- My brother loves it when I carry him on my shoulders. **CARRIED**
My brother loves _____ on my shoulders.
- Someone should mend this door as soon as possible. **MENDED**
This door ought _____ as soon as possible.
- A concert was held for parents at the end of term. **GIVEN**
Parents _____ a concert at the end of term.

3 Complete the sentences using reported speech or the passive.

- The hurricane had blown away part of the roof.
Part of the roof _____ away by the hurricane.
- The teacher is showing the children a film about volcanoes.
The children _____ a film about volcanoes.
- 'Can you find it?' he asked.
He asked _____.
- 'We'll have fun tomorrow,' she said.
She promised that _____ tomorrow.
- 'David arrived late and didn't call,' she said.
She criticised David _____.

Vocabulary

1 Complete the words for the definitions.

- a huge amount of snow falling down a mountain: a _ _ l _ _ _ _
- a long period without rain: d _ _ _ g _ _
- a person who has had to leave their home to find a safer place to live: r _ f _ _ _ _
- a sudden collapse of rock and earth on a hill or mountainside: l _ _ _ s _ _ _ _
- when water covers a place: f _ _ _ _

2 Choose the correct option, a, b or c.

- After two days, firefighters managed to ____ the fire.
a put out b spread c collapse
- Torrential rain has ____ across the country in the last few days.
a headed b spread c swept
- The rain has caused the river to ____ its banks.
a collapse b destroy c burst
- Rescue attempts are difficult because of the ____ left after the floods.
a lava b mud c ash
- The ____ of last night's earthquake are sleeping in a sports centre tonight.
a refugees b casualties c survivors

3 Write one word in each gap.

- You can rely _____ Jo. She's very dependable.
- As a child, I always _____ of becoming a professional dancer. In the end, I became a teacher.
- I think you should _____ for the terrible things you said.
- Do you belong _____ any clubs?
- I'm surprised at the number of people who _____ in UFOs.

4 Circle the correct alternative.

- The vacuum cleaner shouldn't have broken down – it's well-paid/brand-new/old-fashioned.
- What role/act/stage did Johnny Depp play in the film?
- After the burst/explosion/eruption of the volcano, the sky was black for weeks.
- If your boss is unhappy with your work, he may apply/fire/employ you.
- The hours are too long so I'm going to turn/set/take down the job.
- I'm a big fan of recorded/soundtrack/live music, so I go to as many concerts as I can.

9 Digital world

Vocabulary

1 Write the words in the box under the correct heading.

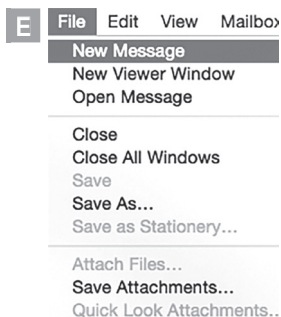
broadband • charger • coverage • device • dishwasher • wireless
flash drive • headphones • laser printer • washing machine
network • touch screen • vacuum cleaner • microwave • webcam

Computer and phone hardware	Internet or phone connection	Electrical household equipment
	<i>broadband</i>	

2 Circle the correct alternative.

- A network/plug can be used to connect all kinds of electrical equipment to power.
- A touch screen/keyboard works when you tap its surface gently.
- You can transfer information with a charger/flash drive.
- You sometimes lose network coverage/wireless broadband in the middle of a conversation.
- People use all kinds of devices/chargers for entertainment or to save time.
- You can go on the Internet using a wireless/touch screen connection to your computer.

3 Name the devices in the pictures (A–E) and match them with the correct definition.



- You need this to recharge your phone when the battery is dead. C: charger
- You use this to take photos. _____
- a system for finding the best way to a place _____
- a list of choices on your computer screen _____
- a device for controlling a machine such as a TV from a short distance _____

4 Write a piece of advice about using a phone or a computer. Use suitable forms of the verbs given.

- The flash drive on your computer should go in easily – you don't need to push it too hard. (push)
- Don't forget to _____. (recharge)
- If your computer _____, (freeze/press)
- Instead of changing your whole PC, you can _____. (upgrade)
- To be secure, you should _____. (install)
- If the ringtone is too loud, _____. (adjust)
- To create more space on your computer, _____ (delete)
- To save energy, you should _____. (disconnect)
- When you use a touch screen, _____ (tap)

VOCABULARY EXTENSION

5 Circle the correct alternative.

- The washing machine won't go/move unless you press this button.
- You can't get a drink from the machine because it's out of work/order.
- I don't know what's wrong, but my laptop isn't working/function.
- If your computer crashes, you may have to reboot/start.
- To transfer text to another document, you can copy and stick/paste.
- You can use the mouse to drag/pull icons on your computer screen.
- Hold the left mouse button and move the cursor over the text that you want to show out/highlight.

1 Read the questions. Which ones can you answer? Then read the article. Which of the questions does it answer?

- 1 What is the Digital Generation Project?
- 2 Who started it and why?
- 3 What digital media do young people use?
- 4 What do students and teachers think about the project?
- 5 What does the project show?

STUDY SKILLS

What are referencing words and how can they help you to understand texts?

STUDY SKILLS ► page 85

2 Read the article again. Complete the gaps with sentences A–H. There is one extra sentence you do not need.

- A They include videos and interviews showing how the students use digital technology in their daily lives.
- B She also writes a blog with people around the world.
- C It's here that the results of the project can be found.
- D But it's more than just playing with cool gadgets.
- E He's even helped his teacher by creating videos for use in class.
- F In the future, he hopes to use these skills to work in film-making or game design.
- G It's a generation that was born into a digital culture and is fluent in its language and customs.
- H But it's also about helping others.

CRITICAL THINKING

3 How far do you think the article suggests that the following are true (1 very true / 2 quite true / 3 not true at all)?

- 1 George Lucas was bored at school because the teachers didn't use technology in class. _____
- 2 It can be hard for adults to keep up with the pace of digital change. _____
- 3 Teenagers should be encouraged to spend less time on gadgets. _____
- 4 Edutopia is bridging generational differences. _____

4 Match the underlined words in the article with these definitions.

- 1 enthusiastic _____
- 2 things that can be used in work or study _____
- 3 try to deal with a problem or question _____
- 4 completely involved _____
- 5 someone's clever system or plan _____



Today's young people are often referred to as the digital generation. (1) ____ For many parents and teachers, this culture is unfamiliar and sometimes confusing. So to help them understand it better, the *Digital Generation Project* was launched.

The project is the brainchild of George Lucas, the film director best known for the *Star Wars* and *Indiana Jones* films. He remembers feeling bored at school, so in 1991, he set up *The George Lucas Educational Foundation*, which is designed to encourage and celebrate innovation in schools. *Edutopia*, the foundation's website, publishes documentary films and resources for parents and teachers. (2) ____

Edutopia spent a year researching the digital lives of young people from different parts of the United States and from different backgrounds. Portraits of ten of these students between the ages of 8 and 18 are published on the website. (3) ____ Teachers and parents also talk about how they address the challenges of keeping up with and supporting these digital learners.

As Milton Chen, executive director of the foundation explains, 'We want to help educators and parents understand these new tools and behaviours and consider how they can be applied in new ways of teaching and learning.'

One of the young people whose portraits appear on the website is Cameron. At the age of 11, Cameron already makes his own videos. (4) ____ Cameron attends an after-school tech club where he's making a documentary film about his school. Like many young people of his generation, Cameron has entrepreneurial skills. To earn money during the summer holiday, he plans to email all his friends and neighbours, offering to make them slide shows of their family photos set to music for a reasonable price.



14-year-old Virginia enjoys playing games, texting and going on social network sites. (5) ____ At school, she learnt to create and edit videos. One of these involved making a video of scenes from *Romeo and Juliet*, accompanied by rap songs, which she made for a literature class. For Virginia, technology is about making life easier – she makes flashcards and games to help her study. (6) ____ In her free time, she teaches a class in digital citizenship for younger students. The class, which aims to show students how to stay safe online, uses a virtual world that she helped to create.



Justin attends a technology high school where he learns advanced 3-D modelling, simulation and animation. He combines his passions for gaming and film-making to create games and videos in his free time. What appeals to him most about technology is the opportunity it gives him to be creative. (7) ____ Justin admits to spending about three hours every evening online, either playing games, chatting or working on one of his projects. But he is also an avid reader, and makes time to volunteer in his free time. Every Saturday, he mentors underprivileged children and shares his skills with them.

What the *Digital Generation Project* shows is just how immersed young people are in digital technology. They are using it to play and socialise more than any previous generation. But they are also using it to learn new skills, develop their creativity and contribute to their communities.

1 Complete the table.

	Defining relative clauses	Non-defining relative clauses
for things	<i>which, that</i>	<i>which</i>
for people		
for places		
for times		
for reasons		
for possessions		
use commas?	yes/no	yes/no
can omit relative pronoun?	yes/no	yes/no

2 Complete the text with *which, who, where, whose* or *why*.

WISE but small!

Anyone (a) _____ wants to can see the stars at night with the naked eye, but to see the planets (b) _____ are further away, you need a telescope. As astronomy develops, more powerful telescopes are needed. That's the reason (c) _____ a new telescope has joined the many (d) _____ are already in space. This telescope, (e) _____ is called WISE, is only about 40 cm in diameter. Its small frame contains a digital camera (f) _____ will be taking pictures of some of the most amazing objects in the universe, including asteroids, galaxies and giant dust clouds (g) _____ stars are born. The scientists (h) _____ team developed WISE are very excited about the project.



3 Look at 2 again. Which of the answers a–h could be replaced with *that*? Which of them could be omitted from the sentence?

