digi ZABAN

в в с

Speak out

3RD EDITION











Damian Williams

Workbook



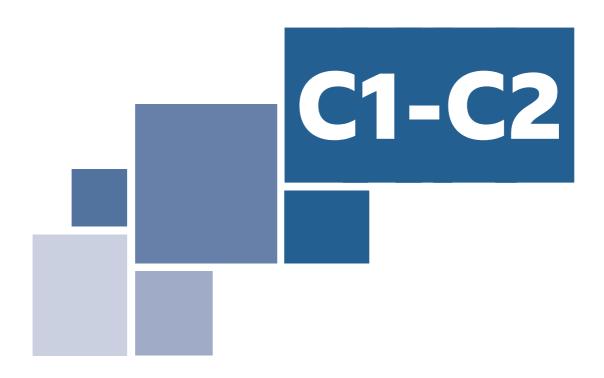


digi ZABAN

В В С



3RD EDITION



Workbook

CONTENTS



LESSON	VOCABULARY	GRAMMAR	PRONUNCIATION		
1A pp4–5	describing attitudes; idioms	conditional forms	if in natural speech		
1B pp6–7	collocations: education; compound nouns	nominal relative clauses	emphatic syllable stress		
1C 1D pp8–9	creativity		polite intonation		
2A pp10–11	describing the impact of an action; binomials	advanced ways of comparing	schwa /ə/		
2B pp12–13	summarising verbs; multi-word verbs for reporting	reporting	using intonation to show contrasting opinions		
2C 2D pp14–15	conventions/cultural heritage		expressing surprise and asking for reaction		
REVIEW 1-	2 pp16–17				
3A pp18–19	collocations: job searching	modal verbs and phrases	linking sounds in modal phrases		
3B pp20–21	verb–noun collocations; metaphors	passives	word stress		
3C 3D pp22–23	collocations: politics; politics		stress and intonation when paraphrasing		
4A pp24–25	verb–noun collocations; adverb–adjective collocations	verb patterns	syllable stress in verb–noun collocations		
4B pp26–27	collocations: needing and giving; adjectives to describe people	continuous and perfect aspects	stress in collocations featuring verbs with 'weak' meanings		
4C 4D pp28–29	money and economy		chunking language		
REVIEW 3-	-4 pp30–31				
5A pp32–33	collocations: first impressions; adjectives and adjectival endings	giving emphasis: inversion, clefting, tailing, fronting	stress while giving emphasis		
5B pp34–35	spreading misinformation	participle clauses	intonation in participle clauses		
5C 5D pp36–37	persuasion; adjectives to describe presentations		intonation: being persuasive		
6A pp38–39	describing literature; describing books and films	narrative tenses review	intonation to show surprise/interest		
6B pp40–41	reacting to poetry and song	adverbials	intonation to show contrast		
6C 6D pp42–43	adjective–noun collocations: travel		informal phrases when telling anecdotes		
REVIEW 5-	-6 pp44–45				
7A pp46–47	idioms for choices; connotation	omitting words	word stress in idiomatic phrases		
7B pp48–49	ways of reading; idioms: books and reading	prepositional phrases	stress in phrasal verbs and dependent prepositions		
7C 7D pp50–51	collocations: discussing issues		intonation when hedging and expressing reservations		
8A pp52–53	idioms and collocations: skills and abilities; compound adjectives	noun phrases	linking consonants		
8B pp54–55	adjectives to describe sensations and reactions; verbs to describe reactions	uses of will and would	contracted will		
8C 8D pp56–57	well-being		intonation in sentences containing contrasting ideas		
REVIEW 7-	REVIEW 7–8 pp58–59				

CUMULATIVE REVIEW 1-4 pp60-61	CUMULATIVE REVIEW 5–8 pp62–63	pp64–67
AUDIOSCRIPTS pp68–77	ANSWER KEY pp78–93	



Lesson 1A

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | if in natural speech

VOCABULARY

describing attitudes

1	Choose the correct word to complete the
	sentences.

1 The idea that failure creates opportunities really

	trı	ue for me.	,
	a calls	b rings	c strikes
2	To say all succes		rich is a bit of a
	a brushing	b wiping	c sweeping
3	What you said a travelling really		ience when me.
	a for	b to	c with
4	The idea that we spot		
	a on	b in	c off
5	Some of the thir are complete		ve about politicians
	a fallacies	b paradoxes	c deviations
6	There's not without its p		the idea, but it's
	${\bf a}$ a component	b an element	c a segment
7	I hate the way the these trite phras		out
	a trot	b run	c spread
8	You can't say th	at. It's	not true.
	a officially	b patently	c openly

idioms

2 Choose the correct word or phrase to complete the sentences

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

GRAMMAR

G	IK	AMMAK
co	nd	itional forms
3		The sentences below each have a mistake. Choose best option to correct the mistake.
	1	If <u>I to</u> study journalism, I know I'd enjoy it.
		a I will b I was to c I were to
	2	You can't go in there <u>if</u> you have permission.
		<pre>a without b unless c otherwise</pre>
	3	I'll give it a go <u>as</u> you come with me.
		<pre>a as long as b condition c will</pre>
	4	<u>Had if there</u> been even an element of truth in the theory, I might have taken it seriously.
		a If there hadn't b Had there c There had
	- 1	But for Had you If I If I were to Provided that Should Unless Without knowing
	1	we can afford the rent, we'll take the place.
	2	the support of my husband, I would never have written this book.
	3	exactly what you want, I can't really help you.
	4	tell him how I feel, do you think he'd understand?
	5	you pay a deposit, we can't keep it for you.
	6	we finish early, I'll let you know.
5		omplete the second sentence so that it has the same eaning as the first sentence.
		If you don't take your ID, you won't be able to get in

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



PRONUNCIATION

- **6A** 1.01 | *if* in natural speech | Listen and complete the sentences with three words in each gap. A contraction counts as one word.
 - any questions, just let me know.
 too expensive, let's do that course together.
 check the facts, they would believe it.
 now, we should make it.
 true for you, then it probably is.
 too difficult, let's give it a go.
 - B 1.01 | Listen again and repeat.

READING

- 7 Read the introduction to the article and choose the best phrase to fill the gap.
 - a Practice makes perfect
 - **b** It doesn't matter as long as you do your best
 - c If at first you don't succeed, try, try, try again

What does success really mean?

Roman Hughes, surgeon

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

8 Read the article and choose the correct person.

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

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

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

Tod Ibarra, founder of Roboxx

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

Isla Boyer, author

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



Lesson 1B

GRAMMAR | nominal relative clauses **VOCABULARY** | collocations: education; compound nouns **PRONUNCIATION** | emphatic syllable stress

VOCABULARY

collocations: education

Choose the correct words to complete the advert.

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

Complete the conversation using words from the box.

complete fair individual good

mutual	nurturing	quality	rigorous	
A: How ar	e you findir	ng your ne	ew teaching	job, Ava?
a stude a(n) ¹ about r		t used to curriculu ²	be all abou m. It was al	
A: And ho	w is it differ	rent nowa	adays?	
enviror ⁴ The ide	re about denment, prov respea is that by nships, stud	iding sup ect betw fostering	port and es een studer	nts and staff

PRONUNCIATION

- 3 A 🚺 1.02 | emphatic syllable stress | Listen and repeat each sentence exactly as you hear it.
 - B 1.02 | Underline the stressed syllables in the phrases. Listen and check.
 - 1 take the initiative
 - 2 fulfil your potential
 - **3** striving for excellence
 - 4 a nurturing environment
- **5** rigorous standards
- 6 mutual respect
- 7 fostering good relationships
- 8 a quality curriculum

compound nouns

4		omplete the c rst letter is giv		each sentence. The
	1	Our school o which combin	ffers a blended l_ nes online and fac	course e-to-face study.
	2	There are go	od things about w	orking in a virtual me it's not as good
	3	It took me ne		oay off my student
	4		chools do a lot to _ skills of younger	develop the critical students.
	5		ree vocational t	mpany and college for out-
	6		nent has promised for the ne	
	7		t school there was _ – we had to learr them.	
	8	We do a lot o	of peer a re we review each	in English other's work.
	9	We're a priva	te language schoo _ from the countr	ol with external
	10	On this cours	se, half of our mar , and	
	omi	_		omplete the
		entences. I'd like to spe	ak with you later,	VOLI
	-	have a few m	inutes spare.	•
	2	a whatever I like the new these studen	curriculum. It's _	
		a precisely	b when	c whatever
	3	me.	other people thin	ık doesn't matter to
		a What	b When	
	4		shows ing environment.	to study in a
		a how	b who	c you
	5			ints wins the game.
	_		b What	
	6	online and fa	we're looking for ce-to-face learning	is a way to blend in
			b What	-



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

LISTENING

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

choose, I'm sure you'll find it useful.

- a the number of hours children spend at school
- **b** the world of work
- c skills that children need to develop at school
- **d** the amount of homework students should have
- e the integration of school subjects
- **f** the use of technology in jobs
- g children with special educational needs
- h implementing this type of learning in schools
- 8 1.03 | Listen again and choose the correct option (a-c) to complete the sentences.
 - 1 Kendra says that STEM learning began because children
 - a weren't learning what they later needed in life.
 - **b** didn't learn enough about technology.
 - c were learning about jobs which don't exist.
 - 2 STEM learning can teach skills which will be useful in
 - a some jobs.
 - **b** all jobs.
 - c technical jobs.
 - **3** The key idea that Kendra expresses about STEAM learning is that
 - a it only focuses on part of the traditional curriculum.
 - **b** it's a mixed curriculum.
 - **c** it's different from other types of curriculum.
 - **4** According to Kendra, adding the arts to STEM education to create the 'STEAM' model allows for a greater focus on
 - a developing critical thinking.
 - **b** communication skills.
 - c developing creativity.

- 5 In order to implement STEAM education, educators need to
 - a change their mindset.
 - **b** focus more on knowledge.
 - c work together more closely.
- **6** Key skills to develop in children include ones that
 - **a** they wouldn't use in traditional education.
 - **b** they don't yet have.
 - c they already possess.
- 9 1.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

1	
2	
3	
4	

WRITING

note-taking and summary writing

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

accept begin cite compare focus give go point

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

- 11 1.05 | Listen to the next part of the programme. Make notes to include in a summary.
- Use your notes from Ex 11 and the verbs from Ex 10 to write a summary of what you heard. Write 200–220 words.



Lesson 1C

HOW TO ... | manage interaction during a discussion **VOCABULARY** | creativity

PRONUNCIATION | polite intonation

VOCABULARY

creativity

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

blue fertile innate inspiration intuitive outside sparked up

8	Tessa: Ugh, I'm completely out of ideas for my assignment! What does everyone do when they need new ideas?
8	Ezra: I drop everything and go for a walk. I almost always get a flash of 1 when I try not to think about something. Walking in the park or just down the street, I find my ideas come completely out of the 2!
8	Bianca: I just ask my brother! He's got a(n) 3 talent for thinking 4 the box and coming 5 with novel ideas!
8	Chris: I try to relax, close my eyes, and go with my instinct rather than overthink it. I try to be 6 about these things.

How to ...

manage interaction during a discussion

- 1.06 | Listen to a radio discussion about creativity. Number the topics (a-f) in the order they are mentioned.
 - a the 'creative flow'
 - **b** sources of inspiration
 - c having ideas and carrying them out
 - d the time of day
 - e trying things out to see what works
 - f jumping in a river

- 1.06 | Match the phrase beginnings (1-7) with the endings (a-g). Listen and check.
 - 1 If I can
 - **2** Earlier you raised
 - **3** Let me pick
 - 4 If I can just bring
 - **5** What I started
 - 6 Going back to
 - **7** As we

- a come in here ...
- **b** to say was ...
- c mentioned before ...
- **d** an important point ...
- e what I was saying earlier ...
- f up on that.
- **q** Daisy back in.

PRONUNCIATION

- 1.07 | polite intonation | Listen and decide which sentences are said with polite intonation.
 - 1 But surely it's not that simple.
 - 2 But don't you think it's important to consider?
 - **3** So you're saying we can draw ideas from anywhere.
 - **4** Did you say 'a river'? What's that got to do with it?

SPEAKING

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

A: To go back to my earlier 1	about what
exactly creativity is, can we	add anything to our
definition? To get the ball ² _	, let's start
with Alison.	

- B: Well, I think there are two key concepts: novelty and value. Is it a new idea? Does it have value?
- A: But, surely, an idea doesn't have to be completely new? Sorry, I didn't mean to 3____ off, Alison. But take the work of a biographer, for example. They're telling a story that's already there. The novelty comes from the way that they tell it. Sorry Alison, you were 4_
- B: Not at all, you're right. That's where novelty plays a part, in how you turn ideas into reality.
- _ to hear Chris's thoughts on this.
- C: I completely agree. And value is important, too. Does your idea have value to other people? Obviously, everyone's different, and the more people it has value for, the more valuable it is.
- A: Yes, and going back to 6_ saying before, not all creative people are alike.
- B 1.09 | You are A in Ex 6A. Listen and speak after the beep. Record the conversation if you can.
- C Listen to your recording and compare it to Ex 6A.
- D Repeat Ex 6B, without looking at the discussion in Ex 6A. Then repeat Ex 6C.





Lesson 1D

LISTENING | favourite teachers

READING | teachers who have made a real difference

LISTENING

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

READING

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

Going the extra mile

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

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

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

gi ZAB

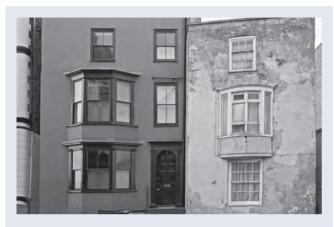
Lesson 2A

GRAMMAR | advanced ways of comparing **VOCABULARY** | describing the impact of an action; binomials PRONUNCIATION | schwa /ə/

VOCABULARY

describing the impact of an action

Choose the correct words to complete the text.



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

2 Complete the conversation using words from the box.

	detrimental facilitate harm showcase stuck tangible	
new 'C any ¹_	do you think of our city's bid to become t ity of Culture', Esra? Do you think it will benefits?	
	ving the cultural life of the city a is always a good thing.	
3money and wh	so sure. I worry that it might do more than good. They plough all this into new theatres, exhibitions and stuff nen the moment's passed, we end up with things local people don't ne	eed.
	ut, at the same time, we get to ⁵ st of our local talent. And that can only b hing.	oe a

binomials

3

3	C	omplete the bin	omial in each ser	ntence.
	1		grew tired of the of city life and m	hustle and noved to the country.
	2	We tend to find expensive to liv	d that, by and l ve in a larger city	it's more
	3		ss if you're going exploring all day	
	4	Increased tour being a 'City of	sm is part and p Culture'.	of
	5	We made mista	akes in the projed don't you?	ct, but you live and
	6		o the problems a – they're quite c	
4		omplete each se ord from each b		nomial using one
		first give ma	ke peace slow	vly sooner
		break foremos	t later quiet	surely take
	1	I like a bit of	after a s	stressful day at work.
	2		need to ensure	everyone has a
	_	decent quality		(1 t 1 - t -
	3	we can't fail. I		s project really is
	4		n overnight, but me tangible bene	, we will
	5		•	we're going to have
		to decide what	to do with the c	ity's open spaces.
	6	The project wil	l cost €5 million	,
	_	A	l	
G	iR	AMMAR_		
ad	va	nced ways o	of comparing	n
		_		_
5		Choose the coentences.	orrect word to co	mplete the
			e city is	like where we
		live – nice and		
		a bit	b rather	
	2	You this, right next		better location than
		a wouldn't	b can't	c couldn't
	3	Living in the su	burbs is	near as
			ving in the city co	
	4	-	b nowhere	
	4	City of Traffic!	n a City of Cultui	rea
		a as	b than	c like
	5	_	like the	
		a lot		c nothing
	6			on the old one.
		a variance	b patch	c nowhere



PRONUNCIATION

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

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

B 2.01 | Listen again and repeat.