Replaced: _____ Omitted: _____

4 Write the sentences again with defining relative clauses.

- That's the shop. I bought my jacket there. (where)
That's the shop where I bought my jacket.
- There is a button on the side of the phone. You need to press it. (which)

- That was the moment. I knew I wanted to be a doctor. (when)

- The people in my class with good exam results had revised very hard. (whose)

- It would be good if someone invented something to cure the common cold. (that)

5 Write the sentences again with non-defining relative clauses.

- Harry is the boy who won the prize. Harry lives next to Jim.

- Annie is going to the park to meet her best friend. She loves walking there.

- Paul gave me a box of chocolates to thank me for my help. It was kind of him.

- Katie will lend the book to Stacey and then she will lend it to me. Katie works at Stacey's shop.

- We're going to take the train to Paris and stay with my aunt for a couple of days. I love Paris.

- My favourite uncle is visiting this weekend. He lives in Oxford.

- The class at my old school gave me a lovely necklace as a leaving present. I wear it all the time.

GRAMMAR CHALLENGE

6 Find and correct a mistake in each sentence.

- That's the hotel that my mum and dad got married.

- She's the person who brother plays the guitar in a famous band.

- I wish someone would invent a device, which finds all your lost items.

- I want to find out when the train has been cancelled.

- Harry, that I met on an English course, is going to teach me German.

- Carlos is going to Rome where he's been twice before on Saturday.

- Horse-riding can be a dangerous sport, that I don't think a lot of people realise.

- 1666 was the year where there was a huge fire in London.



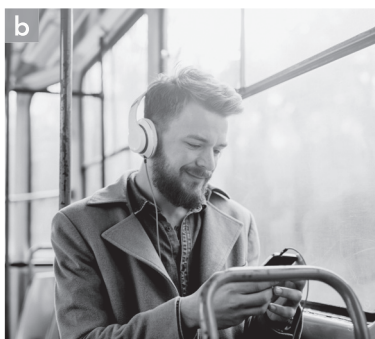
1 Complete the sentences with a word from each box. The words may be used more than once.

back • go • pick • pop • print
run • scroll • set • zoom

down • in • off
on • out • up

- Some new cars _____ a combination of petrol and electricity.
- I need to _____ my application form to take with me to my interview.
- If I hadn't bothered to _____ my files, I would have lost them all.
- If you _____ to the bottom of the page, you'll see the information you want.
- Before you buy books and music online, you have to _____ an account.
- My mobile can't _____ the signal at Dave's house.
- It really annoys me when things _____ on my computer screen.
- I was late because my alarm didn't _____ this morning.
- The battery on my phone is about to _____. Can I use yours, please?
- If the writing is too small to read on the screen, just _____.

2 All these photos illustrate stories about lost or found mobile phones. Can you guess what happened?



3 19 Listen to the stories on a radio show. Match the photos in 2 to the speakers.

Speaker 1: ____

Speaker 2: ____

Speaker 3: ____

Speaker 4: ____

4 19 Listen again. Which speaker does each statement relate to?

- | | |
|---|----------|
| a This wasn't the first time that I lost my mobile. | <u>2</u> |
| b Technology helped me to find my phone. | ___ |
| c It wasn't a new phone. | ___ |
| d It took a long time before I got my mobile back. | ___ |
| e I wasn't alone when it happened. | ___ |
| f I shouldn't have acted so quickly. | ___ |
| g There was important information on the phone when I got it. | ___ |
| h I reported the fact that I'd lost my phone. | ___ |
| i The phone was where I had dropped it. | ___ |
| j I had to buy a new phone. | ___ |

VOCABULARY EXTENSION

5 Match the phrasal verbs with the meanings.

- | | |
|-------------|--|
| 1 free up | a connect |
| 2 go down | b make space so that it can be used for something else |
| 3 hack into | c put information into a computer using a keyboard |
| 4 hook up | d stop working |
| 5 key in | e connect to another person's computer illegally |

6 Complete the sentences with the phrasal verbs.

- In this box, you have to _____ your username and password.
- Delete some of your photos if you need to _____ some memory space.
- When I first set up my online bank account, I was worried that someone would _____ it.
- Websites may _____ because of a sudden spike in visitor numbers.
- We can _____ to the Internet in our classroom.

1 Circle the correct alternative.

- 1 Mehmet forgot to go to the dentist's.
Mehmet ...
a didn't go to the dentist's when he should have.
b can't remember being at the dentist's.
- 2 David remembered downloading a finder app.
David ...
a needed to download the app and did.
b downloaded the app and can now remember it.
- 3 Isabel forgot to wear her cycle helmet.
Isabel ...
a couldn't remember whether she had worn her helmet.
b didn't remember to put her helmet on.
- 4 Stefan stopped to send a message.
Stefan stopped when ...
a he wanted to send a message.
b he was sending a message.
- 5 Henry likes to cook dinner on Wednesdays because both his parents work late.
Henry cooks on Wednesdays because ...
a it's a good idea.
b he enjoys it.

2 Match the halves to make sentences.

- 1 I remember learning _____
 - 2 Have you ever stopped to think _____
 - 3 I like to back up _____
 - 4 Remember to charge _____
 - 5 I stopped using _____
 - 6 A lot of people don't like _____
- a my computer at the end of each day.
 - b Facebook for a while, but then I started again.
 - c having their photo taken.
 - d how to use a computer when I was three.
 - e about what life would be like without technology?
 - f your phone before we go on holiday.

3 Complete the sentences with the correct form of the verbs given.

- 1 My gran _____ all her clothes by hand when she was a girl. (remember/wash)
- 2 I've got to _____ clothes – my wardrobe is full! (stop/buy)
- 3 No one _____ a cake for Jane's birthday so I bought one. (remember/make)
- 4 Alexander had to _____ his shoelace when he was out running. (stop/tie up)
- 5 Trixie _____ more than any other activity. (like/windsurf)
- 6 Nita says she will never _____ the TV star. (forget/meet)

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

- 1 Please don't use your phone while we're having dinner. **STOP**
Please _____.
We're having dinner.
- 2 I think it's a good idea to switch off my phone when I go to bed. **LIKE**
I _____ my phone when I go to bed.
- 3 I left my phone in the coffee shop. How could I forget it? **REMEMBER**
I _____ my phone in the coffee shop.
- 4 Paul didn't download the information he needed. He forgot. **FORGOT**
Paul _____ the information he needed.
- 5 I was doing my homework. Then I had a break. **STOP**
I _____ to have a break.
- 6 I didn't remember that I'd taken my laptop to school. **FORGOT**
I _____ to school.

GRAMMAR CHALLENGE

5 Complete the sentences with a gerund or infinitive of these verbs.

buy • fall • get up • go • hand in • learn
make • talk

- 1 He'll never forget _____ in love for the first time.
- 2 I'm sorry. I forgot _____ you a birthday present.
- 3 I wish you'd stop _____ that noise. It's driving me mad!
- 4 The teacher stopped _____ to have a drink of water.
- 5 I like _____ early at the weekend, even if it's difficult.
- 6 Most people like _____ to the cinema.
- 7 When I remembered _____ my homework, the teacher had already left.
- 8 I remember _____ to read as if it was yesterday.

1 Read the question and the arguments (a–f). Which arguments support a 'yes' (Y) answer and which support a 'no' (N) answer?

Has new technology caused a generation gap between young people and their parents?



- a Technology is developing so fast that even kids a few years apart grow up using different media. **Y/N**
- b There have always been generation gaps, this is nothing new. **Y/N**
- c This generation is actually closer to their parents than previous generations. **Y/N**
- d Many parents find it difficult to understand how important technology is to their children. **Y/N**
- e Young people have grown up with technology, but their parents have had to adapt. **Y/N**
- f Most adults are familiar with a range of technology nowadays. **Y/N**

2 20 Listen to two people talking about the question in 1. Do they think that technology has caused a generation gap?

The woman: Yes / No The man: Yes / No

3 20 Listen again. Who uses these phrases, the man (M) or the woman (W)?

- 1 What do you mean by that? **M/W**
- 2 Sorry, I'm not sure I'm with you. **M/W**
- 3 What I mean is ... **M/W**
- 4 Are you saying that ...? **M/W**
- 5 Yes, that's exactly what I mean. **M/W**
- 6 Do you get what I'm saying? **M/W**
- 7 In other words, ... **M/W**

4 Put the words in order to make sentences and questions.

- 1 I you what mean do see ?

- 2 again you that over could go ?

- 3 what at understand getting don't I you're

- 4 no what quite not I that's mean

- 5 are with you me ?

- 6 I you if correctly understand

- 7 mean sure you not I'm what

- 8 you are me following ?

5 Read a shorter version of the conversation. Complete the dialogue with phrases from 4.

Woman: Personally, I think it's true that technology has caused a generation gap, but not in a negative way. I think technology has created differences, but not really problems.
(a) _____

Man: No, sorry, I'm not.
(b) _____

Woman: What I mean is that I think that technology is developing so rapidly that it's inevitable that there are differences. I just don't believe that it causes problems.

Man: I see, but I think there is a difference between how generations view technology.

Woman: OK.
(c) _____, you're saying that technology is more important for young people.

Man: Yes, that's exactly what I mean. I think people of all generations use technology, but for younger people, it's a priority.

Woman: That's true, but young people aren't using technology to rebel. It's just that it's something they've always known.
(d) _____

Man: Yes, I do, though I think that there are sometimes disagreements ...

STUDY SKILLS

Which words are stressed when you're speaking?