READING

- Read the dictionary entry and answer the questions. Use no more than three words for each answer.
 - 1 What's another name for 'twin towns'?
 - 2 Is it a national or an international relationship?
 - **3** What is their objective sometimes (apart from cultural understanding)?
 - **4** When did twin towns in their contemporary form start?

twin town [n]

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

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

Do cities really need siblings?

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

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

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

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

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





Lesson 2B

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting **PRONUNCIATION** | using intonation to show contrasting opinions

VOCABULARY

summarising verbs

	Choose the centences.	orrect word	i to compt	ete tne
1	Despite descri in translating, rewarding job.	she	ense chal tha	lenges involve t it is a very
	a maintained		ed	c illustrated
2	James from his own e		oint with a	an example
	a pondered	b called	d	${f c}$ illustrated
3	Despite praisir he	_ there wa	s still a lot	of work to do
	a echoed			
4	During the me issue of staff of		lla	the
	a commented	b raised	d	c voiced
5	We're here too about the dev	elopment p	lans.	
	a call			
6	When I came i on my new jac	ket.		
	a commented			•
7	My boss		ether the	project was
	really deliverir	_		
	a raised	b comn	nented	c questioned
	acknowledge echo ponder			
1	'International translation ser		spend mil	lions on
	Shecompanies spe	the fact	that inte	
2				ation services
	'Yes, I underst with the new s	and you're ystem.'	having a lo	ation services ot of problem
	with the new s He system.	and you're ystem.' the diffic	having a loud	ation services ot of problems
3	with the new s He system. 'Today we're g was like in the	and you're ystem.' the diffic oing to try 1600s.'	having a louding a louding the second imagi	ation services of of problems the new ne what life
3	with the new s He system. 'Today we're g	and you're ystem.' the difficoing to try 1600s.'	having a louding a louding the second imagi	ation services of of problems the new ne what life
	with the new s He system. 'Today we're g was like in the In history class	and you're ystem.' the difficoning to try 1600s.' s yesterday the 1600s. ely agree w	having a loud that the second in the second	ation services of of problems the new ne what life what
	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet	and you're ystem.' the difficoing to try 1600s.' s yesterday the 1600s. ely agree workplace.'	having a louding a louding with and imaging we	ation services of of problems of the new one what life one what one what
4	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet useful in the w	and you're ystem.' the difficoing to try 1600s.' s yesterday, the 1600s. ely agree workplace.' her point aust throwing	having a louties with and imaging wewith you the bout Al in	ation services of of problems the new ne what life what at AI can be the workplace
4	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet useful in the w I 'I'm not sure ju improve the si He	and you're ystem.' the difficoning to try 1600s.' s yesterday the 1600s. ely agree workplace.' her point a st throwing tuation.' whether	having a louding a louding with and imaging we with you the bout Al in gomeny a	ation services of of problems the new ne what life what at AI can be the workplace t it is going to
4	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet useful in the w I 'I'm not sure ju improve the si He improve the si	and you're ystem.' the difficoing to try 1600s.' s yesterday the 1600s. ely agree workplace.' her point a st throwing tuation.' whether tuation.	having a loudies with and imaging wewith you the good bout Al in good money a lincreased	ation services of of problems the new ne what life what at AI can be the workplace t it is going to
4	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet useful in the w I 'I'm not sure ju improve the si He	and you're ystem.' the difficoing to try 1600s.' s yesterday the 1600s. ely agree workplace.' her point a st throwing tuation.' whether tuation.	having a loudies with and imaging wewith you the good bout Al in good money a lincreased	ation services of of problems the new ne what life what at AI can be the workplace t it is going to
4	with the new s He system. 'Today we're g was like in the In history class life was like in 'Yes, I complet useful in the w I 'I'm not sure ju improve the si He improve the si	and you're ystem.' the difficoing to try 1600s.' s yesterday, the 1600s. eely agree workplace.' her point a set throwing tuation.' whether tuation. er regulation.	having a loulties with and imaginate wewith you the bout AI in general money a increased on of the fi	ation services of of problems the new ne what life what at AI can be the workplace t it is going to I funding wou

multi-word verbs for reporting

3 Choose the correct words to complete the text.

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

GRAMMAR

reporting

- The sentences below each have a mistake. Choose the best option to correct the mistake.
 - 1 Marie <u>explored</u> her boss to take fast action.
 - **a** implored **b** in
- ${f b}$ imploring
- **c** exploring
- **2** He asked <u>are</u> subtitles were available.
 - **a** about
- **b** whether
- **3** The rules <u>profess</u> that no photography is allowed.

c do

- **a** echo
- **b** stipulate
- **c** acknowledge
- **4** <u>Accord</u> to this article, many people use subtitles.
 - **a** Accordingly **b** Accorded
- **c** According
- Complete the summary of a radio programme with the correct form of the words in the box.

able	call	claim	cor	nfidence
echo	need	opin	ion	point

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



PRONUNCIATION

- 6A 2.02 | using intonation to show contrasting opinions | What is the function of the second part of the sentences? What happens to the intonation? Listen and check.
 - 1 I always watch TV with the subtitles on, but my husband prefers watching without them.
 - 2 His teacher thinks translation apps aren't very good, but Connor finds them quite useful.
 - **3** While Scarlett thought writing subtitles would be quite easy, her boss knew this wasn't the case.
 - B 3.02 | Listen again and repeat.

LISTENING

- 7 **2.03** | Listen to an interview with a subtitler. Number the challenges in the order they are mentioned.
 - **a** creative synthesis
 - **b** space restrictions
 - c audiovisual rhythm conservation
 - d time restrictions
 - e reading flow conservation
- 8 ◆ 2.03 | Listen again. Are the sentences True (T) or False (F)?
 - 1 Lisa usually works as a translator.
 - **2** She believes her work is more challenging than that of a translator.
 - **3** The first thing she needs to consider is how the text will look on screen.
 - **4** The speed at which an actor speaks can determine how difficult subtitling is.
 - **5** Subtitlers have to transcribe the exact words that the speaker says.
 - **6** They have to take into account the personality of the speaker on screen.
 - **7** Each line of the subtitles must be a complete unit of meaning.
 - **8** The main aim of subtitling is for the viewer not to notice them.

WRITING

an informative summary

- **9A** 2.04 | Listen to an interview with a voiceover artist and make notes to answer the questions.
 - 1 What kinds of things does a voiceover artist record for?
 - 2 How does a voiceover artist find work?
 - **3** What are the pros and cons of this job?
 - **B** Read the blog (A) and the advertisement (B). Add to your notes from Ex 9A and answer these questions.
 - 1 What is a typical working day like?
 - 2 What skills does a voiceover artist need?
- 10 Use your notes to write an informative summary of the work of a voiceover artist. Write around 220 words.

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

Morning

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

Afternoon

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

Evening

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

Voiceover artist

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

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

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



digi ZABAN **HOW TO ...** | maintain and develop interaction

VOCABULARY | conventions/cultural heritage

PRONUNCIATION | expressing surprise and asking for reaction

VOCABULARY

conventions/cultural heritage

Complete the conversation using words from the box.

> commonplace deeply frowned irrespective long-standing peculiar rooted stereotypical

- A: How was your work trip to China, Alissa?
- B: Great. I must say though, they do business differently there. For one thing, lateness isn't just upon. It's actually normal to get to a meeting around fifteen minutes early.
- A: That's interesting.
- B: And business cards are still ²_____ and they're designed really ornately, almost like a power symbol. Also, everything follows strict rules of seniority. It's a 3_____ convention to find the most senior person and greet them first. Then, during the meeting, you have to address them first, of whether they're the right person to __ thing for me speak to. But the most ⁵ was the small talk. It's all personal questions like, 'How old are you?' and 'How much do you earn?'
- **2** Choose the correct words to complete the sentences.
 - 1 Many people associate the British with drinking tea, but that's just a belief about stereotypical / irrespective behaviour. Coffee is popular, too.
 - 2 It's important to respect other people's cultural beliefs, **peculiar / irrespective** of whether you agree with them.
 - 3 My husband's family has a deeply standing / rooted heritage dating back centuries.
 - 4 It's a long-standing / holding tradition in our family to have a party on someone's birthday.
 - 5 Didn't you think it was a bit commonplace / peculiar the way he didn't say anything?
 - 6 Informal language in a business letter is generally frowned **upon** / **down**.

How to ...

maintain and develop interaction

- 2.05 | Listen to a discussion about politeness. Who does these things: Nigel, Stacey or Wanda?
 - 1 describes a situation where they were at fault
 - 2 thinks that, without manners, nobody would be polite to each other
 - **3** describes a situation where someone apologised to an object
 - 4 concedes that people sometimes take politeness too far
 - 5 differentiates between polite language and polite behaviour
 - 6 talks about speaking to people they don't know

- 2.05 | Choose the correct words to complete the sentences. Listen again and check.
 - 1 And / But surely it's good to be polite like that?
 - 2 | bring / take your point.
 - 3 You give / make a good point.
 - 4 Fair / Just enough.
 - 5 That's a relevant point / decision.
 - **6** You're looking at things the wrong **side / way** round.

PRONUNCIATION

- **5** A **2** 2.06 | expressing surprise and asking for reaction | Match the sentence beginnings (1-4) with the endings (a-d). Listen and check.
 - **1** But surely it's good
- **a** best way to behave?
- 2 But surely that's the
- **b** to be polite like that?
- 3 But surely that's not
- c believe that? **d** a bad thing?
- 4 But surely you don't
- B **2.06** | Listen again and repeat.

SPEAKING

- **6A 2.07** | Complete the discussion with the phrases (a-f). Listen and check.
 - **a** good point **c** but surely
- e a flaw
- **b** fair enough
- **d** coming from
- **f** strong views
- A: I think it's fair to say that people's personalities are influenced by their culture.
- B: I think there's 1____ _ in your argument there. People's personalities are made up of lots of things, not just culture.
- A: No, no, I'm not saying that at all. I'm just saying that it's one of the influences, not the only one.
- _. I see what you mean. ³. other things are much more important. The experiences you have, education, for example.
- A: Yes, but I think culture has a bigger impact than many people realise. The language, the way family is regarded, these are all part of culture.
- B: I think I get where you're 4_ _. I guess these are things which affect us at a young age and seem less important as we get older.
- A: You make a 5_ . The less relevant something is to us as we get older, the less aware of it we become, I guess.
- C: It's clear you both have 6_____ on this.
- B 4 2.08 | You are B in Ex 6A. Listen and speak after the beep. Record the conversation if you can.
- C Listen to your recording and compare it to Ex 6A.
- D Repeat Ex 6B, without looking at the conversation in Ex 6A. Then repeat Ex 6C.



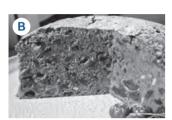


Lesson 2D

LISTENING | traditional British food READING | street food

LISTENING

- 2.09 | Listen to a podcast about British food. Match the names of the food (1–3) with the photos (A–C).
 - 1 Welsh Rarebit
 - 2 Irish Champ
 - 3 Clootie Dumpling







- 2 2.09 | Listen again and choose the correct word to complete the statements.
 - 1 The presenter thinks traditional English food is **popular** / **unpopular** round the world.
 - 2 Rabbit is / isn't part of Welsh Rarebit.
 - **3** Dylan's modern take on the dish is using a different kind of **bread / cheese**.
 - **4** People usually eat Irish Champ **on its own / with something else**.
 - **5** A Clootie Dumpling is named after **its ingredients** / **the way it's baked**.
 - **6** Every year, people take part in a **festival** / **competition** in Avonbridge.

READING

- Read the article about street food. Choose the reasons (1–9) given for the popularity of street food.
 - 1 low expenditure
 - 2 an easy business to get into
 - **3** good quality
 - 4 cleanliness
 - 5 authenticity
 - 6 vendors as stakeholders in their business
 - 7 a new take on traditional dishes
 - 8 comfort
 - 9 how easy it is to buy
- 4 Complete the sentences with words and phrases from the article. Use no more than three words in each gap.

1	You can purchaseUSA.	from a vehicle in the
2	Far back in Greek history, street food	were a

- **3** The low cost of street food encourages people to taste a wider variety of _______.
- **4** Being able to watch the food being cooked gives people peace of mind about _____.
- **5** Many street vendors offer you the chance to _____ something before you buy it.
- **6** The writer suggests you can have a complete meal made up of dishes from ______ of the world.
- **7** The final explanation that the writer mentions for why people like street food is ______.

Why is street food so popular?

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

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

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

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

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

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

GRAMMAR

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

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

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

	xactly how this what whatever whenever who whoever	
A:	1 takes on the head-of-y going to have a tough job.	ear role is
B:	I know, they'll need to know 2implement the new curriculum.	to
A:	That's 3 what I mean. It's that 4 you want to do, the restricts it.	
B:	Yes. It doesn't matter ⁵ y teaching. You just need to follow the for you.	
A:	You see, 6 is what I feare happen when they first introduced it.	
_		6 1 .1

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

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

Choose the correct words to complete the text.

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

VOCABULARY

5	Complete	the senter	ices with a	word from	each box
	Complete	tile serieer	ices with a	wordingin	Cucii Dox

	complete ring spot struck sweeping vacuous
	chord comments fallacy on statement true
	1 This is exactly what we need. Your idea is
	What Julia said about the boss really a with me.
	The idea that being rich makes you happy is a, in my opinion.
	4 At work we have these posters on the walls with which are supposed to
	motivate us. 5 Something about his excuse for being late doesn't with me. I think he's
	lying. 6 To say that all unemployed people are lazy is a bit of a!
6	Complete the sentences with one word in each gap.
	1 It's no use getting hung over small mistakes.
	2 Her methods may fly the face of conventional wisdom, but she gets results.
	3 To be honest, I'm close to throwing the towel right now.
	4 Go on, give it a go, you've got to lose.
	5 After having to deal with rejection after rejection, I realised I just wasn't cut for life as an actor.
	6 The company is strides in developing new, eco-friendly technology.
7	Complete the text with the words in the box.
	blended critical nurturing path potential rigorous tuition virtual

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



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

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

9 Complete the sentences with one word in each gap. The first letter is given.

- 1 Teachers should lead students towards understanding something, rather than feeding them the a_______.
- 2 Talk me t_____ your ideas for the assignment and I'll help you.
- **3** I always try to a_____ my teaching to suit individual learners' preferences.
- **4** I had an amazing geography teacher at school who was able to inspire me on a personal l
- **5** Teachers have to take students' different needs and styles of learning into a______.