STUDY SKILLS ► page 85

6 How would you respond to each of the following statements in a discussion? Write your answers.

1 'I think technology has made the generation gap much wider. Parents just don't understand the lifestyles and interests of young people today.'

2 'Some parents know a lot about new gadgets, so there's no gap as far as I'm concerned.'

3 'I think that technology is ruining all human relationships, not just between parents and children.'

7 Practise giving your opinion about technology and the generation gap from the question in 1.



1 Read the question below. What will the four sections of the report be?

A magazine for teenagers wants to know about what teenagers use their computers for. You have been asked to write a report about what you and your friends use your computers for most and how useful you think computers are.

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

2 Complete the sentences with these words so that they are true for you. Then write three more sentences.

all • most • nearly all • none • some

- 1 _____ of my friends use social networking sites.
- 2 _____ of my friends shop on the Internet.
- 3 _____ of my friends use the Internet to research their own interests.
- 4 _____ of my friends play games on their computers.
- 5 _____ of my friends are writing books.
- 6 _____ of my friends do their homework on their computers.
- 7 _____ of my friends have video calls with family members who live far away.
- 8 _____
- 9 _____
- 10 _____

3 Make notes for your report.

Section 1: _____

Section 2: _____

Section 3: _____

Section 4: _____

4 Write your report using your notes.

Grammar

1 Complete the sentences with *who*, *which*, *whose*, *where*, *why* or *when*.

- I find it hard in the middle section of a race because that's _____ I'm most tired.
- I'm not sure of the reason _____ we aren't allowed to wear trainers to school.
- I think the person _____ house this is won't want us to park outside it.
- I live in the street _____ a famous actor used to live.
- I work in a shop with my friend Rachel, _____ also lives next door to me.
- I've just heard my aunt is getting married, _____ I think is fantastic.

2 Circle the correct alternative.

- It seems strange that/which nobody wants to go to the match on Saturday.
- Jessie, who/that is a great writer, won last month's poetry competition.
- I've arranged to meet Steve on the corner, that/where we always meet.
- A workaholic is a person who/whose job is the most important thing to them.
- Our local coffee shop, that/which only opened last year, has closed down.

3 Complete the sentences with the gerund or infinitive form of the verbs given.

- I only like _____ (sail) in summer.
- I mustn't forget _____ (feed) my neighbour's cat this evening.
- Dave remembers _____ (meet) Ellie, but he couldn't remember where.
- I like _____ (be) punctual. I hate it when people are late.
- Remember _____ (call) me later.

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

- I finished reading my book and then I fell asleep. **HAD**
I fell asleep _____ my book.
- Sarah's upset – do you know what's wrong? **IDEA**
Have _____ Sarah's upset?
- He doesn't eat as quickly as I do. **SLOWLY**
He _____ I do.
- They can't eat any more because they are too full. **TO**
They _____ any more.
- Would you mind completing this form, please? **IN**
Could you _____, please?

Vocabulary

1 Read the definitions and write the words.

- You use this to change the channels on the TV. _____
- You use this to clean carpets in the house. _____
- You can copy information from your computer onto this and carry it around. _____
- You use this to type information into a computer. _____
- You use this to give power to a battery. _____

2 Complete the dialogue with these words. There are three extra words you do not need.

crashed • disconnect • frozen • install
pressing • pushing • streaming • upgrade

- Tim:** What are you doing on your computer, Chris?
- Chris:** I'm watching a TV programme I missed.
- Tim:** Are you (a) _____ it or have you downloaded it?
- Chris:** I didn't download it – that's why it keeps stopping.
- Tim:** Maybe you need to (b) _____ your computer memory so it can run faster.
- Chris:** Oh no! Now my computer screen has (c) _____. What should I do?
- Tim:** Have you tried (d) _____ the Control, Alt, Delete keys?
- Chris:** Yes, but nothing happened.
- Tim:** Switch the computer off and (e) _____ it. Then try turning it on again.

3 Complete the sentences with one word.

- You should always back _____ your files in case you lose them.
- Use the mouse to _____ up or down the page.
- You can't pick _____ a signal on the tube.
- You need a charger because this camera runs _____ batteries.
- You probably won't wake up in the morning if your alarm doesn't _____ off.

4 Match the definitions (1–6) with the words (a–h). There are two extra words you do not need.

- | | |
|--|--------------|
| 1 grey dust that's left after a fire | a box office |
| 2 someone injured in an event | b crowd |
| 3 a long time without rain | c outcome |
| 4 a large group of people in one place | d ash |
| 5 where people perform at a theatre | e gig |
| 6 another word for concert | f drought |
| | g stage |
| | h casualty |

10 News feed

Vocabulary

- 1 Match the extracts (A–E) with the sections of a newspaper (1–6) below.

A SHOCK 2-1 DEFEAT FOR UNITED

B Interiors – classic French designs for the home

C Dear Madam,
In Harry Trent's column on Tuesday, he said young people nowadays have no manners.
What rubbish! He couldn't be more wrong ...

D New Brad Pitt film receives mixed reviews

E TOP 3 BANKS report record profits

F Showers will gradually die out during the morning with a brighter afternoon to follow.

- | | | | |
|------------------------|---|------------------------------|---|
| 1 life and style | — | 4 weather forecast | — |
| 2 business and finance | — | 5 sport | — |
| 3 have your say | — | 6 entertainment and the arts | — |

- 2 Match the words with the definitions.

- | | |
|-------------|-----------------------|
| 1 ban | a manager/director |
| 2 blast | b affect badly |
| 3 blaze | c cut |
| 4 boost | d step towards a goal |
| 5 boss/head | e make illegal |
| 6 clash | f tense situation |
| 7 axe | g fire |
| 8 drama | h disagree violently |
| 9 hit | i explosion |
| 10 move | j increase/encourage |
| 11 quit | k leave/resign |

- 3 Circle the word usually used in a headline.

- | | |
|-------------------------|---------------------------|
| 1 cut ... reduce | 7 investigation ... probe |
| 2 key ... important | 8 mystery ... riddle |
| 3 request ... plea | 9 spark ... cause |
| 4 promise ... pledge | 10 marry ... wed |
| 5 link ... connection | 11 aid ... help |
| 6 PM ... Prime Minister | 12 support ... back |

- 4 Write a headline for each of these news stories using some of the words from 2 and 3.

- The Prime Minister's wife has promised that she will attend Fashion Week.

- Library services will be reduced sooner than was thought.

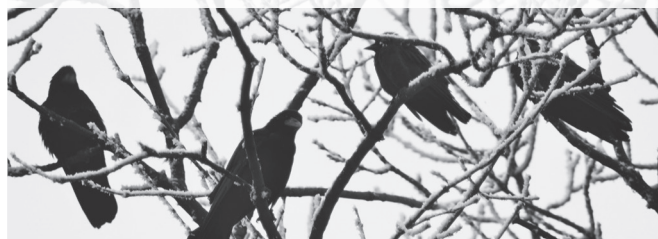
- A soap opera star will marry her producer next year.

- A forest fire has been brought under control.

- One athlete's gold medal has given encouragement to the national team.

- 5 Read the report and complete the headline.

WILDLIFE OFFICIALS



More than 1,000 blackbirds fell from the sky and landed, dead, on roads, pavements and driveways in Beebe in Arkansas last week. Wildlife officials, who are seeking an explanation, are testing the birds to see if they can find out what killed them. One idea is that a flock of birds could have been hit by a fireworks display.

VOCABULARY EXTENSION

- 6 Circle the correct alternative.

- The News Today is a weekly/daily paper which people buy on their way to work each morning.
- I buy a weekly/fortnightly business magazine. I don't have time to read more than two magazines a month.
- I saw the pictures of the British Prime Minister visiting Australia on the national/regional news.
- I usually find out what's happening in our town on our national/local newspaper's website.
- I'm going to buy the June edition of *Fit For Life*. It's a fortnightly/monthly magazine that always has good ideas for keeping fit in a fun way.

1 Match the halves to make headlines.

- | | |
|----------------------------|--------------------------------|
| 1 Teenager made to tidy up | a with nothing |
| 2 Teenage millionaire | b starts new job |
| 3 Teen lottery winner left | c finds winning lottery ticket |

A Like many teenagers, 19-year-old Ryan Kitching ignored his mother's pleas to clean his bedroom. When he finally gave in, he found a winning lottery ticket worth £52,981.

One morning, he knew that he'd be in trouble if he didn't tidy his room and put away his clothes. As he cleared up the mess, he came across 12 old lottery tickets that he had bought at the supermarket where he worked. He was about to throw them away but, as he was going shopping with his mother anyway, he decided to take them to the supermarket and check the numbers.

At the store, Ryan was told that he had 'won big.*' He had to phone the lottery organisers to find out exactly how much. 'When I gave her the last number of the serial code, she said I had won £52,981. I just couldn't believe it,' he said.

Ryan is still not sure what to do with his winnings. 'It would take me four or five years to earn this amount of money and now I've got it all at once,' he said. His father wants him to invest the money and use it as a deposit to buy a house. But Ryan is considering a trip to Mallorca with his friends. He also wants to help his younger brother to buy a car.

Ryan has no plans to quit his job or stop his work with charity First Response, which trains volunteers to provide emergency medical aid. 'It's a great charity and I'm planning on donating some of the winnings to them,' he said.

* to win big – (slang) win a lot of money or a big prize



2 Read the articles. Choose a headline for each article from 1.

- A _____
- B _____

B When Callie Rogers won the lottery at the age of 16, she thought she was the luckiest person alive. She didn't realise that it would almost ruin her life.