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

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

11 Choose the correct word to complete the sentences.

1	It's mainly a trusmall details.	ue story, giv	e	take a few
	a and	b or	c but	
2	Trams are a gre	eat way to t nd about in		ı're
	a in	b out	c across	5

3 Thanks for coming to the meeting. I'll try to keep it as _____ and sweet as possible.

a short b long c small

4 Self-defence is _____ and parcel of training to become a police officer.

a bit **b** piece **c** part

5 Attendees will be able to _____ and choose which stands they want to visit.

a pick b select c take

6 Keep practising, then _____ but surely you'll become a good player.

a fast **b** quickly **c** slowly

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

acknowledge echo fill illustrate raise reel

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

13 Choose the correct words to complete the sentences.

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

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

Looking to try new and interesting food? Well, Camden Food Market is the ideal place				
to go. From the moment you enter, the				
1smells and hustl	e and bustle of the			
market create a(n) ²	on your senses.			
From the Mexican 3	on Indian food			
to Peruvian soups which expe	ertly 4			
flavours, you're bound to fine	d 5			
cuisine in every corner.				

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



Lesson 3A

GRAMMAR | relative clauses

VOCABULARY | festivals; the environment

PRONUNCIATION | pitch in non-defining relative clauses

VOCABULARY

festivals

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

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

SherryG

Mon 30 Jul | 09.33

Just back from 1 WOMAD festival and it was awesome! There was a fantastic ² of artists from all over the world – not just music but dance and other arts, too. I saw as many

3 as I could during the four days I was there and none of them disappointed. The

4 was amazing – everyone was singing, dancing and having a great time.

The festival grounds are huge, and all of the

5 certainly did a good job of making it easy to get around the enormous 6 , which stretched over several large fields. It's a beautiful place, too – no wonder the festival

think there were about 40,000 8

You should definitely go!

such a massive number of people. I



the environment

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

GRAMMAR

relative clauses

- **3** A The sentences below have a mistake. Choose the best option to correct the mistake.
 - **1** Everyone <u>in which</u> we've spoken to has really enjoyed the event.
 - what **b** which
- **c** who
- **2** My mum, <u>that is</u> a singer-songwriter, is appearing at the Edinburgh Festival this year.
 - **a** who's
- **b** which
- **c** whose
- **3** That's the album which is they're most famous for.
 - **a** when
- **b** what
- c that
- **4** Camp Bestival, <u>who</u> attracts thousands of visitors every year, takes place in the UK.
 - **a** where
- **b** which
- **c** that
- **B** Read the sentences in Ex 3A again. In which can you omit the relative pronoun?

PRONUNCIATION

- 4A 3.01 | pitch in non-defining relative clauses | Listen and underline the clauses with a lower pitch.
 - 1 Glastonbury Festival, which has been running since 1970, attracts over 200,000 visitors.
 - 2 The band, who had never played to such a large crowd before, felt very nervous.
 - **3** The headline act, which will perform this evening, is expected to draw a huge crowd.
 - **4** Billie Eilish, who has sold over 5 million records worldwide, will be on stage at nine.
 - **5** The orchestra, which is bigger than ever, will play on the Sticks stage this afternoon.
 - **6** Woodstock, which took place over three days in 1969, was a turning point in music.
 - B 3.01 | Listen again and repeat.



READING

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

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

Be a greener festival-goer!

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

Tip 1: Go to environmentally-friendly festivals

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

Tip 2: Stay local

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

Tip 3: Re-think your 'stuff'

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

Tip 4: Buy once, buy well

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

Tip 5: Be an electricity saver

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

- B Read the text and answer the questions. Use no more than three words for each answer.
 - 1 What are many green festivals committing to?
 - **2** To fill up your reusable containers, where should you take them to?
 - **3** What can you do if you use reusable water bottles and coffee cups?
 - 4 What do you need to do to use a pocket charger?

WRITING

a formal email

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

¹<u>Ні</u>,





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

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

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

⁶Can't wait to hear from you all!

Suki Wolensson, Kent

- **B** Read the email again. Replace the underlined informal phrases (1–6) with their more formal equivalents (a–f).
 - a become increasingly frustrated by
 - **b** strongly disapprove of
 - c address the issue of
 - d I look forward to your response.
 - e appear to have little concern
 - **f** To whom it may concern,
- C Imagine you are one of the organisers of XFest. Plan a formal response to the email in Ex 6A.
- D Write your formal email. Write 100-140 words.
- Read the question. Then plan, write and review your answer. You must write at least 75 words.

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



Lesson 3B

GRAMMAR | cleft sentences

VOCABULARY | phrasal verbs: performing; phrasal verbs: communication **PRONUNCIATION** | emphatic stress

VOCABULARY

phrasal verbs: performing

1 a 🖃	Choose the correct phrase to complete the
ser	itences.

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

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

Calling all street performers!



Felix99 Yesterday at 9.36 p.m.

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

Comments



Perry Yesterday at 9.48 p.m.

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



Kittykat02 Yesterday at 10.01 p.m.

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

phrasal verbs: communication

Choose the correct words to complete the text messages.

Hey, Antonio! How did the presentation go?

4.32

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

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

4.36

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

4.37

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

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

> > 4.39

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

4.41

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

Thanks, I will!



GRAMMAR

cleft sentences

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

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

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

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

PRONUNCIATION

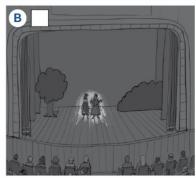
4A 3.02 | emphatic stress | Listen and underline the stressed words.

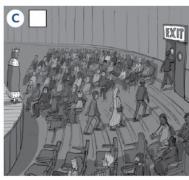
- 1 What I like watching are the less well-known acts.
- 2 It was Max who left the car unlocked, not
- **3** What sounds better to me is finishing on a minor chord.
- **4** It's you who likes Italian opera that's why I got the tickets!
- B 3.02 | Listen again and repeat.

LISTENING

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











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

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

C 3.04 | Listen and complete the phrases.

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

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





VOCABULARY

film and TV

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

> based cast costumes ending scenes set soundtrack subtitles twist

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

 $\star\star\star\star$

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

How to ...

use vague language

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

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

- B 3.07 | Match the questions (1–5) with the vague replies (a-e). Then listen and check.
 - 1 Who's that guy who played the thief in *Lupin*?
 - **2** When was the *Great Gatsby* supposed to be set?
 - **3** How old do you think the actor in *Maid* is?
 - **4** Did you enjoy watching *The Originals*?
 - 5 Is Money Heist a dark story?
 - a I'd say she's young-ish ... maybe late 20s?
 - **b** It was OK. It's sort of for a younger audience, really.
 - c It's what's his name oh, you know!
 - **d** I suppose it is, a bit. But I like that kind of thing.
 - e Around the 1920s. I think.

PRONUNCIATION

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

1	I love in a	good mystery series.
2	I like the film. It'saction and thriller.	a combination of
3	I love dramas that are	ereal events.
4	The Crystal Maze? Oh and find crystals or	, that's where they run around isn't it?

SPEAKING

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

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

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





Lesson 3D

GRAMMAR | do and did for emphasis **LISTENING** | a music podcast

GRAMMAR

do and did for emphasis

1 A Choose the correct word to complete the sentences.

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

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

1	want to go to the gig, but I just can	't
	afford it right now.	

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



LISTENING

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

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

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

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

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

- 1 Bethany says it's hard to know what will happen in jazz because some musicians while playing.
- 2 Bethany says we tend not to like music or other things that make us feel
- called 'noodling', in **3** Elijah describes a which the musicians move away from the main tune.
- 4 Elijah says noodling can seem but says





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

VOCABULARY

health and lifestyle

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

do (x2) cut expand keep (x2) stay transform vary work
It's very important, especially as you get older, to mentally active. Doing puzzles is great for your brain.
I'vedown on the amount of fat and sugar I consume and feel much healthier now.
You really need toyour horizons and get out and about more.
It's hard to find time to in shape when you've got a full-time job and a family to look after.
Research shows that regular workouts is good for you both mentally and physically.
Ia sedentary job for years and was very unfit. Then I retrained as a yoga teacher and now I'm healthier than ever!
I've alwayslong hours and I'm often too tired to make a proper meal when I get home.
Last year, my sister totally her lifestyle. She became a vegan and started doing more exercise.
It's important toyour diet as much as you can and include all food groups in your meals.
I took up running last year and hopefully, if I up my progress, I'll do a marathon soon!

illness and treatment

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

coming to school today.

allergies antibiotics asthma first aid

L	food poisoning	medicatio	n run-down	vaccine
j	llness	1	treatment	729
	omplete the sen nd treatment.	tences with	n words to desc	cribe illness
1	The whole grou		from the	e restaurant
2	I suffer from have itchy eyes	and sneeze	l year round a e a lot.	nd often
3	I did awho suddenly b			help anyone
4	If you want to f be taken with o doctor.			
5	Patients are give diseases.	/en	to help fig	ht against
6	Sophie's feeling	g a bit	"so won	't be

GRAMMAR

future continuous and future perfect

- **3** A The sentences below have a mistake. Choose the best option to correct the mistake.
 - 1 In two years' time I'll be completing my degree and hopefully found a job.
 - **a** I'll have completed
- **b** I'm completing

- c I completed
- 2 This time next week, you'll have swum in the sea and thinking of me back at home!
 - a you'll be swimming
- **b** you'll swim
- c you're swimming
- 3 If I'm lucky, I'll have got a visa and work in Australia by next summer.
 - a I'll work
- **b** working
- c be working
- 4 I'll be finishing lunch by 1 p.m., so we could go for a walk then.
 - a I've finished b I'll have finished c I finished
- **B** Complete the blog post with the future continuous or future perfect form of the verbs in brackets.

Going	Vegan
9	8

В



PRONUNCIATION

4A 4.01 | connected speech: future perfect | Listen and complete the sentences.

1 By this time next week, _____ this project.2 Hopefully, ____ meat entirely by then.

- **3** With any luck, a house by then.
- 4 Come round at 7 p.m. dinner by
- **5** By this time next week, _____ from university!
- B 4.01 | Listen again and repeat.

READING

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

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

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

The writer ...

- 1 thinks food producers try to trick customers into paying too much for food.
- **2** will continue to buy the expensive health foods that she particularly likes.
- **3** feels that the message about fat has been very clearly stated.
- **4** does not intend to limit the amount of highfat food she eats.
- **5** is confused about whether or not people should take extra vitamins.
- **6** has believed information provided on food packaging in the past.
- Read the article again and answer the questions. Use no more than three words for each answer.
 - 1 What are superfoods meant to stop?
 - 2 What does the writer think food manufacturers want from people?
 - **3** What phrase does the writer use to describe the act of labelling food low in fat?
 - **4** What is the writer happy to continue eating?

Health myths busted!

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

Myth 1: Superfoods are a thing

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

Myth 2: All fat is bad fat

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

Myth 3: You don't need supplements

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

Myth 4: low fat = low calorie

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



Lesson 4B

GRAMMAR | passives

VOCABULARY | sleep

PRONUNCIATION | sentence stress: content and function words

VOCABULARY

sleep

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

		dropping off nare oversleep			
	Doctor:	Thanks for corto ask you a fe some tests.			
	Fran:	Sure. I've just don't know wh	ny! I go to be	ed early,	but often
	Doctor:	What time do	you usually	go to be	ed?
	Fran:	About ten o'cl			
	Doctor:	Do you wake o	during the n	ight?	
	Fran:	Only if I'm hav go back to sle	ving a ⁴ ep again on		ut I usually Ilmer.
	Doctor:	And do you 5 ever told you	? that you do	l mean, h ?	nas anyone
	Fran:	Sometimes – i 6m I'm so loud – s quite a heavy	y husband a o he says! I	awake th think I m	en because
	Doctor:	Why's that?			
	Fran:	Well, I usually When my alar been in a reall struggle to wa	m goes off, y ⁸	it's like I	must've
	Doctor:	Well, that doe going to do at			nat we're
В	sentenc		-		
	1 I'm thund	– I ne Ierclap outside	ver wake up !	, even if	there's a
	2 There	eavy sleeper was a noisy pa			
	us aw a kep		b overslep	nt c	dronned
		today –			
		t awake			
	train a	ays she always after work.			
	a nap	y get a	b nightma		
		cally every day		is are up	at dawii
	a dro	• 12-09991000	b lie-in		nap
		isband says tha e at night.	at I	and k	eep him
	a ove	rsleep	b drop off	c	snore

GRAMMAR

passives

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

Why do people ...

sleepwalk?				
It 1(suggest) that sleepwalking runs				
in families. If you have a family member who walks				
in their sleep, it ² generally				
(accept) that you are ten times more likely to do it				
yourself. It ³ also (suspect)				
that stress, illness and medication can make				
sleepwalking more likely. It ⁴ once				
(assume) to be dangerous to wake a				
sleepwalker, but this 5nownow(no				
consider) to be a problem. However, it should be done	е			
quietly and carefully to keep distress to a minimum.				
talk in their sleep?				
Talking in your sleep 6(define) as a sleep				
disorder where the sleep-talker doesn't know what				
they're doing. Speech 7 more easily				
(understand) when it occurs during REM				
sleep (when people are dreaming). Anyone can sleep-				
talk, but it ⁸ (observe) most often in men				
and children. Records show that sleep-talking				
9(notice) by ancient Greek philosophers				
about 2,500 years ago, so it 10(not				
discover) recently. Sleep-talking isn't usually a				
problem and does not require treatment.				

PRONUNCIATION

- **3 A** | sentence stress: content and function words | Read the sentences and predict which words will be stressed the most.
 - 1 It was thought that eating cheese before bedtime gives you nightmares.
 - 2 It's been suggested that using your phone in bed makes it harder to drop off.
 - **3** It's believed that up to fifteen percent of the population are sleepwalkers.
 - **4** It's estimated that most people sleep for fewer than seven hours a night.
 - B 4.02 | Listen and check.



LISTENING

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

WRITING

an article

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

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

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

Six Amazing Facts You Didn't Know About Sleep

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

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





Lesson 4C

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

VOCABULARY

exercise

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

sport: motivation and benefits

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

> benefit challenge confidence discipline encouragement incentive teamwork

Cycling for the kids!

DONATE £1,258 raised by 3,480 supporters So, this year I'm planning a huge 1 for myself and I need your 2 to get me going! I'm going to cycle the length of the country in as short a time as possible. The 3 for me to raise money for a children's charity that is close to my heart, to them is being able to fund more research to make lives better. I'm going to need a lot of 5 to make sure I get up early to train before work, even when it's dark or cold. Most of my weekends will be spent cycling long-distance routes. I also need to build my for cycling bigger roads, though I'll take quieter ones when possible. Follow the link to find out more about the charity or donate now.

How to ...

express agreement and disagreement

- 3 A 4.06 | Listen to a conversation between two friends. What are they talking about?
 - B 4.06 | Listen again. Do the friends agree (A), disagree (D) or partially agree (PA) with each other about the statements (1-6)?
 - 1 Micro-HITT training doesn't seem worth the effort.
 - 2 One benefit of micro-HITT is that it's quick.
 - **3** Everesting sounds like a manageable challenge.
 - 4 New cyclists could cope with Everesting.
 - 5 The man needs to find a relaxing form of exercise.
 - 6 Yogalates helps with physical and mental health.

PRONUNCIATION

- 4A 4.07 | stress in phrases for partial agreement | Listen and underline the main stressed word in each of the phrases in bold.
 - 1 lagree up to a point, but don't you think the government should play a role, too?
 - 2 I take your point, but that's what footballers expect to get paid.
 - 3 That's a fair point, but don't you think they get enough exercise at school?
 - B 4.07 | Listen again and repeat the sentences.

SPEAKING

5 A 4.08 Complete the conversation with phrases for
agreeing and disagreeing. Then listen and check.
NOTE THAT I WAS IN THE TOTAL OF

Marla: Let's do something. It would be a sham stay in on a day like this.		
Dan:	I 1 more. What shall we do? Want to try bouldering with me? Come on \dots	
Marla:	Climbing over massive rocks all day? No, thanks. It sounds exhausting.	
Dan:	I know what ² , but you did say you want to improve your strength a bit	
Marla:	That's a fair 3, but I've got work tomorrow and I don't want to be worn out.	
Dan:	You go to the gym all the time – you'll be fine!	
Marla:	I completely 4! Last time we went jogging it took me a week to recover!	
Dan:	All right. I take 5	

- B 4.09 | You are Dan in the conversation in Ex 5A. Listen and speak after the beep. Record the conversation if you can.
- C Listen to your recording and compare it to Ex 5A.





Lesson 4D

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

VOCABULARY

phrases related to time

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

READING

2 A Read the article. What is its purpose?

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

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

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

YES!

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

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

NO!

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

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



GRAMMAR

 Combine the sentences using a relative the pronoun where possible. 					
	1 Nick works at the theat				
	That's works				
		». usin's barbecues. Is that her?			
	Is thatyour				
		n the mud. I think that's him			
	over there.	ir the mad. I think that 3 min			
	I think that's	got stuck in the mud.			
	4 The venue has been ver	y successful. It opened last			
	year.				
		has been very successful.			
	5 Remember the hotel we honeymoon? They close				
	They closed				
2		1.50			
_	Match the sentence begin endings (a-f).	nings (1–6) with the			
	1 It was Felicity	a is wash your hands.			
	2 What I want to know	b who told me.			
	3 It's Helena that	c do is go to sleep!			
	4 It was Ankoma who	d is what you were doing!			
	5 What you need to do	e told everyone.			
	6 What I'd like to	f you need to speak to.			
3	Complete the conversation with the correct form of do to add emphasis.				
	The street of th	O character on Thursday			
		ompany party on Thursday?			
	B: I 1 want to go but it's on the other side of London from me. It'll be fun, though.				
	A: Hmm, well, I didn't war I must admit, I ²	t to go last year either but enjoy it in the end.			
	B: Yes, and there's a DJ again, isn't there?				
	A: Well, you ³ lo				
	B: Fair enough. The quiz should be good though. I think Emir's running it this year.				
		e testing us all, doesn't he?			
	B: That's true. I'm rubbish like the theme last time	at quizzes but I ⁶ e – 90s pop music.			
	A: My team won! I think M	100 2000-01-10-10-20-000-01-000-000-00-00-0			
	7like to show				
4	Complete the text with the	e future continuous or future			
_	perfect forms of the verbs	in brackets.			
	We'll no doubt 1	(hear) more and more			
		riolent storms and flooding.			
	The sad thing is that we prused to) such reports by the	nen. And that will only be if			
		rters: scientists believe that			
	as well as the weather hav	ing become more extreme,			
		(fall) apart by 2050!			
	By 2050, the South Pole 4	(shrink)			
	considerably, sea levels 5 temperatures 6	(rise) by 30 cm,			
	and civilisation as we know	vit 7 (start) to			
	collapse. The worst thing	is that we ⁸ (do) it			
	all to ourselves: it will be o				

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

VOCABULARY

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

emissions	footprint	power	recycling	resources	
	1 In an effort to reduce their carbonmusic festivals are going greener.				
2 Lollapaloo festival-g	oza has it o oers to do l		ramme to	encourage 	
	the numbe help lower ies that pro	carbon			
	ple who at land use pu ary use of r	ublic tra	nsport to a	void	
	Love Gree generate electric pe		by c	, festival- cycling at the	

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

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

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



	4 I got all my lines wrong on stage – it was really embarrassing.		4
	5 Stop making silly faces – you're distracting me.		5 a drug given to someone who is ill.
9	Complete the phrasal verbs with across, back, on to, out or up.	13	Choose the correct word or phrase to complete the sentences.
	1 You come as such a friendly person, but you're actually quite mean!		1 I'm such asleeper that I don't even wake up with a really loud alarm.
	2 OK, let's move to the issue of parking for the event.		a light b heavy c weak
	3 Can you speak a bit, please? We can't hear you at the back.		 2 My wife's and she disturbs me when she puts the light on when she can't sleep. a an insomniac b a deep sleeper c a snorer
	4 I'll come to the topic of recycling later, if I may.		3 I usually pretty quickly at night but wake up a few hours later.
	5 My teacher spelled exactly what we had to do for our homework.		a deep sleepb drop offc nap4 My dad always has a after lunch. Eating
10	Complete the sentences with the words in the box.		seems to make him tired.
	based on costumes ending soundtrack twist		a napb lie-inc nightmare5 I love having a at the weekends, but I get up early the rest of the week.
	1 I was totally confused by the – why did		a deep sleep b snore c lie-in
	 they finish it off like that? The were amazing in that film. I'd love to wear something like that. I enjoyed it but the was weird. It was set in 		6 My daughter woke me up at 1 a.m. She'd had a and couldn't go back to sleep.
			a nightmare b lie-in c snore
	1770, but they used punk rock!	14	Complete the sentences with the words in the box.
	4 Is the series a true story? 5 Wow, what a! I didn't see that coming!		aerobic flexibility moderate stamina vigorous
11	Choose the correct words to complete the tips. If you want to ¹transform / expand your lifestyle, follow our top tips! If you do a ²sedentary / active job, you need to make sure you build exercise into your day. If you can do a ³sedentary / regular workout, even better! It can be difficult to ⁴stay / do in shape when you work ⁵active / long hours, but exercising when you can makes all the difference. Try to ⁶expand / transform your horizons: sign up for a new activity like high-intensity pool training. Change what you eat: make sure you ⁻cut down on / vary your diet and ⁶expand / cut down on fatty and sugary foods. [®] Keep / Work mentally active, too. Do puzzles, dance – anything to help your brain stay sharp. Finally, ¹ostay in / keep up the progress! Once you see the rewards of your efforts, you'll be keep to remain	15	 1 It's better to do a small amount of exercise every day than to do a lot of exercise on one occasion and then do nothing for weeks. 2 You really only need to do 20 minutes of exercise a day, such as a gentle walk. 3 I'm currently building my to do a marathon next month. 4 I really enjoy exercise like dancing and running. 5 I really need to improve my exercise like dancing and running. Choose the correct words to complete the sentences. 1 There's no real incentive / discipline for me to do more exercise. I'm fit enough. 2 I'll admit that winning is my main motivation / confidence when it comes to competitive sport. 3 I think playing in a team really boosted my confidence / challenge. 4 You need a high level of benefit / discipline to
12	the rewards of your efforts, you'll be keen to remain your best self. Complete the definitions with the words in the box.		 4 You need a high level of benefit / discipline to become a good gymnast or dancer. 5 I like a challenge / motivation, so I'm going to do an ultra-marathon next year.
12	Complete the definitions with the words in the box.	16	
	allergies antibiotics asthma food poisoning medication	16	Complete the sentences with the words time, future, moment or opportunity.
	 medical conditions that make you ill when you eat, breathe or touch something. a stomach illness caused by eating food that contains harmful bacteria. 		1 The of the giant panda no longer seems to be under threat.2 It's to get real about online security. We
			have to take it more seriously. 3 Action is finally being taken to improve air quality –
	3 ; an illness that makes it difficult to breathe.		and not atoo soon. 4 We have a small window of in which to
			slow the rate of global warming. 5 is running out for endangered species.



Lesson 5A

GRAMMAR | past perfect simple and continuous

VOCABULARY | time expressions

PRONUNCIATION | connected speech: past perfect continuous

VOCABULARY

time expressions

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

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

- Adam: Have you ever done any of those embarrassing ice-breaker activities at work?
 - Isha: Yeah, I did one last year. We were asked to find the person in the room we had most in common with. 1 I'd finally understood what we were doing, most people had already paired up. 2 , I'd just been going round introducing myself! We'd been given the instructions 3 , but I was chatting away 4 and forgot the purpose of the whole thing. I ended up on my own! What about you?
- Adam: I haven't done any 5______, but my friend has just reminded me of some we did in our language class. We did this 'speed meeting' activity, introducing ourselves to as many people as we could in five minutes.
 6______, I'd realised how much work I had to do on my English at least that made me study harder!
- B Choose the correct phrase to complete the sentences.
 - 1 I hadn't done an interview up to that point / for a while / in no time and I'd forgotten how to prepare properly.
 - 2 My boss had told me her name just moments earlier / for ages / up to that point but I'd completely forgotten it.
 - **3** By the time / In no time / For a while we'd all introduced ourselves, the meeting was almost over.
 - 4 I couldn't get in and had to wait for ages / just moments / up to that point to be let in.
 - 5 I had my first call with the team in China today! By the time / In no time / Up to that point I'd only spoken to them via email.
 - **6** I feel really comfortable in my new job and I made friends **for ages** / **in no time** / **for a while**.



GRAMMAR

past perfect simple and continuous

- **2 A** The sentences below have a mistake. Choose the best option to correct the mistake.
 - 1 I got halfway to work and realised <u>I'd been leaving</u> my lunch in the fridge!
 - **a** I was leaving **b** I'd been left **c** I'd left
 - 2 <u>I'd waited</u> for an hour before they finally called me to my interview.
 - a I'd been waiting b I'd been waited
 - c I been waiting
 - **3** When I finally got to the conference, the talk I wanted to see <u>finished</u>.
 - a had been finishing b had finished c finishing
 - **4** I <u>tried</u> for hours before someone finally answered the phone.
 - a am trying b 'd been trying c 've been trying
 - B Choose the correct phrase to complete the sentences.





ManagementPro 20th April at 01:32

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



WindDownWorker 19th April at 11:39

I'm really getting ready for retirement now. I

[already reduce) my working hours
to three days and I s (look forward to)
that for ages. Now I've gone down to just two.
Now I've got time to put my energies into other
things – like playing sport and doing some
volunteering. I s (always planned) to set
up my own small business when I retired, but
having enjoyed a taste of freedom, I've decided
against that!



PRONUNCIATION

3 A 5.01 | connected speech: past perfect continuous | Listen and complete the sentences.

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

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

READING

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

B Read the article and check your ideas.

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

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

Gen Z – tech-loving, inclusive and flexible

Is the workplace ready for the next generation?

TECHNOLOGY

Alex, 21

'We've become known as the generation who's always stuck to our phones ignoring the world around us. But all along, we've been using those phones to learn and soak up



information. We are brilliant at networking and have loads of connections. Stop and consider how useful that can be to a company. Technology doesn't scare us like it did previous generations - we embrace new digital concepts and products and can help companies advance. Technology had been around since long before we were born and it's the norm for us to make use of it. We're ready to meet challenges because we know we've got the resources at our fingertips.'

DIVERSITY AND INCLUSION Elliott. 18

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

RESPONSIBILITY

Jitka, 19

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

FLEXIBILITY

Alonzo, 22

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







VOCABULARY

work and careers

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

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

Switching things up

Aneena Chaudri Wednesday 20th Aug | 11.44 GMT

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

Carlo Voccoli, 39							
'I studied Maths at university and ² as a							
private tutor, helping school students study for exams.							
I enjoyed working with young people, but the job I had							
was only $^{\mbox{\tiny 3}}$ and I didn't have enough work. I							
didn't really fancy							
$^{4}\!$							
into accountancy instead.							
5careers was a positive move for me							
financially, though I did miss the contact with my							
students. But I've been 6 well and I really							
enjoy being able to use my love of numbers. One day,							
I wouldn't mind 7 my own company. I'm							
no 8 , though, so I'd probably need a partner							

who knows more about business than I do!'

areas of work

2 Complete the sentences with the words in the box.

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

GRAMMAR

past plans and intentions

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



PRONUNCIATION

- 4A 5.02 | connected speech: intrusive /w/ sounds |
 Draw a line between words which are connected with an intrusive /w/ sound. Then listen and check.
 - 1 I was supposed to open a student bank account today, but I forgot.
 - 2 I was going to ask whether you could help me write a new CV.
 - **3** I was going to advise you against going selfemployed.
 - **4** I was meant to email my application form, but I got distracted.
 - **5** I'd love to own a business one day, but I'm not sure what yet.
 - B 5.02 | Now listen again and repeat.

LISTENING

- 5 A 5.03 | You will hear four people talking about their childhood ambitions. Which speaker is least happy about how things have turned out?
 - **B** 5.03 | Listen again. Are the statements True (T) or False (F)?
 - 1 Mark is unsure why law appealed to him so much.
 - 2 He had an idea of which area of law he wanted to work in when he entered the profession.
 - **3** The reality of Mark's and Amanda's jobs is different to what people might think.
 - **4** Amanda has always thought it would be easy to become a footballer.
 - **5** Chilemba applied for the role because he had experience of working in a similar field.
 - **6** He says that the reality of his job is very different to what to people expect.
 - **7** Kiku says that jobs that children used to want to do largely no longer exist.
 - **8** She says that her kind of role is becoming more popular.
 - C **5.04** Listen to the recording and write what you hear. You will hear the sentence only once.



WRITING

a report

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

appears conclude outlines purpose recommended slight sum up

1 It is ______ that young people consider a wide range of career options.

2 The ______ of this report is to compare the most popular career choices for university leavers.

3 There has been a ______ decrease in the number of people entering social media jobs this year.

4 I _____ that getting early careers' advice can be highly beneficial to school-leavers.

5 This report _____ the changing trends in workplace layouts over the last decade.

that staff absence is reduced when

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

employees have the option of remote working.

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

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

Benefits to employees:

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

Benefits to employers:

- · staff work harder
- · people stay longer at the company
- · better carbon footprint
- C Your manager has asked you to write a report comparing remote working and office-based roles and to make recommendations about future positions.

 Make notes under the following headings:

1 Introduction2 Background3 Main Issues4 Conclusion

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



Lesson 5C

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

VOCABULARY

video conference calls

1 a 🖃	Choose the correct word to complete the
ser	itences.

1	I need to turn the	up because I can't		
	hear you.			
	a echo	b	volume	c delay
2	I'm always forgetting to one can hear me speakir			elf and no
	a unmute	b	unfreeze	c mute
3	I've accepted yourdon't seem to have the r	ig	to the meents	eting but I
	a host	b	connection	c invite
4	I think Jay's lost his disappeared from the ca			is to have
	a internet connection	b	delay	c link
5	Can you type that in the the spelling?		so I	can check
	a link	b	invite	c chat box

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

a link be frozen delay get into host on mute

Video conferencing for fun

Virtual get-togethers

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

Watching weddings

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

Games nights

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

How to ...

describe problems and suggest solutions

- 2 A 5.05 | Listen to parts of three video calls. What is the problem in each conversation? What solution is suggested? Make notes.
 - B 5.06 | Complete the extracts. Then listen and check.
 - a problem with the mute button. 2 Why using your headphones instead?
 - 3 I've clicked on the 'share screen' button. Hmm, I can't get it
 - leave the meeting for a second or two.
 - **5** Perhaps you turning your volume down.
 - try because it sometimes gets rid of it.