Callie was Britain's youngest winner ever when she matched all six numbers and won the £1.9 million jackpot. She gave up her job as a shop assistant and spent the next few years living the high life. She bought houses and cars for herself and her friends and family. She splashed out on expensive holidays, designer clothes and cosmetic surgery.

But far from making her happy, Callie fell into depression. She didn't have a job and she felt lonely and vulnerable. People would act like her best friends but she didn't know who to trust.

Ten years later, she is left with just £2,000 in the bank. She's almost broke, but she says she's never felt happier. Callie now lives in

a modest house with Paul and has three young children. 'We're a normal family,' she says. 'My life revolves around the kids and, if they want something expensive, they wait for birthdays and Christmas. I'm glad they'll grow up knowing the value of money.'

“It was too much money for someone so young.”

If she hadn't met Paul, her life would probably be very different. He didn't know she had been a millionaire when he met her, and didn't find out until much later. The relationship was to change her life for the better.

Now, looking back, Callie believes she was too young to win the lottery, and wishes the money had been kept for her when she was older. 'I don't think 16-year-olds should be eligible to play the lottery,' she says. 'It was too much money for someone so young. Even if you say your life won't change, it does. It nearly broke me, but, thankfully, now I'm stronger.'

3 Read the news stories again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- | | |
|--|--------|
| 1 Ryan didn't know that he had lottery tickets in his room. | T/F/NM |
| 2 He immediately decided to check the numbers when he found them. | T/F/NM |
| 3 He has spent some money on presents for family and friends. | T/F/NM |
| 4 He plans to donate some of the money to charity. | T/F/NM |
| 5 Callie spent all her lottery money on presents for other people. | T/F/NM |
| 6 She was happy with her extravagant lifestyle. | T/F/NM |
| 7 She wants her children to have a better understanding of money than she did. | T/F/NM |
| 8 She met Paul when she had spent all her money. | T/F/NM |

CRITICAL THINKING

4 Underline in the articles examples of a lottery win bringing out the best and worst in people.

5 Match the underlined words in the articles with these definitions.

- | | |
|---|-------|
| 1 make a place tidy | _____ |
| 2 be without money | _____ |
| 3 stop arguing about something and accept that you cannot win | _____ |
| 4 put something in its usual place | _____ |
| 5 a style of living that includes spending a lot of money | _____ |

1 Tick (✓) the sentences which talk about the future in the past.

- 1 He was cleaning his room when he found the winning ticket. ☐
- 2 He was about to throw the ticket away when he decided to check it. ☐
- 3 He was going to go to the supermarket anyway to help his mother with the shopping. ☐
- 4 He would buy his brother a new car if he could. ☐
- 5 They were going on holiday for one week. Now they're going for two. ☐
- 6 She didn't realise that winning the lottery would change her life. ☐
- 7 She won millions, but she was to spend it all in less than ten years. ☐

2 Complete the text with these words. One word is used twice.

about • going • was • were • would

SKY SHOW

This week, despite the bitter cold, many of us have gone out into our gardens thinking we (a) _____ to see amazing events in the sky above us. Astronomers had told us that we (b) _____ see a solar eclipse on Monday. But in my part of the country, it was too cloudy to see the Sun, with or without an eclipse. On Tuesday, my plan was that I was (c) _____ to look for Venus, Uranus and Jupiter, all of which are closer to us than usual. Unfortunately, just as I was (d) _____ to go outside to search the sky for these planets, it began to snow, so once again we couldn't witness anything but the reality of life on Earth. Yesterday, I tried again. The astronomers promised there (e) _____ to be a meteor shower and the weather forecasters promised that we (f) _____ have clear skies. They were both right and I don't know which event was more exciting: having clear skies here or the spectacular meteor shower!

3 Complete the conditional sentences with the correct form of the verb.

- 1 If the clouds _____ (not clear) away, we wouldn't be able to see the stars.
- 2 If my sister were tidy, she _____ (not lose) her things all the time.
- 3 Yesterday she found her birthday money in an envelope. She'd be sorry if she _____ (throw) it away.
- 4 If my brother _____ (not go) to art classes every week, he wouldn't have been invited to the exhibition.
- 5 If I hadn't spent all my pocket money, I _____ (be able) to buy that book.
- 6 She'd be lonely if she _____ (not meet) her group of friends.
- 7 If she _____ (be) interested in astronomy, she would be here with us tonight.

4 Write the sentences again using conditional forms.

- 1 I didn't tidy my room so my books are everywhere.
If I'd tidied my room,
my books wouldn't
be everywhere.
- 2 I don't like science-fiction films so I didn't see the film on TV last night.

- 3 I'm busy so I didn't go to the party last weekend.

- 4 I didn't study at school so it's difficult to find a job.

- 5 I don't speak French so I didn't apply for that job.

- 6 I wasn't born in the US so I need a visa to work there.

GRAMMAR CHALLENGE

5 Circle the correct alternative.

- 1 If you won the lottery, what would you do/have done?
- 2 I found out on Sunday that Sam was/is appearing in a play that day.
- 3 The party would/was to start at 7 pm, but everyone arrived late.
- 4 I wouldn't have come by train if I could/had been able to drive.
- 5 If I wasn't afraid of flying, I'd fly/have flown to Italy last year.
- 6 If I were/'d been you, I wouldn't have left my job.
- 7 She said it would be/was being a great result, and she was right.





1 Complete the definitions with these words.

A newsflash • A news update • A turn of events
Breaking news • Front-page news
Holding a press conference

- _____ is news that is being reported for the first time.
- _____ means organising a meeting to inform journalists about a piece of news.
- _____ is the way a situation develops.
- _____ is the most important news of the time.
- _____ is an important item of news which may interrupt other broadcasts.
- _____ is an item of news giving details on previously reported stories.

STUDY SKILLS

What are collocations? Why is it useful to learn them?

STUDY SKILLS ► page 85

2 Choose the best option, a, b, c or d.

- A new young designer has _____ headlines in fashion pages around the world.
a done b made
c broken d run
- I missed the last _____ of news because I fell asleep.
a point b part
c item d thing
- 24-hour news _____ you informed of world events as soon as they happen.
a keeps b gets
c hears d knows
- The story about the missing tiger is _____ in the paper.
a front-page news b holding a press conference
c a newsflash d a turn of events
- Is it OK if I turn on the news? I want to see if there are any _____ on the effects of the floods.
a newsflashes b updates
c headlines d breaking news
- No one would have expected this _____ after the team looked set to lose the match.
a update b news item
c turn of events d front-page news

3 Put the words in order to make headlines.

- clash ice cream shop drama in customers

- for from stealing woman arrested blind man

- right to the do it pays thing

4 Listen to a news story on a radio show. Choose the correct headline from 3.

Headline 1 ☐ Headline 2 ☐ Headline 3 ☐

5 Listen again and choose the correct answer.

- Joey spoke to the thief when ...
a he saw her steal money from a blind man's pocket.
b he saw her take the blind man's money.
c she agreed to return the money to the blind man.
- The story became news after ...
a a customer wrote an email and posted it online.
b a customer's email was posted on the shop's noticeboard.
c someone at the shop posted an email online.
- According to the customer, Joey ...
a was angry with the thief and asked her to leave the shop.
b gave the woman a \$20 bill from his own wallet.
c acted professionally during the incident.
- Since the incident, we know that Joey ...
a has appeared on many TV shows.
b was congratulated by the shop owner.
c is going to become a shareholder in the company.
- As a reward, Joey also ...
a met a racing driver that he admired.
b was invited to compete in a car race.
c received an invitation to attend a sports event.
- Joey's response to the incident is that ...
a he was only doing his job.
b he did what he thought was right.
c he did what anyone else in his situation would do.

VOCABULARY EXTENSION

6 Match these jobs with the descriptions.

columnist • contributor • correspondent • editor
reporter • subeditor

- I am the overall supervisor of content for a book, newspaper or magazine. _____
- I am an assistant helping to prepare all the material for publication. _____
- I am employed by the organisation to provide reports on any news from a particular place. _____
- I supply news items and features for several newspapers and magazines. _____
- I write a regular feature or series of articles in a newspaper on a particular field of interest. _____
- It is my job to find out the facts of a news story and write the story for the newspaper I work for. _____

1 Complete the indirect questions.

- How old is Joey?
Can I ask _____?
- Does he work there every day?
Do you know _____?
- Did the customer leave quietly?
Have you got any idea _____?
- How did the email become public?
Can you tell us _____?
- How does Joey feel about being famous?
I'd like to ask _____.
- What is he going to do now?
I wonder _____.

2 Read the answers to some questions a reporter asked about a fox found in a partially-built office building in London. Write the indirect questions she asked.

FOX FOUND LIVING IN SKYSCRAPER

- The fox was found on the 72nd floor of the Shard at London Bridge, 300 metres above the ground.
- The fox has been nicknamed Romeo.
- It entered the building through a central stairwell before climbing to the top.
- A crane driver saw the fox.
- We caught the fox by putting some chicken meat in a cage.
- Now, the fox has been released back into the wild.



3 Complete the question tags.

- Jonathan will be able to come to the party, _____?
- It's Nick Jackson, _____?
- The top-selling song of 2014 was Pharrell's *Happy*, _____?
- You haven't met Greg before, _____?
- We don't have to hand in our essays until Monday, _____?
- You can't ski, _____?
- That was completely unexpected, _____?
- Jack had seen the film before, _____?

4 Write the question tags.

- I think Lady Gaga's real name is Stefani Germanotta.
Lady Gaga's real name is Stefani Germanotta, isn't it?
- I think she was born in New York.

- I don't think she's touring at the moment.

- I think she's made five albums so far.

- I think she plays the piano very well.

- I don't think she plays the guitar.