PRONUNCIATION

- 3 A 5.07 | intonation to show degrees of certainty | Listen to the sentences. Which speakers feel certain about what they are saying?
 - 1 Perhaps you could log off and log in again?
 - 2 You could try sending the link again.
 - 3 It might be worth sharing your screen.
 - 4 It sometimes helps if you turn your camera off.
 - 5 That might work if you haven't already tried it.
 - B 🕩 5.07 | Listen again and repeat.

SPEAKING

4 A Put the conversation in the correct order.

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

Alfie: It might be worth a try ...

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

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

Alfie: How's it going?

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

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

- B 5.08 | Now listen and check.
- C 5.09 | You are Sally in Ex 4A. Listen and speak after the beep. Record the conversation if you can.
- D Listen to your recording and compare it to the model in Ex 4B.





Lesson 5D

GRAMMAR | non-defining relative clauses for comments **LISTENING** | team building

GRAMMAR

non-defining relative clauses for comments

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

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

Comments

Helena Yesterday at 10.37

I work as a freelance editor, 1 I really enjoy. I work on my own most of the day but I'm also part of a wider team of freelancers

2 work together on interesting projects. So, I do a bit of both and I like that!

David Yesterday at 10.41

I work in a sports retail outlet, ³

I have a lot of fun chatting to customers and finding things they need. But I'm also part of a team ⁴

main objective is to meet sales targets! That can be tough but on the whole, I like being a team member.

Jacques Yesterday at 10.46

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

LISTENING

- **2A** 5.10 | Listen to a radio programme about team building. What activities did the three teams do virtually? Make notes.
 - B 5.10 | Listen again and choose the correct options (a-c).
 - **1** What does the presenter say about traditional team-building exercises?
 - **a** There were clear favourites amongst employees.
 - **b** Participants came together in the same place.
 - c They are no longer used successfully.
 - 2 What do employers now have to consider?
 - a how to bring home-working teams together physically
 - **b** how to ensure people working remotely still feel like a team.
 - **c** how to provide a sense of competition between teams
 - **3** What does the first manager say about the escape room activity?
 - a It involved a strict time limit.
 - **b** It provided useful feedback.
 - c It was particularly challenging.
 - 4 What happened during the travel challenge?
 - a Participants felt too much pressure to succeed.
 - **b** Participants needed to do some research.
 - c Participants had to do physical activity.
 - **5** What does the third manager say about the murder mystery?
 - a It made staff feel happier about their jobs.
 - **b** It encouraged real collaboration.
 - c It was straightforward to solve.
 - 6 What does the presenter want listeners to do?
 - **a** Get in touch with suggestions for activities.
 - **b** Research possible team-building activities.
 - c Try the activities mentioned on the show.





Lesson 6A

GRAMMAR | necessity, prohibition and permission
VOCABULARY | prefixes
PRONUNCIATION | word stress: prefixes

VOCABULARY

prefixes

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

dis im mis re sub un

- 1 A: I'm afraid the latest project you handed in is _____standard and you'll need to revise it thoroughly.
 - B: I'm sorry, I think I completely ____understood your instructions.
- **2** A: I'm going to _____do my essay before I hand it in. I've forgotten to include any references.
 - B: Well, don't spend too long making necessary changes.
- **3** A: Please don't _____connect my phone. I'm charging it now because it's ____practical to try and do it on a busy train.
 - B: Sure.
- B Complete the article by adding the correct prefixes to the words in bold.

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

If you're becoming patient with your			
inability to 'get things done', you might want to			
train your brain. Telling yourself to			
manage your time better is ³ realistic. But			
the Pomodoro (tomato) technique, developed			
by Italian business consultant Francesco			
Cirillo, has is a successful way of being more			
productive. No, you didn't 4read the name:			
Cirillo used a kitchen timer in the shape of a			
tomato to help him get more done!			
The idea is to break work down into 25-minute			
chunks (using any timer you like!), take			
a 5-minute break between each one, and			
repeat throughout the workday. It may sound			
helpful when you've got a lot to do, and			
the technique probably is ⁶ perfect when			
working on large, complicated projects. But,			
when it works, it works well: the quality of your			
work will improve, meaning less 7 writing			
of work that you've done when you're distracted,			
and you'll get a better understanding of what			
might be achievable in the time you've got.			

PRONUNCIATION

- 2 A | word stress: prefixes | Underline the stressed syllable in the words in bold.
 - 1 I'm usually quite an **impatient** person, but in my work as a teacher, I'm very understanding.
 - 2 Who disconnected my laptop? I was charging it for later.
 - **3** I've **rewritten** this paragraph three times already and I'm tired of doing it now!
 - **4** I have poor concentration, so working in an openplan office is **impractical** for me.
 - **5** I'm afraid this report is **substandard** and it will need to be revised.
 - B 6.01 | Listen and check.

GRAMMAR

necessity, prohibition and permission

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

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

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

early for doctor's appointments only.



READING

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

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

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

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

The state of 'flow'

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

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

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

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

WRITING

editing notes

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

Α

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

Person in flow doesn't notice other activities

Time seems to pass quickly

Research - flow occurs due to chemical changes

В

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

B Edit the rest of the notes about the article.

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

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

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

They include:

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

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

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

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



Lesson 6B

GRAMMAR | reported orders, requests and advice VOCABULARY | reporting verbs PRONUNCIATION | consonant clusters

VOCABULARY

reporting verbs

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

Are employee personality tests worth doing?

Martin Wilcox | Monday 3 September | 20.00 GMT

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

My employer 1	(suggest) I take a personality		
test before I joined th	ne company as Sales Manager. She		
² (claim) it	would give her - and me - a bette		
idea of who I was an	d what kind of employee I would		
be. I'd refused 3	(do) one earlier because I		
didn't think it would	tell me anything I didn't already		
know. But this time l	was curious.		
I sat down at the computer and answered the questions. I found some of them to be unusual. For example, 'Do you often apologise for 4 (do) something that you didn't do?' and, 'Have you ever (criticise) someone 6 (being) late?			
	resting. My answers suggested it of confidence, but that I was an		

excellent team player - and all my previous bosses have

praised me for working well with others!

PRONUNCIATION

2 A	◆ 6.02	consonant clusters	Listen and complete
	the sente	ences.	

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

C 4 6.02 | Listen again and repeat.

GRAMMAR

В

reported orders, requests and advice

- **3** A **The sentences below have a mistake. Choose the** best option to correct the mistake.
 - 1 'You should talk to someone about how you're feeling.' My wife advised me talk to someone about how I was feeling.
 - **b** to have talked **c** talking a to talk
 - 2 'Do you think you could organise a meeting for us next week?' She asked to organise a meeting for them for the following week.
 - a I had to organise b to me to organise
 - c me to organise
 - **3** 'Can you help me find somewhere to live?' She asked whether I helped her to find somewhere to
 - a I can help him b I could help her
 - c she could help me
 - 4 'Don't run by the side of the pool!' He ordered we should run by the side of the pool.
 - a we aren't **b** we shouldn't c us not to
 - B Complete the reported orders, requests and advice with the correct form of the verbs in brackets.

	(take) some management t		
2	The teacher (or talking and get on with our	der) us	
3	My boss (ask) mer schedule for the rest o	ne (f the week.	rearrange)
	She(instruct) to come) downstairs for dinn		
5	My colleague(a (remind) him to send me th	ısk) me ıe report.	
	I (advise) my ch make) the same mistakes t		



LISTENING

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

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

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

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

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

- a 'I understand when it's important to hear what others have to say, and when I should say something myself.'
- **b** 'I prefer to find out what other people's opinions are before I express my own.'
- c 'I can sometimes feel like I have little to contribute to a conversation, but at other times I'll feel more confident.'
- **D 6.05** Listen to the recording and write what you hear. You will hear the sentence only once.





Lesson 6C

HOW TO ... | ask for advice and give advice tactfully **VOCABULARY** | collocations with *get* and *take* **PRONUNCIATION** | pitch for sounding tactful

VOCABULARY

collocations with get and take

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

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

get	take

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

Am I overreacting?



MandyB Today at 3.19 p.m.

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

Comments



JojoB Today at 3.23 p.m.

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



BeeZ Today 3.27 p.m.

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

How to ...

ask for advice and give advice tactfully

- 2 A 6.06 | Listen to three conversations. What problem is discussed in each one?
 - **B** 6.07 | Listen and complete the extracts.

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

PRONUNCIATION

- 3 A 6.08 | pitch for sounding tactful | Listen to the same advice given in two different ways. Which sounds more tactful (a or b)?
 - 1 Perhaps you should do more preparation before your interview.
 - 2 Have you thought about buying some new clothes?
 - 3 It might be a good idea to think about how your words affect people.
 - 4 Maybe you should just ask her what she thinks.
 - B 6.09 | Listen and repeat the tactful sentences.

SPEAKING

Mark: Do you think L1

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

Rob:	Don't ² me wrong, but I think you might be a little old for baseball caps now
Mark:	Really?! So what ³ you get?
Rob:	If you really 4my advice, it's not a hat you should be worrying about
Mark:	What? What do you mean?
Rob:	Well, you do dress a bit like a teenager. Maybe it's time to buy more grown-up clothes?
Mark:	Hmm it 5be a good idea to get a couple of shirts I suppose.
Rob:	Yeah, that would be a good start. Why ⁶ you ask the sales assistant for advice?
Mark.	Good idea Excuse me 1

huy this baseball can?

- B 6.11 | You are Rob in Ex 4A. Listen and speak after the beep. Record yourself if you can.
- C Listen to your recording and compare it to Ex 4A.





Lesson 6D

VOCABULARY | fillers

READING | the science of lying

VOCABULARY

fillers

A 4 6.12	2 Listen and	complete t	he sentences
----------	----------------	------------	--------------

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

1 I really don't know what to do about finding a new

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

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

READING

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

you, you'll see several scientific instruments.

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

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

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

The science of lying

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

Rachel Humphreys | Friday 21 July | 15.59 GMT

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

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

3

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

ŀ

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



GRAMMAR

Complete the sentences using the past perfect or past perfect continuous form of the verbs in brackets. 1 Clara was exhausted because she (rush)

around all morning.

2 I was looking forward to the trip because I (never / go) to Spain before.

3 It was very wet outside because it (rain) all

4 She (live) with her parents whilst she was looking for a new job.

5 Archie (already / see) the film twice, but was happy to go again.

(know) each other for a long time, **6** Thev but had never been particularly close.

Complete the forum posts using the correct form of the verb in brackets.

CareerSeeker advice forum



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



CrazyCat

I was expecting 4 (get) onto an ecology study programme and I (mean) to be starting next week. But unfortunately, I didn't get 18 hours ago the grades 🔀 . I 6 would lead to a role in government, so I could play my part in fighting climate change but I guess that's not going to happen. What should I do now?



ZaC 7 hours ago

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

3	Choose the correct word to complete the
	sentences.

1	as I expected.	n the dark,	wasn't as scary	
	a which	b where	c when	
2	2 I get advice about my work from my friend Amy, is a brilliant editor.			
	a whose	b which	c who	
3	We travelled arc was a great expe		islands,	
	a where	b when	c which	
4	That's my friend truly amazing.	Maddie,	photography is	
	a which	b who	c whose	

it's nice and quiet.

c which

Complete the article with the correct form of the words in brackets.

b when

Worst birthday ever!

Monday 12 July | 16.43 GMT

5 We should go in Spring,

a where

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

١	We headed down to the pool but it was closed				
k	pecause it 1(need / clean). We 2				
(not be / allow) to sit on the grass in the sun. So, we				
(decided to go to the lake for a swim instead. But				
t	there was a new sign up – swimming 3no				
1	onger(permit) there. I think it's because				
t	there's some pollution there at the moment. Since it				
4	4(be / forbid) to swim in the river because of				
t	the strong current, we gave up on the whole idea, and				
(decided to go for something to eat.				
(Guess what?! We ⁵ (not can / eat) at my				
favourite café without a reservation, so we					
6	6(have to) go somewhere else. The food				
١	was great, though, so that saved the day!				

Report the orders, requests and advice with the verbs in brackets

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



VOCABULARY

6 Complete the sentences with the phrases in the box.

by the time for ages for a while in no time just moments earlier up to that point 1 The house was in complete darkness I got home and everyone was in bed. 2 The lecture had been fascinating , but I lost interest when it changed topic. 3 The tree crashed onto the road we'd been We had a lucky escape! 4 I've been waiting here ... ! Where have you been? **5** Stop bothering me! Go and play over there so I can finish this. **6** 'I'll have the room painted

7 Endose the correct word or phrase to complete the sentences.

said Josep optimistically.

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

8 Complete the conversations with the words in the box.

_	ompte	te the co	iivei satioi	15 WILLI	tile w	orus III u	ie box
	delay	frozen	get into	host	link	on mute	
1	A: Hi,	, Fatima.	Can you h	ear me	?		
			see you b	ut not	hear y	ou! I thin	k you
	A: Oh	n, yes. Ca	n you hea	r me no	ow?		
			ou, but yo k in the sa				, SO
	3		Hang on, I the meet , not r	ing. Ol		, ,	
	B: Ye	s – I'll let	him in. Hi	, Noah	!		
2			ns to be so eaking ove				and
			o log out a				you
	A: Su	re – I'll d	o it now.				

9 Complete the words with the prefixes in the box.

im mis re sub un

1	I'm a verypatient person and want
	everything to happen when I need it to!
2	I think I must haveread the advert when I
	applied for the job. I thought the salary was higher.

3 As well as the title, you need to think of a great _____heading to get people to read an article.

4 I think there have been some ____honest reviews about the restaurant's service.

5 Can you _____do this document, please? There are a lot of spelling mistakes in it.

6 Try not to have _____realistic expectations when it comes to securing your first job.

10 Choose the correct reporting verbs to complete the sentences.

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

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

1	Can we have a quick cha	at? I need to
	something off my chest	
-	DI	20

2 Please don't ______ it personally, but it looks like you haven't cleaned your shoes for months!

3 I think I ______ it wrong about Iwona being unfriendly. She's actually really nice.

4 Has going for a walk ______your mind off things? I hope you feel better now.

5 No matter how many times I ask him to close the door, he just doesn't _____ the message!

6 You're great at giving people advice, but you aren't so good at it.

7 Sorry, I don't want to ______involved in your argument. It's between you and Beth.

8 I can't seem to _____ through to Olivia about the importance of doing homework.

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

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



GRAMMAR | past modals of deduction

VOCABULARY | compound adjectives; chance

PRONUNCIATION | connected speech: past modals of deduction

digi ZABAN

VOCABULARY

compound adjectives

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

changing consuming famous hand lasting respected year-old

Former	dance	school	student
reaches	new h	eights	

Janie Hansen is a twenty-four-1 ballet dancer from the UK. She is a widely 2 dancer at the London Ballet, where she is on track to become prima ballerina. She is hoping to follow in the footsteps of her mother – the world-3 dancer, Imelda Khrushcheva. Dancing careers are often short-lived in comparison with other professions, but Imelda's longcareer is what inspired Janie to take up ballet herself. Janie started dancing at the age of ten, wearing second-5 shoes. Ballet quickly became an all-6 passion for her. Once she had reached the age of fourteen, she knew she wanted to dance professionally, and auditioned to join a leading ballet school. This was a life-7 decision. Serious ballet training is especially time-8 , and she spent several hours a day in dance classes alongside her ordinary education. Her efforts eventually paid off: she is

in her second season as a soloist with the London Ballet,

and she looks set to rise to stardom like her mother.

chance

Choose the correct word to complete the sentences.