GRAMMAR EXTENSION

5 Decide if the sentences are correct or not. Correct the incorrect sentences.

- I'd like to ask how much does this cost?

- You weren't here yesterday, were you?

- Everybody's here now, isn't it?

- I wonder if could you tell us what time the train arrives.

- Do you know if the police arrested the thief?

- Daniel's never been to Italy, hasn't he?

- Have you got any idea what would you do with the money?

- I'm late for class again, am I?

1 Read the statement. Write a list of reasons to argue that this is true.

'Print newspapers are an outdated medium. They will not exist by 2025.'

People may think this true because:

Reading the news online is much more convenient.



2 Listen to a presentation about the statement in 1. Tick (✓) any of the reasons that you wrote. Make notes on other reasons that the speaker gives.

3 Listen again. Circle the expressions that the speaker uses.

- There's no denying/You can't deny that reading an online newspaper can be annoying.
- I would still say that/However, as Internet connections improve, it will become faster to load articles.
- And let's not forget/you can't disagree with the fact that there are advertisements in print newspapers, too.
- I accept/It's true that older people, who are more used to reading print newspapers, will continue to do so for a while.
- Even so/Having said that, I believe that it will become too expensive to produce print copies.
- And let's not forget/there's no denying that print newspapers are bad for the environment.

4 Read the argument against the statement and write your opinion. Use some of the expressions for presenting opposing points of view in 3.

- Print newspapers never crash.

- Print newspapers can be read without the need of a laptop or Internet connection.

- You don't have to sign in, register or remember passwords to read a print newspaper.

- You read articles in print newspapers that you might not read online.

- Print newspapers are cheap, disposable and easy to replace so it doesn't matter if you spill a drink on them.

5 Make notes for a presentation on this topic.



- Introduction: state your opinion

- Make your main points and justify them

- Present one or two opposing points

- Respond to the opposing point(s)

- Conclusion: restate your opinion

6 Practise giving your presentation. Use expressions for presenting opposing points of view.

1 Match the pairs of linkers that have similar meanings.

- | | |
|-----------------|---------------------------|
| 1 in my opinion | a in addition |
| 2 since | b consequently |
| 3 however | c as far as I'm concerned |
| 4 furthermore | d lastly |
| 5 therefore | e because |
| 6 finally | f on the other hand |

2 Read the newspaper headlines. What image of teenagers do they create?

Two out of five teenagers are too stressed to sleep

TEENS SPEND TOO MUCH TIME ONLINE

Warning over poor cooking skills among teenagers

VIDEO SHOWS TEENAGERS CLIMBING A SKYSCRAPER WITHOUT SAFETY GEAR

TEENAGERS RISK HEALTH BY DRINKING ENERGY DRINKS

3 Answer questions about teenagers in the news where you live.

- 1 How often do you read or hear news about teenagers doing good things?

- 2 How often do you hear about teenagers doing risky things?

- 3 How often do you read or hear news from a teenager's point of view?

- 4 What image do you think adults have of teenagers?

Do you think perceptions of teenagers should change? If so, how could perceptions be changed?

 STUDY SKILLS

What are two golden rules of writing?

STUDY SKILLS ► page 85

- 4 You have seen this announcement in your local paper. Write the article. Remember to use linkers and follow the stages for writing a text.**

Teenagers do not often have an opportunity to give their point of view in newspapers. We would like to print an article written by a teenager.

Write an article about how it feels to be a teenager today and suggest ways to change how teenagers are perceived by others.

This image shows a single sheet of white paper with horizontal ruling lines. At the top edge, there is a silver-colored metal spiral binding. The paper has approximately 20 horizontal lines spaced evenly apart. The entire sheet is set against a solid black background.

Grammar

1 Circle the correct alternative.

- Grant would/was going to do a photography course in July, but he changed his plans.
- When Stephanie was about to/was to pay for her things, she realised that she didn't have her purse.
- James wasn't about to/going to stay until the end of the concert, so he sat at the back.
- From a young age, Amy's parents thought she would be/was to be a musical genius.
- The team's supporters hoped they would win the tournament, but it wasn't going to/to be.

2 Complete the sentences with the correct form of the verbs given.

- If Ana had won the race, she _____ (be) the champion now.
- David would feel more energetic if _____ (go) to bed earlier.
- If Jacob weren't so honest, he _____ (keep) the money he found.
- If I _____ (not be) so shy, I would have done better at my interview.
- Mum _____ (not be) annoyed now if you'd done what she asked you to do.

3 Write the questions again as indirect questions.

- How old are you?
Could you _____?
- Which way is it to the beach?
I wonder if _____.
- Why did you become an actor?
I'd like to _____.
- How much does that laptop cost?
Can I _____?

4 Complete the question tags.

- Nina won't be late, _____?
- Your parents had a shop, _____?
- Josh hadn't been to a concert, _____?
- Megan likes fish, _____?

5 Circle the correct alternative.

An Argentinian taxi driver has made headlines after (a) to return/returning a bag of money to its owners. Santiago Gori, (b) that/who drives a taxi in La Plata, (c) made/was made his discovery after an elderly couple (d) had/has travelled in his taxi. They (e) left/were leaving behind a bag filled with thousands of dollars. Gori later managed (f) finding/to find the couple and returned the bag. When they heard the news, two young Argentinians set (g) out/up a website to thank Gori. Thousands of people (h) visited/have visited the site and left donations. However, Gori says he simply (i) did/had done what he thought (j) was/would be the right thing to do.

Vocabulary

1 Write the section of a newspaper that the headlines (1–7) come from. There are two extra sections you do not need.

arts and entertainment • business and finance
health • obituaries • showbiz/gossip
weather forecast • world

- Temperatures to rise by end of week _____
- Channel 6 boss to axe soap opera _____
- Fine weather boosts retail sales _____
- American Idol winner to wed next month _____
- Schools back ban on junk food _____

2 Read the headlines. Match the words in bold with their meaning.

- PM's **pledge** on jobs _____
 - Energy ministers **clash** over nuclear power _____
 - Police **probe** allegations of fraud _____
 - Social media policies **spark** debate _____
 - BBC boss to **quit** _____
- a disagree violently c investigate e promise
b cause d resign

3 Read the definitions and complete the words.

- news that hasn't been reported before
b _ _ _ _ _ n _ _ _
- the most important news of the moment
f _ _ _ - p _ _ _ n _ _ _
- a change in the way something is happening
t _ _ _ of e _ _ _ _ _
- tell someone what is happening
k _ _ _ someone in _ _ _ _ _
- organise a meeting to speak to journalists
h _ _ _ a p _ _ _ _ c _ _ _ _ _

4 Choose the correct option, a, b, c or d.

- A _ _ interrupted our TV programme to say there had been a volcanic eruption.
a update b newsflash
c headline d feature
- If you _ _ up the page, you'll find the main menu.
a print b click
c adjust d scroll
- In the future, I think most cars will run _ _ electricity.
a on b out
c from d up
- Miners often work in very dangerous _ _ .
a roles b shifts
c conditions d experience



Unit 1

VOCABULARY: USING A DICTIONARY

When you look up words in a dictionary, do not just look at the first meaning that appears. Many English words have more than one meaning and can have more than one form (e.g. they can be a noun *and* a verb), or they can be part of phrases with different meanings. In a print dictionary, look at the introduction to find out how it gives information about types of word. Getting to know the International Phonetic Alphabet (IPA) helps you to work out the pronunciation of new words. Online dictionaries often allow you to hear the spoken word.

SPEAKING: SPEAKING ENGLISH WELL

To speak English well we need a balance between accuracy and fluency. Accuracy means how correct our use of grammar is when we speak. Fluency means whether we can speak continuously in English without stopping frequently to think about what we want to say next.

Unit 2

VOCABULARY: LEARNING PHRASAL VERBS

Phrasal verbs consist of a verb and one or two particles (prepositions or adverbs). The meaning of phrasal verbs is not always easy to guess from the verb or particles. Use a dictionary, but be careful because the same phrasal verb can have different meanings. Read the examples and check the context to make sure you have found the relevant meaning.

WRITING: ORGANISING YOUR WRITING

When you have thought of the basic ideas that you are going to include in your essay, stop and organise them into logical paragraphs. You should do this *before* you start to write, not *while* you are writing.

Unit 3

GRAMMAR: WORKING ON MISTAKES

When you make mistakes with grammar, check to see if the mistakes are generally mistakes with the *form*, *spelling* or *meaning* of the structure. Work constructively on your mistakes to improve. Keep a section in your notebook for recurring mistakes and refer to them when necessary. Make full use of the resources provided for further practice.

LISTENING: PREDICTING BEFORE LISTENING

Before listening exercises, it's a good idea to predict the content of the text. Think about anything you know about the topic. Look at any illustrations, titles or questions. They can all give you clues about what you are going to hear.

Unit 4

VOCABULARY: KEEPING VOCABULARY RECORDS

When you make a record of a new word, write down anything special you need to know about it. Does it have

a positive or negative meaning? Can you add a prefix to make the negative form? Is the word informal or is it only usually used in its written form? Is there anything special about the pronunciation? Can you group the word with other, similar words? All these things can help you to remember the word and use it correctly.

WRITING: REVIEWING YOUR WRITING

When you finish writing a text in English, check it carefully. Have you answered the question completely? Are there any obvious mistakes? Is it easy to understand the ideas and information in your text?

Unit 5

READING: SKIMMING AND SCANNING

Skimming and scanning are two different ways of reading a text. When we skim a text, we read it quickly to get a general, overall idea of the text. We usually read the beginning and then focus briefly on the first lines of the other paragraphs. When we scan a text, we are looking for specific information. After locating the key words we are looking for, we read the relevant sections. We usually skim a text first, and then scan for specific information.

WRITING: MAKING A PLAN

When you write, always make a plan. It helps you to decide exactly what you are going to say and what order to say it in before you begin. This makes your text much more coherent. Refer back to your plan as you are writing.

Unit 6

READING: ACTIVATING YOUR KNOWLEDGE

Before you read, look at any visual clues about the content and have a quick think about what you know about the subject. This can help you to understand more when you actually read the text.

SPEAKING: USING FILLERS

When your mind goes blank in a conversation and you can't think what to say, use fillers to give yourself time to decide what you're going to say next. Use *Err*, *The thing is*, *Well*, *You know ...* It can also be useful to use the questions: *What? Who? Where? Why? When?*, etc. as prompts when you are trying to think of basic things to say.

Unit 7

READING: GUESSING MEANING FROM CONTEXT

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the word down into parts. Do you know any of the parts? Is the word similar to a word in your language? Remember that it isn't always necessary to understand every word in order to understand the text.

LISTENING: LISTENING FOR GENERAL UNDERSTANDING

Use the first listening to get a general idea of the text. Don't worry about understanding every little thing. When you listen the second time, check and confirm your ideas and listen for more details. In the same way as skimming and scanning a reading text, it helps to know beforehand what information you are listening for.

Unit 8

SPEAKING: COPING WHEN YOU CAN'T REMEMBER A WORD

When you don't know a word or can't remember how to say a word in the middle of the conversation, don't panic. Explain what you want to say using other, simpler words to convey the meaning. Whatever you do, don't stop speaking and don't just say the word in your language.

WRITING: EDITING YOUR WRITING

When you finish your first version of a text, check for mistakes and then edit your text. Look for unnecessary repetition, irrelevant information or confusing examples and details. Cut them from your text so that it becomes clearer and easier to follow. Make sure your writing follows a logical order, and check this against your plan if you have one.

Unit 9

READING: UNDERSTANDING REFERENCING WORDS

When you read a text, pay special attention to reference words like *this*, *that*, *there*, *it*, *they*. Look backwards and forwards in the text to find out what the words refer to. This will help you to get a better understanding of the text.

SPEAKING: USING SENTENCE STRESS

Remember that sentence stress is important when you are speaking in English. By stressing important words in the sentence, you make your meaning clear. Your aim is for listeners to be able to understand you without them having to make a special effort. Paying attention to natural stresses when listening to different types of spoken English is good practice.

Unit 10

VOCABULARY: LEARNING COLLOCATIONS

Collocations are typical combinations of words. Learning collocations helps you to speak and write English in a more natural way. Make a note of these when you learn new words and add to them as you come across different examples.

WRITING: PLANNING AND CHECKING

The two golden rules of writing are:

- 1 never begin writing a text without planning.
- 2 never hand in a text without checking.

Managing study time

Before watching

1 Complete the words in the Study glossary.

Study glossary

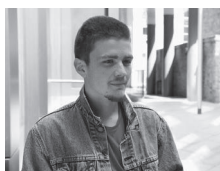
- 1 An **as** _____ is work you have to do as part of your studies or job.
- 2 A **de** _____ is a specific time or date by which you have to do something.
- 3 A **di** _____ is something that gets your attention and prevents you from concentrating on something else.
- 4 A **le** _____ is a teacher at a British university or college.
- 5 To **pr** _____ is to decide in what order you should do things, based on how important or urgent they are.
- 6 The word **sc** _____ can refer to a plan of activities or events and when they will happen, or the act of planning them.
- 7 A **ta** _____ is a job, activity or piece of work that you have to do.
- 8 **Time ma** _____ is planning when you do different activities so that you can use your time efficiently.

While watching

2a 03 Watch the video and write the correct names.



Deana



Sam



Vanessa



Bea



Chris

Who ...

- 1 asks what type of support they can look for?
.....
- 2 needs help balancing their free time with studying?
.....
- 3 asks about help from other people?
.....
- 4 wants to include more free time in their schedule?
.....

2b 03 Watch Deana's advice for Vanessa again. What do you think a 'study buddy' is? Write a definition.

2c 03 VIDEO SKILLS Read the video skills box. Then watch again and complete Deana's advice.

- 1 The first thing she suggests Sam does is ...
- 2 The second thing is to complete a timetable by ...
- 3 The most important thing a study buddy can do is ...
- 4 Her second piece of advice to Bea is to ...
- 5 Deana first suggests that Chris ...
- 6 Two resources she mentions are ...
- 7 She suggests he uses a timer so he can ...

VIDEO SKILLS: Recognising paraphrasing

When people paraphrase things, they say them in different words to make things clear. These expressions introduce paraphrasing:

*In other words, ... Or rather, ... So ...
Which means ... Basically, ...*

3a 03 Watch again and answer the questions.

- 1 What answers are the students referring to?
.....
- 2 What type of questions do you think they answered?
.....
- 3 Can you imagine what any of the questions were?
.....
- 4 What same two pieces of advice does Deana give to two different people?
.....

3b What do you think Deana's best tip is? Why? What other advice would you give the people?

After watching

4a Think about your time management skills. Do you have any problems organising your studies or balancing your study and leisure time? What question would you ask Deana?

4b SKILLS 4 LIFE Set up a time management consultancy. Follow these steps.

- 1 You are going to give other people advice on their time management problems. Review Deana's tips and the other tips you thought of in 3b.
- 2 Ask friends, family members or classmates about their time management problems related to studies, leisure or work. Give them your advice.
- 3 Write a report for the clients of your consultancy. Briefly describe their time management problems and the advice that you gave them.

REFLECT ON IT



Why do so many people have time management problems? As a society, what could we do to reduce them?

Evaluating jobs

Before watching

- 1 Circle one or both letters to show how the words and expressions relate to jobs.

Q: personal qualities you need

G: things a job gives you

- | | | | |
|----------------|-------|------------------------|-------|
| 1 challenges | Q / G | 2 communication skills | Q / G |
| 3 creativity | Q / G | 4 flexibility | Q / G |
| 5 patience | Q / G | 6 presentation skills | Q / G |
| 7 prospects | Q / G | 8 responsibility | Q / G |
| 9 satisfaction | Q / G | 10 training | Q / G |
| 11 variety | Q / G | 12 workload | Q / G |

While watching

- 2a 09 VIDEO SKILLS Read the video skills box. Then copy the table. Watch the video and complete it with brief notes.



Deana



James



Tope

	Deana	James	Tope
Job			
Reasons for choosing job			
What he/she likes			

VIDEO SKILLS: Recognising emphasis

- Verbs and adjectives: *I love, I'm passionate about*
- Adverbs: *always, constantly, definitely, actually*
- Expressions: *First and foremost, ... Most importantly, ... At the end of the day, ...*
- Sentence structure:
What I love about ... is ...
The things I really enjoy are ..., not just ... but also ...
not ... at all
I do like ... but ...

- 2b 09 Watch again and make a note of the skills the speakers need. Write the number of skills given, if you can.

Deana (6 skills)

.....

.....

James (3 skills)

.....

Tope (3 skills)

.....

- 3a 09 Try and answer the questions from memory. Then watch again to check or complete them.

Who ...

- has to make boring things interesting?
.....
- likes working in a team?
.....
- helps people with real-life issues?
.....
- was influenced by a teacher?
.....
- likes doing manual work?
.....
- had doubts about the workload of his profession?
.....

- 3b Which of the three jobs would you most like to do? Why?

After watching

- 4a Look again at the skills that the three speakers need for their jobs. How many of these skills do you have? Which ones do you think you could develop? Are there any that you think you'll never have? Why?

- 4b SKILLS 4 LIFE Write an advert for your perfect job. Follow these steps.

- First, make a list of your skills. Use those you identified in 4a, and then add more. Now make a list of the things you would look for in a job, even if you don't have a specific job in mind.
- Look at your lists and invent the perfect job to match your skills and expectations. Then think of a name for this new job.
- Write an advert for your new job.

REFLECT ON IT



Why can it be so difficult for young people to know what they want to do when they finish studying? How can they solve this problem? Think of different ways.

Investigating food miles

Before watching

- 1 Read the questions and find out what the underlined words and phrases mean. Then answer the questions.

A question of food

- Do you worry about food miles when you buy things? Why/Why not?
.....
- What locally sourced products can you buy in your shops?
.....
- Is there a farmers' market (or produce market) in your area? If so, do you shop there?
.....
- Do you ever have food delivered to your home?
.....
- What seasonal fruit and vegetables are there where you live?
.....
- Are there any successful agribusinesses in your area? What do they produce?
.....
- What food products are shipped from your country to other parts of the world?
.....

While watching

- 2a  15 VIDEO SKILLS Read the video skills box. Then watch the video and complete Ben's profile by writing one or two words in each gap.



Ben O'Brien used to live on a (1), and became familiar with how quality food is produced and sold. In 2007 he moved to east (2), and in 2009 he founded a business called (3), which makes the same quality food available in his area. His store is located in an international (4), and is open for (5) hours every day.

VIDEO SKILLS: Understanding idiomatic expressions

You will hear the expressions below in the video. What do you think they mean? Think about the image they create, and then see if the image helps you to understand them in context.

from field to fork	on your doorstep
come up with an idea	the garden of England
get a product from A to B	wide open spaces

- 2b  15 Watch again. What exactly do the underlined words mean or refer to?

- It's a bad thing.
.....
- We should source them locally.
.....
- They're a seasonal product.
.....
- That uses a lot of energy.
.....
- You have to do some complicated sums to work it out.
.....