1	Participants were to complete a seri		and asked
	a fortunate	b random	c chance
2	I went into acting gave me a free les	quitev son as a gift.	vhen someone
	a by chance	b accidental	c unfortunate
3	In aaccollapsed, but no		
	a chance	b fortunate	c freak
4	Only athe film industry.	few ever become	superstars in
	a fortunate	b freak	c chance
5	She kicked me dur it was	ing the football m	natch, but I think
	a chance	b accidental	c fortunate

GRAMMAR

past modals of deduction

- 3 A The sentences below have a mistake. Choose the best option to correct the mistake.
 - 1 She <u>may</u> have been affected by the fall I guess that's why she doesn't ride now.
 - **a** can **b** must **c** can't
 - 2 I can't have left my purse on the train it isn't in my bag!
 - must **b** must not **c** can
 - **3** You <u>might</u> have seen Małgorzata in town because she's away on holiday at the moment.
 - **a** must **b** could **c** can'
 - **4** They <u>must have</u> stopped the match because of the snow, but I'm not sure.
 - **a** may have **b** can't have **c** must have been
 - **B** Complete the article with the correct form of the verbs in brackets and a modal of deduction.

The world's top table-tennis town

Michael Cabo | Monday 19 Feb | 16:18 GMT

We all admire those who've dedicated themselves to becoming a top athlete or classical musician, but a study of top performers has shown that they

1 (got) there if they hadn't had the right circumstances.

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

6 (be) sitting around at home all day: they also put in the time and effort that ultimately paid off and this 7 (make) their teacher very proud!



PRONUNCIATION

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

1	Youbeen living here that long, surely!
2	Meiko known the questions in advance.
3	done the amount of training equired anyway.
4	tbeen cold with the roof off like that.
5	Theyeaten before they came.

B 🕠 7.01 | Listen again and repeat.

READING

- **5 A** Read the article. Which three reasons are given for people suddenly developing impressive abilities?
 - B Complete the article with the missing sentences (a-g). There is one sentence that you don't need.
 - a However, this is extremely rare.
 - **b** A study of one group showed that they had become very good artists.
 - **c** The closest a person might get to being truly great at something is to put in a lot of hours for their chosen specialism.
 - **d** They are simply unable to explain how this came about.
 - **e** In a healthy brain, the left-hand side tends to limit the right.
 - **f** A small number of autistic people appear to have incredible skills that the rest of us can only dream of.
 - **g** This might occur in a freak accident or through illness, accidental damage or a medical complication.



How do some people become sudden geniuses?

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

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

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

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

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

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

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



GRAMMAR | wish, if only, should have
VOCABULARY | idioms: regrets
PRONUNCIATION | chunking in idioms

VOCABULARY

idioms: regrets

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

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

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

B Choose the correct word to complete the sentences.

1	A: How's it going with your band?		
			ther band. He thought on the other side.
		b greener	
2	A: Hey! How	was your exam?	
	B: It was a pie half an ho	ece of ur early!	– I actually finished
	a cake	b bread	c pie
3	A: I've missed	theen the deadline	– I should've kept an
	B: There'll be	other jobs to g	o for, don't worry.
	a boat	b bus	c timetable
4	A: Fancy com	ning to see the p	lay tonight?
	B: No, it's no	t my cup of	
	a tea	b water	c coffee
5	A: Did you do	the swimming	competition?
			hbecause king great progress.
	a a suit	b clothes	c disguise
6	A: Why are yo	ou deleting your	work?
		d to go back to n't good enough	theboard. n.
	a notice	b drawing	c white

PRONUNCIATION

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

1	I always found driving first lesson.	, right from my	
2	Missing the concert was night instead.	– I had an early	
3	Icelandic death metal	, I'm afraid!	
4	– I can tell you t	hat for sure.	
5	The funding fell through, so	l had to	
6	Sandrabecause	she didn't apply in time.	
7.02 Listen again and repeat the sentences.			

GRAMMAR

wish, if only, should have

- **3**A Choose the correct word or phrase to complete the sentences.
 - 1 I wish I had / I'd had / I have more to eat this lunchtime. I'm hungry again already.
 - 2 If only we lived / we live / we'd lived nearer the city we'd be able to go shopping more.
 - 3 You shouldn't only have / shouldn't have / should have told me about the party. I'd have gone.
 - **4** I wish you will / do / would stop talking while my favourite programme's on!
 - 5 If only I had / I hadn't / I'd have brought my guitar with me. I need to practise for the gig.
 - 6 I should have / shouldn't have / wouldn't have let you down. I'm sorry.
 - **B** Complete the article about regrets with the correct form of the verbs in brackets.

'It's better to regret the things you have done than the things you haven't.' That's what they say. But is there any truth to the matter?
Compare the following: 'I wish I ¹
However, we do regret some things that we've done. Think about these situations: 'I shouldn't 4 (speak) to my friend like that', 'If only I 5 (not crash) the car', 'I wish I 6 (not eat) so much food. These definitely aren't the same as climbing Everest.

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



LISTENING

4A 7.03 | Listen to three people talking about regret. Match the speakers (1–3) with their regrets (a–c).

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

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

Speaker 1

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

Speaker 2

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

Speaker 3

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

WRITING

a personal essay

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

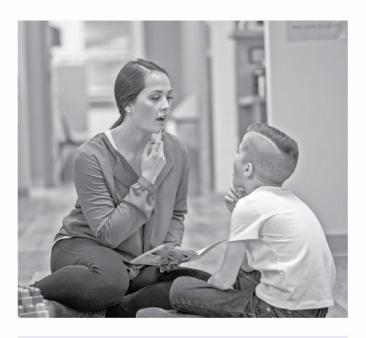
- a a regretted decision
- **b** an unexpected realisation
- c a new course of action
- B Skim the article quickly and check.

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

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

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

- The grass is greener on the other side
- · The grass isn't greener on the other side
- 1 Think about an event that has led to you thinking that the grass is/isn't greener on the other side (use your imagination if you prefer).
- **2** Use the paragraph plan in Ex 5C and the model answer. Think about what information you will include in each paragraph.
- E Write your article using your notes. Write at least 140 words.



The grass is sometimes greener on the other side

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

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

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

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

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

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



Lesson 7C

HOW TO ... | describe a process VOCABULARY | phrasal verbs: explaining PRONUNCIATION | stress in phrasal verbs

VOCABULARY

phrasal verbs: explaining

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

	across	down (×2)	into	out (×2)	over	through	
1	Have y	ou got time ude in our e	to go ssay, pl	ease?	what	we need	
		peech was g so you	don't s	ound rus	hed.		
3	I can't do. I'll	I can't figurewhat my boss wants me to do. I'll have to ask her to explain.					
4		with big proj naller tasks.		y breaking	g them		
5	You do just tel	on't need to ll me the res	go sults.	a	ll the d	etails –	
		times find it in mee	tings a	nd no one	e listen	S.	
	proble	need someo ms with, I'm	a grea	t listener			
8	3 Caro le assign	eft ment and go	som ot a lov	e referen v grade b	cing in ecause	her of it.	
_		se the corre	ct wor	d to comp	lete th	e	
	entence						
1		you speak to out any	/ inforn	nation.	•	nt not to	
		ak b					
2	2 I need go on t	to figure the climbing	wall.	some sa	afety ru	les before	
		b					
3	Steph boring					. It was so	
	a into	b	acros	s c	down		
4	You've	got your		across	clearly.		
	a talk	b	thing	c	point		
5	Have y with?	ou got anyo	ne you	can talk t	:hings		
	a into	b	throu	gh c	down		
6	6 Please	slow	!1	can't und	erstand	l you.	
	a out	b					
_							

PRONUNCIATION

- 7.04 | stress in phrasal verbs | Underline the stressed part of the phrasal verbs in bold. Then listen and check.
 - 1 There's no point in going over the whole story
 - 2 You need to figure out what you want to do in life.
 - 3 Remember to slow down when you're speaking so people can understand you.
 - 4 Please don't qo into all the details of what happened now – you can tell me later.
 - **5** I **left out** some critical information in my interview.

How to ...

describe a process

- 3 A 7.05 | Listen to an explainer video. Who is the speaker? What process is she describing?
 - B 7.06 | Listen to the rest of the video and number the stages in the correct order.
 - a Include relevant references.
 - **b** Check the order of required information.
 - c Provide contact information.
 - **d** Check your work for errors.
 - e List your work experience and qualifications.
 - **f** Add a professional-looking photo.

C	7.06	Listen again and	complet	e the extr	acts
_	7.00	Listeri again and	Complet	C CITC CACI	uccs

1	, you need to look at the platform where
	your profile will appear.
2	The first thing you might be asked to do is upload a current photo, but
3	use a photo showing you in a social setting.

- organising your qualifications.
- checking through what you've written.

SPEAKING

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

Jo:	So, what are you going to do this summer?
Tom:	Well, I'd love to plan a walking trip like you did. But I've got no idea how to get started!

- Jo: Well, to 1 with, you'll need to decide where you're going!
- Tom: Ha ha! True. Well, I'd like to go to the mountains, but I guess that means having to camp.
 - you want. Or you could stay in a hostel near where you're walking.
- Tom: OK, and 3 I've found somewhere, can I just turn up or do I need to book in advance?
 - Jo: Well, I'd 4 ___just turning up because they might not have any rooms left.

Tom: OK. Any other advice?

- that you tell someone where Jo: It's 5 you're going each day and when you'll be back.
- Tom: What, in case I get lost? But I'll have my phone.
 - Jo: Yeah, but you might not get a signal in the mountains. I'd 6 buying an actual map and compass, too.
- Tom: Good idea. Thanks for the advice!
- B 🔹 7.08 | You are Jo in Ex 4A. Listen and speak after the beep. Record yourself if you can.
- C Listen to your recording and compare it to 4A.





Lesson 7D

GRAMMAR | adverbials of concession **LISTENING** | an interview about talents

GRAMMAR

adverbials of concession

- 1 A Choose the correct word or phrase to complete the sentences.
 - 1 I've always loved chess. Although / However / On the one hand, I'm not good at it.
 - 2 It's important to nurture talent. Don't push people hard, although / on the one hand / though.
 - **3** On the **other** / **although** / **one** hand, I'd like to be self-employed. On the other, I like the security of a full-time job.
 - **4 However / Though / On the other hand** Amy showed early talent, she hasn't progressed much.
 - 5 I studied art at university, though / on the one hand / however I don't do much painting now.
 - 6 Arlo loves football. He's not the best player, on the other hand / although / however.
 - **B** Complete the article with the adverbs in the box. You need to use some of them more than once.

although however on the one hand on the other hand though

Why young talents don't always reach their potential

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

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

LISTENING

- 2A 7.09 | Listen to a radio interview about talent and choose the correct answer (a-c).
 - 1 Why does Michael no longer play the violin?
 - **a** He has achieved everything he wanted to.
 - **b** He hopes to pursue another activity he likes.
 - c He has become fed up with the pressure.
 - 2 What does Michael say when asked if he'd always wanted to play the violin?
 - **a** He realised he was good at it from an early age.
 - **b** He started playing because of someone else.
 - c He hoped his playing would support his family.
 - **3** What is Michael's opinion on parents encouraging their children?
 - **a** They shouldn't push them too hard.
 - **b** They shouldn't worry if they don't always do well.
 - c They shouldn't try to fulfil their own dreams.
 - 4 How do Michael's parents feel about him giving up?
 - a pleased that he has found something else to do
 - **b** surprised that he feels the way he does
 - c disappointed that he won't play anymore
 - **5** What does Michael say about future regret?
 - a He thinks it is unlikely.
 - **b** He thinks he might return to the violin.
 - **c** He says it depends on his cricket career.
 - **6** How might Michael feel if he isn't successful at cricket?
 - a proud of giving it a go
 - **b** eager to try out another idea
 - c confident he'll do well at something else

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

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

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







GRAMMAR | participle clauses

 $\begin{tabular}{ll} \textbf{VOCABULARY} & | & collocations with go, $have$ and $make$; describing homes and living conditions \\ \end{tabular}$

PRONUNCIATION | pitch in participle clauses

VOCABULARY

collocations with go, have and make

1		omplete the sentences with the correct form of <i>go</i> , ave or make.
	1	Something'swrong with the boiler. Would you mind taking a look?
	2	I might a go at repainting this room at the weekend.
	3	Here, you take a look. I can'tsense of these instructions at all!
	4	Many young people don't the opportunity to buy a house until their mid-thirties.
	5	Moving the furniture around hassuch a difference to this room.
	6	Unfortunately, buying a home oftenhand

describing homes and living conditions

in hand with getting into debt.

Massey's Estates

Well-maintained studio flat in city centre

- In excellent ¹condition / fashionable / character
- Very ²elegant / spacious / condition for this kind of property (45m²)
- Separate kitchen and bathroom decorated in a ³character / fashionable / secure manner
- Comes fully furnished with *spacious / secure / stylish decoration.

Four bedroom detached property

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

GRAMMAR

participle clauses

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

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

PRONUNCIATION

return.

- 4A 3.01 | pitch in participle clauses | Listen and underline the clauses which have a higher pitch than the rest of the sentence.
 - 1 Having rented throughout his 30s, David was finally able to buy his own home.
 - **2** Looking out of the window, Sasha realised how much she loved this place.
 - **3** Having worked at the company for 50 years, she finally retired last month.
 - **4** Thinking about their future, the couple started researching schools in the area.
 - **5** Having lived in many different places, Kim finally decided to settle down.
 - B 3.01 | Listen again and repeat.



READING

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

commuting cost of living jobs local transport mental health nightlife pollution

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

Why young people are moving to the country

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

For many, the main reasons are financial. 'We just couldn't afford to live there anymore. We were living in a two-bedroom flat, with no garden, nowhere near the city centre, and most of our salaries were going on rent and bills.'. This is Lucie Darvell – a young professional who, recently moved from a flat in London to a cottage in Sussex. For her, it's more cost-effective to live in the countryside. 'You just get more for your money. Here we get three bedrooms – one of which I use as an office – a garden, a parking space outside ... it just makes more sense.'

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

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

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

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

WRITING

an application letter/email

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

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

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

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

- **B** Read the letter again and underline the formal phrases.
- C Read the job advertisement and make notes on why you would be suited to this position. You can invent skills and abilities if necessary.

Trainee Sales Negotiator

Landley's Estate Agency

Posted 3 days ago

Apply

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

Duties will include:

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

You will need:

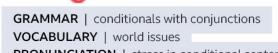
Excellent customer service skills

Teamwork skills

A high level of professionalism Sales experience an advantage

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

Lesson 8B



digi ZABAN

PRONUNCIATION | stress in conditional sentences

VOCABULARY

world issues

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

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

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

B Complete the conversation using words from the box.

endangered global warming homelessness justice literacy overcrowding poverty unemployment

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

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

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

GRAMMAR

conditionals with conjunctions

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

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

B Complete the sentences with the words in the box.

condition if not long as providing unless

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





C Choose the correct words to complete the article.