- 3a  15 Watch again and answer the questions according to what Ben says.

- What's the simplest way to look at food miles?
.....
- What else do you need to consider?
.....
- Why does Ben's store import New Zealand lamb?
.....
- Why is locally-sourced food sometimes more expensive?
.....
- Why can the British flag on a product be deceptive?
.....

- 3b Would you buy food at Ben's shop? Why/Why not?

After watching

- 4a Do you ever think about how and where the food you eat was produced? Why/Why not?

- 4b SKILLS 4 LIFE Some fruit can be bought all year round. Find out how. Follow these steps.

- Make a list of fruit that you can buy all year round where you live.
- Choose at least two fruits. Go online and find out where the fruit is imported from when it's not in season where you live, how far it has to travel, how it is transported and any other relevant facts.
- Make a poster to inform your classmates about the fruit you chose to investigate. Present as much factual information in a simple format as you can.

REFLECT ON IT



Some experts say that the way we produce and consume food is unsustainable. What changes would you be prepared to make to your food habits to help change things? Would you be prepared to pay more for food, only eat seasonal food or organic food, grow your own food, or become a vegetarian?

Learning about intelligence

Before watching

1 Match each type of intelligence with a set of abilities.

Types of intelligence

- 1 LINGUISTIC
- 2 LOGICAL & MATHEMATICAL
- 3 SPATIAL
- 4 MUSICAL
- 5 BODILY-KINAESTHETIC
- 6 INTERPERSONAL
- 7 INTRAPERSONAL

Abilities

- a understanding and communicating with people
- b playing and composing music
- c reading and writing, talking and listening
- d understanding yourself and reflection
- e using numbers and reasoning
- f driving and navigating different vehicles
- g playing sports, acting and making things

While watching

2a 19 You are going to watch a video with study tips for the seven types of intelligence in 1. Before you watch, write the type of intelligence you predict the tips below will refer to. Then watch and check your answers.



- notes in alphabetical order
- study in a quiet area
- use graphs
- think about real-life examples
- talk to a classmate
- use extensive notes

2b 19 VIDEO SKILLS Read the video skills box. Then watch again and write any tips related to the different types of intelligence in 1 that are not included in 2a.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

VIDEO SKILLS: Dealing with unfamiliar words

Ask yourself these questions. If in doubt, write down the word you hear and try to look it up.

- 1 Is it another form of a word I know?
- 2 Is it a word I know pronounced in a different way?
- 3 Have I heard part of the word or phrase in another context? Does this help me understand it?
- 4 From the context, what does the word refer to (e.g. a person, an action, a concept ...)?
- 5 What other word in English or my own language would make sense in this context?

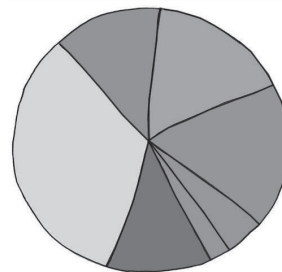
3a 19 Watch again. Complete what the speaker says.

- 1 Organise your notes in alphabetical order so that ...
- 2 Think about real-life examples. This will help you ...
- 3 Talk to a classmate about ...
- 4 Study in a quiet area where ...
- 5 Everyone has more than one type of intelligence so ...

3b Think about your study habits and those of people you know well. To what extent does the idea of different study tips working well with different types of intelligence make sense to you? Give examples.

After watching

4a Look again at the seven different types of intelligence in 1. Draw a pie chart to show what the balance is between the seven types of intelligence in you.



4b SKILLS 4 LIFE Find out about other ways to define intelligence. Follow these steps.

- 1 Search for information about how one of these people sees intelligence: Robert Sternberg, David Perkins, Carol Dweck. Or find out about another way to define intelligence.
- 2 Take notes on one definition of intelligence and what the implications are for how we should learn things at school.
- 3 Write a short summary of what you found out.

REFLECT ON IT



Academic success is just one path to success after school. When you look at the successful people you know, what other abilities have made them successful?

Avoiding debt

Before watching

1 What's the difference between the words in each group (1–6)? Write brief definitions and use a dictionary if you need help.

- 1 spend earn save waste
- 2 borrow lend owe withdraw
- 3 cash interest charges purchase
- 4 loan budget debt overdraft
- 5 credit card debit card store card discount card
- 6 ATM cashpoint statement bank account

While watching

2a  24 VIDEO SKILLS Read the video skills box. Then watch Tope's advice on managing your money. Put the things he talks about in order.



Tope

- sticking to a budget
- contactless payment
- adult responsibilities
- avoiding wasting money
- identifying real needs
- recording what you spend

VIDEO SKILLS: Understanding natural speech

Speakers stress important words ...

so listen for these, not for every word.

Unstressed words have 'weak forms' ...

and are pronounced with an /ə/

to = /tə/

Letters run together or disappear

to be able to = təˈbiəlɪtə

can have = /kənəv/

Informal abbreviations are used

going to = gonna

2b  24 Watch again. Note what Tope says.

- 1 Three responsibilities of adult life:

.....

.....

.....

- 2 A question to ask yourself before you spend money:

.....

- 3 A question to ask yourself in order to save money:

.....

- 4 A way to control what you spend when you go out:

.....

- 5 What young people often spend their money on:

.....

- 6 An easy way for teenagers to record their spending:

.....

- 7 Tope's definition of a need:

.....

3a  24 Watch again. Write down Tope's three main messages.

- 1

- 2

- 3

3b Put the messages in order of importance for you. Then explain why you chose that order.

After watching

4a Think about your finances and about Tope's advice. If you could talk to Tope, what would you ask him for help with? What advice do you think he'd give?

4b SKILLS 4 LIFE Find other money tips for teenagers. Follow these steps.

- 1 Carry out an online search with a phrase like this:
Money tips for teenagers.
- 2 Visit at least three of the pages the search brings up, and make notes on any tips that Tope doesn't mention for managing your money and avoiding spending more than you have.
- 3 Write up your tips in a form you can show to your classmates. Give your tips a title: **[Your name]'s top [number] money tips.**

REFLECT ON IT



If you only spent money on things you really needed, how little money could you survive on? How hard would you find it to live that way? Explain why.

Understanding nutrition

Before watching

- 1 Think about your answers to the questions and write brief answers. Use these words to help you.

ad campaigns • availability • education • fast food • healthy options • posters • taxes

- Does your school/university encourage healthy eating?
- Does the government encourage healthy eating?
- What tactics encourage you to eat healthily?
- What would discourage you from eating healthily?
- How would you encourage healthy eating?

While watching

- 2a **29 VIDEO SKILLS** Read the video skills box. Then watch four university students answering the questions in 1. For each question, circle the option that best reflects their answers.

- 1 Their answers to the first question are ...



Sam



Bea



Chris



Vanessa

- mostly yes. b mostly no. c half yes, half no.
- Most of them say the government ... encourage people of their age to eat healthily.
a does b doesn't c shouldn't
- Their answers to the questions are ...
a similar. b the same. c different.
- Most of the answers refer to ...
a food in general. b particular foods. c food labelling.
- Most of them think the key to eating more healthy food is ...
a school menus. b its availability. c more information.

VIDEO SKILLS: Influencing people's behaviour

Persuading people to do things

encourage sth/someone to do sth **promote** sth
tempt someone to do sth **put** someone **off** doing sth
make sth **tempting** **make** sth **available/accessible**

Forcing people to do things

make sure/ensure sth happens
make someone do sth **forbid/prohibit** sth
tell someone (not) to do sth **force** someone to do sth

- 2b **29 Watch again and answer the questions.**

- What negative comment do the speakers make about eating options at university?
- What government action on healthy eating do the speakers mention?
- What specific tactics to encourage healthy eating do the speakers agree with?
- Which speakers are against the idea of prohibiting certain types of food?

- 3a **29 Watch again. Match each speaker with one of the summaries below.**

- is happy with the healthy food available, but says it's more expensive than less healthy options and needs to be easier to eat on the go.
- thinks healthy options and information need to be available, but we must all make our own eating choices.
- thinks there are enough healthy options available at university, but better education and school menus would help change bad habits.
- believes in positive campaigns and thinks healthy eating is promoted, despite mixed messages from the government.

- 3b Who do you identify most with? Why?

After watching

- 4a Look again at 1. After listening to the speakers, do you want to change or add to your answers?

- 4b **SKILLS 4 LIFE** Write a letter to your government about a food issue. Follow these steps.

- Choose an area of nutrition that concerns you. Use one of these issues, or think of another one: *added sugar, saturated fat, organic food, factory farming*.
- Do some research about the issue. Find out if there are any health risks related to the issue. Be careful to note whether the risks are scientifically proven or not.
- Write a letter to the leader of your country. Tell him/her why you're concerned about the issue, and what action you think the government should take.

REFLECT ON IT



It is often more expensive to eat healthily, which means that some families find it harder to give their children healthy options. Do you think this is fair? What could we do to address this inequality?

Bringing ideas to life

Before watching

- 1 Complete the overview of crowdfunding with these words.

back • campaign • ground • life • platform •
raise • reward

Crowdfunding is a way for entrepreneurs to get their projects off the (1) without going to a bank for money. The idea is that by getting small financial contributions from a lot of people, you can (2) enough money to bring your ideas to (3) The process starts with a proposal that needs funding. This is promoted on an Internet site called a (4), which allows people to find out about the project and decide if they want to (5) it. If the project's promotional (6) is successful, it gets the money it needs, usually in return for some type of (7) for its backers.

While watching

- 2a 35 Watch the video and complete the description of James' project.



James

Project: (1)
Platform: (2)
Number of backers: (3)
Money raised: (4)
Money used for: (5)

- 2b 35 VIDEO SKILLS Read the video skills box. Then watch again and complete the sentences with no more than five words.

- Crowdfunding was essential because ...
- He chose the platform because it offered ...
- This makes it possible to ...
- The film crew helped by ...
- The video consisted of ...
- The film is a ...

VIDEO SKILLS: Understanding adverbs

Check you understand these adverbs. Use a dictionary to help you.

Ordering things

firstly, secondly

Saying how

wisely, directly

Expressing how much or often

considerably, mainly, generally

Adding emphasis

basically, simply, actually, obviously, fortunately

- 3a 35 Watch again and answer the questions.

- Why is he pleased with the film?
.....
- Why did he choose to make the video very personal?
.....
- What is his film about?
.....
- What mistake did he make?
.....
- What was the consequence of this mistake?
.....
- What's the advantage of getting money through crowdfunding?
.....

- 3b Are you surprised that James got funding for his project? Why/Why not?

After watching

- 4a Take a moment to dream. Think about a project you would love to get off the ground. What is it? If you made a video to promote it, what would be in your video?

- 4b SKILLS 4 LIFE Find a project to back. Follow these steps.

- Go online and find the name of some popular crowdfunding sites.
- Choose one of the sites and read about some projects that you find interesting.
- Choose one of the projects and pretend you're going to back it. Write a message for your friends, telling them about the project and why you're backing it. Try and persuade them to back it, too.

REFLECT ON IT



Think about the different types of projects that can be crowdfunded – recording a CD, starting a business or charity, funding a political campaign, etc. What different motives do you think people have for backing projects at crowdfunding platforms?

Helping a charity

Before watching

- 1 Do the charity challenge. You have three minutes to complete the task.

THE CHARITY CHALLENGE

Complete the form about charities.

- 1 Three different types of charity:

1
2
3

- 2 Three ways to raise money:

1
2
3

- 3 Three ways to make donations:

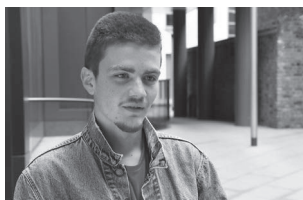
1
2
3

- 4 Three ways a charity can promote itself:

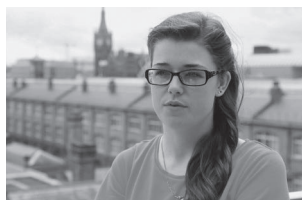
1
2
3

While watching

- 2a  40 VIDEO SKILLS Read the video skills box. Then watch the video and write brief notes to answer the questions.



Sam



Vanessa



Bea



Chris

- 1 Which speakers have done fundraising for a charity?
.....
.....
- 2 What types of charities do they mention?
.....
.....
- 3 What ways for charities to promote themselves do they mention?
.....
.....

VIDEO SKILLS: Recognising synonyms

Speakers often use synonyms to avoid using the same words. Complete the synonyms below.

give/do _____ money raise/co _____ money
help/ca _____ f _____ someone organise/p _____ o _____ events
a good cause/a pu _____

- 2b  40 Copy the table. Then watch again and complete it with brief notes.

	Their fundraising activities	Best way to raise money
Sam		
Vanessa		
Bea		
Chris		

- 3a  40 Watch again. Who ...

- 1 helps charities that help people they know?
.....
- 2 helps charities that they or people they know do work for?
- 3 emphasises the importance of doing charity work in addition to fundraising?
- 4 is against putting pressure on people to give money?
- 5 mentions the importance of knowing where your donations go?

- 3b Did you hear any opinions on the video that you disagree with? Which ones? Why?

After watching

- 4a Have you ever done any work for charity?

Yes: Describe what you did.

No: If you did some charity work, what type of charity would you want to support? Why?

- 4b SKILLS 4 LIFE Find out about a well-known charity. Follow these steps.

- 1 Choose one of the charities you wrote down in 1, or think of another one.
- 2 Go to the charity's website and read about the charity, its history, its work, how it raises funds, who makes donations, etc. Make notes as you do this.
- 3 Present your notes in the form of a fact file on the charity that you can show to your classmates.

REFLECT ON IT



You see a group of people raising money for charity in the street. How do you feel? Why? How do you think the charity sees the situation?

Using technology for study

Before watching

1 Think of at least one way in which the following things can help you with your studies.

- 1 A tablet or laptop:
.....
- 2 The Internet:
.....
- 3 Your education centre's website:
.....
- 4 A mobile phone:
.....
- 5 A messaging app:
.....
- 6 A social networking website:
.....

While watching



Sam



Vanessa



Bea



Chris

2a 45 Watch the video. Tick (✓) ...

- 1 the things (1–6) that the speakers mention.
- 2 the things you wrote in 1 that the speakers also mention.

2b 45 VIDEO SKILLS Read the video skills box. Then watch again and make a brief note of the six advantages and two disadvantages of technology for studying that the speakers mention. Focus on the main points, not the details.

Advantages

- 1
- 2
- 3
- 4
- 5
- 6

Disadvantages

- 1
- 2

VIDEO SKILLS: Recognising the main points and supporting details

Speakers usually make a main point and then give examples, explanations, details, consequences or conclusions.

Listing points: *also, as well*

Examples: *for example, for instance, including, like*

Explanations, details: *because, and that's, which*

Consequences, conclusions: *so, as a result*

3a 45 Watch again. Write who says these things about the future of technology in teaching.

- 1 is/are positive about technology.
- 2 is/are worried about technology.
- 3 think(s) being with a teacher is a vital part of learning.
- 4 think(s) that technology will never completely replace teachers.
- 5 want(s) technology to enhance the learning experience.
- 6 think(s) technology could save the student and teacher time.
- 7 think(s) technology will make accessing information even easier.

3b Which statements in 3a reflect your own opinions? Write 'Me too'. Then explain why.

After watching

4a Blended learning is a mix of face-to-face learning and learning online. Think about your English classes. What do you think you could study online? What do you think it's best to do in class? Explain why.

4b SKILLS 4 LIFE Invent a digital product that would make learning English easier. Follow these steps.

- 1 Think of an idea – a technological breakthrough that would make it easier for people to learn English. Your idea could be serious or it could be closer to science fiction. Use your imagination!
- 2 Think about how your idea will work and how easy or difficult it will be to put the idea into practice.
- 3 Write a letter to a group of investors outlining your idea and asking for finance to start working on it. Try and convince them of its benefits.

REFLECT ON IT



Some workers in Silicon Valley in California send their kids to schools where teaching is done without technology. Why do you think this is? Do you think technology really improves education?

Analysing news stories

Before watching

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

a biased b citizen journalism c footage d go viral
e live feed f news station g reliable h scoop

- 1: a media connection that allows you to watch content in real time
- 2: the reporting of news events by the public using mobile technology
- 3: film of a particular event
- 4: become popular very quickly on the Internet
- 5: a company that broadcasts television or radio news
- 6: that can be trusted to be accurate
- 7: a big news story that one news organisation broadcasts before others
- 8: preferring one idea to another in an unfair way

While watching

2a You are going to watch four people debating citizen journalism. Before you watch, do you think these arguments will refer to citizen journalism (CJ), mainstream journalism (MJ) or both?



- 1 It's fast and immediate. CJ / MJ
- 2 It's personal. CJ / MJ
- 3 It's reliable. CJ / MJ
- 4 It tells the whole story. CJ / MJ

50 VIDEO SKILLS Now read the video skills box. Watch the video and circle the way the speakers use the arguments.

VIDEO SKILLS: Following a debate

Giving an opinion

*I think ..., For me, ...
I (always) find that ...
If it was me I'd ...*

Responding to an argument

*Yes, but ...
It might/may be ..., but ...
But don't you think that ...?
..., but you can't deny that ...*

Contrasting arguments

*but actually, whereas,
while*

Introducing an explanation

I mean, ...

Adding to an argument

*On top of that, ..., ... as well
To expand/Expanding on that, ...*

2b 50 Are these extracts used to defend or criticise CJ or MJ? Write, for example, *for/against CJ*. Then watch again and check your answers.

- 1 'You feel like you're there.'
- 2 They 'wait until they've got all of their sources'.
.....
- 3 'The thing is going to be fact-checked ... more afterwards.'
- 4 'You have to have everything set up.'
.....
- 5 'There's more control.'
- 6 'Just a thirty-second snippet.'

3a 50 Watch again and answer the questions.

- 1 What example does Girl A give of the advantage of speed in CJ?
.....
- 2 What examples are given which argue that both CJ and MJ have a 'competitive mindset'?
.....
- 3 What does Girl B say about the negative effect of social media on CJ?
.....
- 4 How is the Holborn fire used to defend both MJ and CJ?
.....
- 5 What danger of CJ does Girl B mention at the end?
.....

3b Which side of the debate made the best case? Why?

After watching

4a Where would you go to find out about a story in the news? Is it a reliable source of news?

4b SKILLS 4 LIFE Write a visitor's guide to the press in your country. Follow these steps.

- 1 Make a list of some popular newspapers, TV channels and radio stations in your country. Make notes on each one in these areas.
News: local, national, international?
Tone: serious, sensationalist, humorous ...?
Style: objective, biased, political ...?
Audience: young, older, workers, executives ...?
- 2 Do some research in your own language to find out more about the way the media on your list present news. Make your notes in English.
- 3 Write your guide. It should be divided into appropriate sections and allow a visitor to choose the best option for them to get news in your country.

REFLECT ON IT



Some people claim that we live in a post-factual world. What do you think this means? What are the consequences if this is true?

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Checkpoint

B2



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