Why there is more and more poverty in wealthy countries

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

PRONUNCIATION

- 3 A 8.02 | stress in conditional sentences | Listen and underline the word that is given the main stress in each sentence
 - 1 As long as we leave home by seven-thirty, we won't be late
 - 2 Unless we take action now, the damage will be catastrophic.
 - **3** Provided that endangered languages are taught, they will survive.
 - **4** On condition that the loan is paid back in full, we're happy to approve the request.
 - B 3.02 | Listen again and repeat.



LISTENING

- **4A 8.03** | Listen to the introduction to a talk. Which world issue does the speaker focus on?
 - a homelessness
 - **b** civil rights
 - c low levels of literacy
 - **B 3.04** | Listen to the rest of the talk. Complete the notes with one or two words in each gap.
 - Everyday reading tasks include timetables, labels and ¹_______ to help us find our way around.
 - People are more likely to make ² via text message now.
 - ³ purposes for literacy include staying informed and communicating well.
 - Young children can start to acquire knowledge of reading through listening to ⁴
 - Visits to a 5 can be an exciting weekly event.
 - Adults may have missed out on gaining literacy skills because of 6 during childhood.

C 38.04 | Listen again. Are the statements True (T) or False (F)?

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



Lesson 8C

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

VOCABULARY

prepositional phrases

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

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

Dunbar's number

According to Professor Robin Dunbar of Oxford maintain good relationships. there is a limit to how many friends we can handle. This number is probably a lot lower than the number of online friends you have. 2 , it only amounts to about 150 people. Dunbar believes this has been the case since 3 our early hunter-gatherer days. Through extensive research, Dunbar came to the conclusion that there is a ratio between how big our brains are and how big a social group we can retain. , experiments carried out indicate that the 'magic number' is 150. This is because there's only so much information you can hold in your head. , other animals have limitations on the size of their social group, too, depending on their brain size. Now social media has entered the mix, does this number still hold true? Many of us have a more online friends than 'real' friend's 6 , in some cases reaching thousands. Experts in the field of social media tend to agree with Dunbar's number, even in online communities. Letting your numbers get simply means you'll find it impossible to stay friends with everyone.

How to ...

develop an argument

- 2 A 3 8.06 | Listen to the start of a debate. Number the arguments in the order they are presented.
 - a Online interactions are less meaningful.
 - **b** It's easier to be misunderstood online.
 - **c** We can ignore people that we disagree with.

B 3.07 Complete the extracts. Listen and c	check	and	Listen	extracts.	Complete the	8.07	В
--	-------	-----	--------	-----------	--------------	------	---

1	I'd like to start off that I completely agre	
	that social media has killed the art of conversation.	
2	This is true for three Firstly, we no longer have to interact face to face	
3	we are no longer able to discuss our views in person with someone that we disagree wit	h.
4	It's easier, but it has clearlyfewer	

5 The is often miscommunication and confusion.

PRONUNCIATION

- **8.08** | sounding persuasive | Listen to the extracts. Underline the words that are given extra stress and draw a (/) to show long pauses.
 - 1 I'd like to start off by saying that I completely agree that social media has killed the art of conversation.
 - 2 Firstly, we no longer have to interact face to face with people who disagree with us.
 - **3** Secondly, whereas in the past we had to call or arrange to meet someone we hadn't spoken to in a long while, now we can just fire off a quick message online.

SPEAKING

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

I'd like to 'off by saying that I fully believe
in small businesses making use of online platforms
to promote their service or products. The 2
suggests that this can be a great way to reach a lot of
people quickly. A good ³ of this is beauty
products. By uploading regular photos and videos to
the right platforms, you can reach huge numbers of
people. The obvious ⁴ of this is that sales
will increase dramatically in a short space of time.
The second ⁵ l'd like to make is that online
marketing will save you money. This is 6for
two main reasons. 7, you won't have to pay
as much in advertising, and 8, you can do
much of the work yourself.

B 3.09 | Listen and check.





Lesson 8D

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

VOCABULARY

phrases with get

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

READING

- **2 A** Read the article. Match the projects (1–5) with the issues that they are designed to help address.
 - · climate change
 - endangered languages
 - homelessness
 - · lack of affordable housing
 - literacy

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

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

- 1 James is lovely there's nothing he wouldn't do for someone, even people he doesn't like.
- **2** Guess what? I've just paid a deposit on that brilliant flat I told you about.
- **3** You've just got to make it through the next two months, then everything will be fine, I promise.
- 4 It took me a long time to get back on a bike after my accident, but I did it.
- **5** Everything fell apart after being made redundant but I've got a new job and house now.
- **6** Why do you stay in that relationship? I think you should just leave.
- **B** Read the article again. Complete the sentences with no more than three words or numbers.
 - 1 Orange Sky Laundry washes clothes for homeless people using ______ in the back of their vans.
 - 2 Volunteers at the repair café in Buxton fix items such as washing machines and ______ for free.
 - **3** Wikitongues has recorded ______ different endangered languages.
 - **4** RUSS was set up to _____ thirty-six new homes for would-be residents.
 - **5** Literacy Pirates aims to improve the literacy, confidence and ______ of local children.

Five community-led projects taking on the big issues

1 Orange Sky Laundry

Australian charity, Orange Sky Laundry, provides a mobile laundry and shower service for people sleeping rough across the country. With the help of donations and hundreds of volunteers, the organisation owns a fleet of vans, each with two washing machines in the back, which it sends out to affected communities.

Set up in 2014 by friends Lucas Patchett and Nicholas Marchesi, Orange Sky Laundry now operates in multiple cities across Australia and New Zealand.

2 Transition Buxton

Transition Buxton works on a range of environmental projects in the town of Buxton in Derbyshire, UK. Their initiatives include a community orchard, a home energy scheme and a repair café. The repair café is a monthly service designed to reduce waste and carbon footprints, by fixing items that would otherwise have been thrown away. Run by volunteers, the group repair everything from washing machines to bicycles – all for free.

3 Wikitongues

This New York-based non-profit organisation offers free resources, training and grants for projects aimed at sustaining and promoting languages. Founded in 2014, one of the

charity's key initiatives is their series of Living Dictionaries – free online tools that document thousands of words and phrases from endangered languages. So far, the organisation has recorded videos of over 700 different languages and created hundreds of free resources.

4 Rural Urban Synthesis Society (RUSS)

Tired of the lack of affordable housing in Lewisham in Southeast London, a group of locals formed RUSS in late 2021, to design and self-build thirty-six new houses. The project – which is the largest of its kind in the capital – has given would-be residents the chance to build the homes alongside local volunteers. Residents will also have access to a local community centre, communal garden, shared laundry and a public playground.

5 Literacy Pirates

Literacy Pirates is a charity based in Hackney, London, that provides after-school reading and writing clubs for students whose teachers feel they could do with a bit of extra help. Aimed at children aged 9-12 and led by a group of qualified teachers and trained volunteers, the clubs take place in a series of pirate-themed learning spaces. The charity hopes not only to help improve student literacy, but also to promote confidence and self-esteem.



GRAMMAR

1	Choose the correct word to complete the				
	sentences.				
	4 14	harra harra aran aran da a kala a a			

1 It ______ have been easy moving to a new school and not knowing anyone.a can't b might c could

2 You have seen Jurassic Park – everyone has!
a could b must c couldn't
3 They have got stuck in traffic. It's very

busy near the airport. **a** could **b** can't **c** couldn't

4 He _____ have called in sick – he didn't look well yesterday.
a can't b might c couldn't

5 You have practised a lot to be this good. **a** must **b** can **c** can't

a mustb canc can'tlt ______ have been Tom you saw. He's away this weekend.

a might b must c can't

Complete the sentences with the correct form of the verbs in brackets.

1 I wish I (have) more free time at the weekends.

2 If only you _____ (tell) me you'd be out late – I wouldn't have been so worried.

3 You should _____ (practise) your answers before the interview.

4 I wish the dogs _____ (bark) so much at night. I can never get to sleep.

5 If only you _____ (visit) me here in California – it's amazing!

6 You _____ (not take) my car without asking permission.

3 Match (1-5) with (a-e).

- 1 The book has had brilliant reviews,
- 2 I love swimming in the sea.
- **3** Though I'm not very good at surfing,
- 4 Hard work is important,
- 5 On the one hand, I enjoy doing it
- a although you've got to have fun, too.
- **b** However I only do it the summer.
- **c** but on the other, it takes up a lot of my free time.
- d I love being out on the waves.
- e though the author didn't think it was her best work.

4 Put the words in the correct order to make sentences with participle clauses.

- 1 in the capital, / many young people / arriving / to find / struggle / work
- 2 Miguel / it was / having moved / how noisy / to the city, / was surprised by
- 3 having finally / Sally / on time / finished / the report, / for once / left work
- 4 grew up / Teddy / being / brought up with / really fast / much older siblings,
- 5 Tina / was always / in the gym, / spending / too tired / so many hours / to walk home

5 Rewrite the sentences using the words in brackets.

1	You may park your car here but only stay for an hour.
	You may park here (condition) for an hour.
2	If you don't make the first move, some people won't engage in conversation.
	Some people won't engage (unless) you make the first move.
3	If we finish badminton practice on time, I'll come and meet you.
	I'll come (providing) we finish badminton practice on time.
4	Stay calm and the performance will go well.
	The performance will (long) you stay calm.
5	If enough people come to help, we can clean the

VOCABULARY

When 1

park in a couple of hours.

We can clean the park in a

enough people come to help.

6 Complete the news story with the words in the box. There is one item you don't need.

all-consuming by chance fortunate life-changing long-lasting nineteen-year-old world-famous

Alenka Kos met Anders

(provided)

Develop your talent

Bergman 2	on a skiii	ng holiday in
Sweden, little	did she know th	nat this would
be a ³	event. Anders	s was a medal-
winning skier,	and he taught	Alenka a few
techniques to	improve her ov	vn skiing. In fact,
she improved	so much durin	g her holiday that
Anders, who a	lso ran a ski scl	hool, suggested
she train as a s	ski instructor h	erself.
'I was so ⁴	to meet A	anders when I
		finished college
		ed to do next. But
skiing's my pas	ssion, and once	l met Anders,
I had this 5	desire to	become an
instructor and	help others ski	i better. I'm not
good enough t	o compete like	Anders does,
and I'll never b	ecome a 6	athlete, but
I've lived in Sw	eden ever since	e, and absolutely
love my new li	fe here. If there	e's something
you're really in	terested in, jus	st go for it!



7 Complete the sentences with the correct form of the idioms in the box.

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

1	Thanks for inviting me to the gig b	ut it's	really
	l'd rather stay at home		
_			

- **2** This weather has been ______. If it had been hotter, we'd have suffered during the match.
- **3** I'll have to go _____ and start the table plan again. A few people can't come.
- 4 That test _____! I'll probably get 100 percent.
- **5** I've _____ on ticket sales apparently, they've all just sold out.
- **6** People think ______, so they're disappointed when they realise it isn't.

8 Complete the sentences with across, down, into, out, over or through.

- 1 Can you slow _____? I can't understand you.2 I'll be going _____ a lot of detail about the
- process, so please make notes.

 3 If you break things ______ into smaller chunks, they become easier to understand.
- 4 I'm going to go ______ the writing skills again in Thursday's lesson, so please do attend.
- **5** Can I talk _____ a few things with you? I want know how to improve my technique.
- **6** If you want to get your message _____, you'll have to be more assertive.
- **7** Oh no! I left something really important _____ of my presentation!
- **8** I don't think I'm ever going to figure _____how to build this wardrobe!

9 Complete the anecdote with the correct form of *go*, *have* or *make*.

Everything 1 wrong when we moved house. The removal guys turned up late, and nothing 2 according to plan after that. I'd carefully wrapped all my valuable items but it didn't 3 a difference. Two got broken. I 4 a point of writing on the boxes which room the items should be put in, but everything ended up in the wrong place. I thought it 5 sense to move the smaller items out of the house before the furniture, but that left us nowhere to put some of the bigger items. Also, we never 6 the opportunity to thoroughly clean our new house before we moved in.

10 Choose the correct words to complete the sentences.

- 1 This is a very **exclusive / spacious** part of town and houses here cost millions.
- 2 People spend a lot of money making their homes secure / fashionable as there are lots of break-ins.
- **3** The room is so **stylish** / **spacious** that we had to buy some new furniture to fill it.
- **4** What an **elegant** / **exclusive** room! I love the decoration and layout.
- 5 Old houses tend to have a lot more **condition** / **character** than new ones.

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

- 1 Unemployment can lead to a series of events
- 2 I attend literacy classes now as an adult because
- 3 Homelessness isn't a big problem where I live,
- 4 Overcrowding is a big problem in some countries,
- **5** The majority of people don't understand what it's like to live in poverty
- 6 The number of endangered languages is increasing
- **a** with many people competing for the same resources.
- **b** that results in people losing their home and way of life.
- **c** because communication has become more and more globalised.
- **d** I didn't learn to read or write well enough when I was at school.
- **e** and to not even have basic needs such as warmth and shelter.
- **f** but there should be more shelters for people on the street in general.

12 Complete the conversation with the phrases in the box. There is one phrase you don't need.

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

Steph: Is there a sense of community where you live?

Tom: Yes. It's 1_____ the friendliest place I've ever lived. What about you?

Steph: Well, neighbours don't tend to do much together, but ²______people are nice enough.

Tom: It's tricky to get the balance right. You want to say 'hi' and chat, but ³______, you don't want to get in people's faces too much.

Steph: You're right. It's hard if you don't know people, though. Some of the kids' behaviour is

4_______. Like, they kick balls against people's houses. I'm not sure how to approach the situation.

Tom: 5 they're playing out instead of being on screens. But you might need to speak to their parents 6 resolve things.

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

1	Saira's got a big		and will h	elp	o anyone.
	a heart	b	back	c	life
2	It was hard to get I losing my job.	my	life back		after
	a the other side	b	now	c	together
3	Have you got		to live?		
	a where	b	the other side	c	somehwere
4	It can be hard to g	et.	of de	ebt	
	a out	b	a big	c	my life
5	It took years of har	d w	ork to get		I am now
	a together	b	where	c	somewhere
6	Simon has got his audition.		back af	ter	failing the
	a side	b	heart	c	confidence

GRAMMAR

present perfect simple and continuous

- 1 Use the prompts to write present perfect simple or present perfect continuous sentences.
 - 1 How long / you / learn the violin?
 - 2 You / ever / go / to Russia?
 - 3 I / go to bed / much later / recently
 - 4 I / wait / here / last two and a half hours!
 - 5 Ali / see / the James Bond film / three times

infinitive and -ing forms

- 2 Rewrite the sentences using the correct form of the verbs in brackets.
 - 1 I used to buy groceries on the way home from work.

 I stopped(buy) food on the way home.
 - **2** Ask Sheila if she wants to come to the party. Remember ______(invite) Sheila to the party.
 - 3 I'll always remember waking up on that beach in
 - Hawaii.
 - I'll never forget _____ (wake) up on that beach in Hawaii.
 - **4** You need to practise every day to learn anything. The way to learn anything is by ______(practise every day.
 - **5** I'm travelling around Southeast Asia on my gap year. My plan is ______ (travel) around Southeast Asia on my gap year.

future probability

3 Complete the sentences with the words in the box.

certain to due to going to might unlikely to 'll

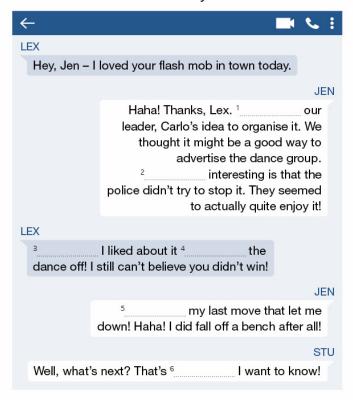
- 1 I _____never go travelling on my own because I'm simply not brave enough.
- 2 I'm _____see Connie today, so could you give her this birthday card, please?
- **3** We _____ go to Japan this year but we haven't made our minds up yet.
- **4** They are not _____ make it to the airport on time if they don't hurry up.
- **5** She's _____ pass her exam on Monday. There's no doubt about it!

relative clauses

- 4 Complete the sentences with a relative pronoun or '-' if the pronoun can be omitted.
 - 1 Is Bearded Theory the festival _____ we first met? I can't remember.
 - **2** The guy _____ we spoke to when we first arrived wasn't very helpful.
 - **3** Remember that group _____ parents came to the festival with them? How embarrassing!
 - **4** You know that orchestra _____ played last night? What was their name again?
 - **5** Look, that's the festival _____ I was telling you about the other day.

cleft sentences

5 Complete the text messages with what or it. Use the correct form of be if necessary.



future continuous and future perfect

- 6 Choose the correct words to complete the sentences.
 - 1 We'll have finished / be finishing dinner by the time you get back, but I'll leave some in the fridge for you.
 - 2 At this rate, I'll still have worked / be working on this project well into the new year.
 - **3** She might **have finished** / **be finishing** with it by now. Why don't you go and ask her?
 - **4** Call me later. I'll **have spoken** / **be speaking** to Jacob by then, so I should know more.
 - 5 I'll have finalised / be finalising the contract by mid-afternoon, so I'll send it across after that.

VOCABULARY

personality adjectives

7 Complete the sentences with the adjectives in the box.

	adventurous ambitious argumentative curious stubborn
1	I must admit, I am quite Once I've made up my mind, I rarely change it.
2	Young children are soabout the world. They want to know everything!
3	I'd say I'm pretty I've flown in a helicopter, climbed a mountain – I've even rafted through the Amazon!
4	My mum was a prettybusinesswoman. She'd become a CEO by her mid-forties.
5	Those two are so They're always falling out with each other.

suffixes

Complete the job advert with the adjective form of the words in brackets.

Food Taster We're looking for people to taste test our new range of vegan products. This is a very (practice) job, and you don't need to be (experience) in the role as on-the-job training is provided. Our workplace is fairly (relax) and we're looking for people who are (rely) and (optimist). In return for your tasting expertise, we offer (real) rates of pay and excellent benefits.

science and technology

9 Match the definitions with the words in the box. There are three words you don't need.

	analyse findings predict remotely researcher smart tech industry virtual reality
1	images and sounds created by a computer that seem real to the user
2	controlled by computers, so it appears to act in an intelligent way
3	information discovered as a result of a study
4	to examine something carefully to understand or explain it
5	from a distance

health and lifestyle

10 Complete the phrases with the words in the box.

	do	expand	keep (×2)	stay	transform
1			our lifesty	le	
2		r	mentally ac	tive	
3		i	n shape		
4		r	egular wor	kouts	
5			our horizo	ns	
6		ι	ıp your pro	gress	

lifestyle adjectives

- 11 Choose the correct words to complete the sentences.
 - 1 I suppose my job is pretty unique / tedious in that I can be based anywhere in the world.
 - 2 He lives in quite a unique / modest house, considering he's worth millions.
 - 3 I've been told I'm full of crazy ideas, but I think I'm very modest / ordinary!
 - **4** This project is so **tedious** / **ordinary**. I can't wait till it's finished.
 - 5 Conditions at sea can be pretty modest / harsh and it's not fun being caught in a storm.

festivals; the environment

12 Complete the information about a festival.

acts attracts carbon footprint festival-goers organisers renewable sustainable venues

A Greener Festival is a not-for-profit organisation	
which helps festival 1 around the wor	rld to
make their events more sustainable and reduce	e their
²	npact
and ³ those keen to make a difference	e,
including not only 4but the musician	S
themselves. The organisation's Woodstock Prince	ciples,
launched on Earth Day 2008, are a set of ten ide	eas
which encourage anyone in the music industry	to
hold more environmentally-friendly events. The	ese
principles include things like using 5	energy
and reducing waste at 6, as well as se	elling
greener merchandise. It also encourages fans a	nd
⁷ alike to adopt ⁸ practices	

How to ...

13 Complete the conversation with one word in each gap.

Pippa:	I'm absolutely	passionate 1	reading
	I'm not a big 2	of science fi	ction or
	fantasy, but I'll	. read anything else. Yo	ou?
Max:	l'm 3	keen on sci-fi either. I	've got
	really 4	crime recently.	
Pippa:		I love about it is	trying to
	guess who did	it.	
Max:	Well, I've just f	inished a great Harlan	Coben
	mystery. I'd 6	happy to len	d it you.

14 Complete the text with the words in the box.

fact impression sure thought way

Look our new neighbours! I'd have 1	they'd
stay in more now they've got children. I get th	e
they've got a lot of money. I'm no	t
100 percent 3 but I think they've ev	en got a
live-in nanny to look after the kids. There's no	
⁴ l'd have let someone else bring o	ur kids up!
I know for a 5I'd have done a bette	r job myself!

15 Complete the conversation with one word in each gap.

Emir:	Do you watch much TV?
Burcu:	I use streaming services like Netflix, Amazon Prime and on.
Emir:	I've just finished a good Scandi noir series.
Burcu:	What is Scandi noir? Is it sort dark crime or something?
Emir:	Crime stories set in Scandinavian countries. Sometimes weird happens. It's good. I like the scenery everything. I read the subtitles. I find it of interesting listening to the languages.
Burcu:	Are there many?
Emir:	Languages? Maybe – five so.

CUMULATIVE REVIEW ZABAN

GRAMMAR

pas	t perrect simple and continuous		
_	Complete the sentences with the correct form of the verbs in brackets.		
	1 By the time I got home, the kids (eat) all the pizza and there was none left for me!		
	2 I had to rush back home because I suddenly realised I(leave) the door unlocked.		
	3 I was exhausted by lunchtime because I (do) a lot of heavy lifting.		
	4 She (ring) for ages before Matt finally answered his phone.		
	5 I (always love) dancing so was keen for my son to give classes a try.		
past plans and intentions			

2 Rewrite the sentences using the verbs in bracke	Re	Rew	rite	the	sente	ences	using	the	verb	s in	brac	ket
---	----	-----	------	-----	-------	-------	-------	-----	------	------	------	-----

1	I planned to see Shelly but I forgot.
	IShelly but I forgot. (supposed)
2	Ben intended to go to university, but decided to get a job instead.
	Bento university, but decided to get a job instead. (going to)
3	I thought about getting a new hairstyle but I'm not going to now.
	Ia new hairstyle but I'm not going to now. (considering)
4	I thought I'd see you at the market but I didn't.
	Iyou at the market but I didn't. (expecting)
5	We had made a plan to go to Goa, but had to cancel.
	Weto Goa, but had to cancel. (planning)

necessity, prohibition and permission

Choose the correct words to complete the sentences.

- 1 Sorry I wasn't in when you called. I must / had to go to the dentist.
- 2 Ball games are not permitted / forbidden on the grass. Please use the pitch provided.
- 3 | mustn't / couldn't go to the concert in the end because I had a bad cold.
- 4 Are we allowed / forbidden to use our phone here?
- 5 Look at the state of your hair! We can / must get it cut - it's far too long.

past modals of deduction

4	Complete the sentences with the correct form of th				
	verbs in brackets and a modal of deduction.				

1	It(be) easy for Jo to apologise when
	both parties were to blame.
2	It(be) exciting for you to see Emily in her
	first TV show!
3	I(always have) mild asthma, but who
	knows?
4	I think he (decide) to go home – he didn't
	look very well earlier.
5	They (travel) by train because they were
	all cancelled.

wish, if only, should have

- Choose the correct options to complete the sentences.
 - 1 I wish we left / we'd left earlier because now we'll miss the train!
 - 2 You shouldn't have told / tell them you were fired from your last job.
 - 3 If only I tried / I'd tried a bit harder at school when I was younger.
 - 4 I wish you had told / will tell me you were coming!
 - 5 If only they'll be / they'd be a bit quieter next door

participle clauses

Complete the anecdote with the correct form of the verbs in brackets.

1(wake) up sudden	ly in the middle of the			
night I shouted, 'Who's ringing the doorbell?!'				
² (climb) out of bed	, I went downstairs to			
open the door. Having 3	(unlock) it, I said,			
'We haven't actually got a do	orbell'.			
4(sit) back in bed, p	ouzzled, I looked up			
why I'd been so convinced I'd	heard a doorbell ring.			
5(have) now read lo	ots about this			
phenomenon, I know it's called a 'hypnagogic				
hallucination' and it occurs wh	nen we're not fully asleep!			

VOCABULARY

work and careers; areas of work

Complete the sentences with the correct form of the words in the box.

	retrain start out
1	My cousin works for a large firm. He's always enjoyed working with numbers.
2	I've decided toas a beautician. I like styling hair but I want to try something new.
3	My dad in banking, but switched to the antiques business in his forties.
4	My boss keeps suggesting I try for promotion but I'm not interested in my career.
5	I wouldn't mind working in I love reading books of all kinds, and I'd like to be an editor.

prefixes

0			J	
8 Com	piete e	ach word	i with a	. preπx.

-patient! I'll get you something 1 Stop being so ____ to eat as soon as I've finished this. written the conclusion to my essay because I didn't think it included everything. heading is a line or two that gives more
- information about something you're going to read. 4 Mario's being a bit ...honest about where he was on Saturday. He's not telling the truth.
- 5 I think I've understood the instructions for this table - why does it look so weird?

reporting verbs

- 9 Choose the correct words to complete the sentences.
 - 1 | suggested / admitted taking the car to the garage so they can take a look at it.
 - 2 He apologised / denied transferring the money from our joint account into his own!
 - **3** The officer **insisted** / **accused** it was me on the CCTV footage, but I wasn't even in the area.
 - 4 The woman **refused** / **doubted** to move her car so I could get out of my driveway.
 - **5** I really **deny** / **regret** spending so much of my savings on that terrible car.

compound adjectives

10 Complete the biography with the compound adjective form of the words in brackets.

Kim Peek (1951–2009) was a (world /
famous) savant. In fact, if you've ever seen the
(wide / respect) 1980s film Rain Man,
you might be aware that it was based on him. Kim
could recall 10,000 books he'd read, which would be
incredibly (time / consume) for us, but Kim
could memorise a whole book in an hour.
Kim had been born a savant: there was no sudden
(life / change) event that altered his brain
and left him with (long / last) effects. The
(fifty-eight / year / old) died in 2009, but
his memory lives on.

chance

11 Complete the sentences with the words in the box.

	by chance fortunate random unexpected unfortunate
1	Winners are chosen at The names are pulled out of a hat.
2	It was that your flight was cancelled.
3	Josef leaving the company was totally
4	I found that book you wantedwhen I was looking for something else.
5	You're veryto be able to play the piano like that. I wish I could play an instrument!

phrasal verbs: explaining

until it is clear.

12 Complete the definitions with the words in the box.

	0	get across talk through	0	
1		someth		to other people
2		someth nking about i		, you understand ile.
3		someth mething or s		, you don't
4		someth g thoroughly.		you discuss
5	If you	someth	ina vou re	eneat it carefully

describing homes and living conditions

- Choose the correct words to complete the sentences.
 - 1 To make your house completely **stylish** / **secure**, invest in a good alarm.
 - **2** This house is full of **character** / **condition**. Just look at the ceilings.
 - **3** There is a very **exclusive** / **spacious** garden, with room for a pool!
 - **4** This is an **elegant** / **exclusive** area of town where many famous people live.
 - 5 The house was in excellent condition / character nothing needed doing.

world issues

14 Complete the sentences with the words in the box.

	endangered	homeless	housing	literacy	poverty
1	My first lang	guage is nore.		becau	se no one
2	2 Low levels of confidence :		can	lead to a	lack of
3	3 There simple everyone will				for
4	There are w this is terrib				eople and
5	Too many p struggle to			ar	nd

How to ...

15 Complete the conversation with one word in each gap.

Lara:		I can't 1	anything to work! There's			
		something 2	with my laptop and nov			
		there's a 3	with the fridge!			
Jo:	Jo:	It might be 4	having a look at that			
		little dial thing. Maybe it's too low.				
	5 don't	you try getting a tech guy to				
	take a look at your	laptop?				

16 Complete the conversation with the words in the box.

advice	hope	might	should	suggest	
Al: Car	you giv	ve me so	me ¹	on	clothes?
				t take this t colours to	
Al: Do	l? What	wouldy	/ou ³	, the	n?
			good ide r online.	a to look th	rough
				nething for k I ⁵	

17 Complete the instructions with one word in each gap.

		3-1-				
To 1with, get all your ingredients tog						
The next ² is to chop the onion and						
the water on to boil. Once 3 done that, the onions. When the water is boiling, add the pas Now add the tomatoes to the pan. 4 no						
				essential th	nat you stir the sauce co	ontinuously,
				but 5	careful it doesn't	burn. If you
6	, you could add some b	pasil. The final				
7	involves stirring the p	asta into the sauce.				

GRAMMAR

while, whereas and whilst

- Match the sentence beginnings (1-8) with the endings (a-h) to make sentences with while, whereas and whilst.
 - 1 While Daisy is quite confident and outgoing,
 - 2 Whereas the north is experiencing heavy snow,
 - 3 Naoko loves extreme activities like rock-climbing,
 - 4 Whilst I enjoy Paulo's company,
 - 5 While my partner loves folk music,
 - **6** Whilst I often forget where I've put things,
 - 7 Whereas most people in my class went on to uni,
 - 8 Whilst my daughter is loud and rebellious,
 - a whereas I prefer staying in with a good book.
 - **b** it's quite warm in the rest of the country.
 - **c** I do at least take care of my possessions.
 - **d** I decided to go travelling for a year.
 - e I couldn't listen to his stories for hours on end!
 - f I much prefer bands like Deftones and Metallica.
 - g my son is fairly calm and thoughtful.
 - h her brother Rob is lacking in self-belief.

quantifiers

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

1	each few good handful little rity minority number several
	Hey, so have you ever been foraging?
Alexis:	Er, I don't think so! What is it?
Dan:	You know, it's when you go out into nature to look for food. You collect it, bring it home and use it in your cooking. Very ¹ people do it, but I suppose that's a good thing – more food for everyone else!
Alexis:	Are you talking about picking mushrooms and berries and things? I <i>have</i> done that once, but I only collected a ² of blackberries – it was a bit of waste of time to be honest.
Dan:	Well, you've got to go to the right place at the right time. The ³ of people who do it go regularly and know all of the best spots. There's a ⁴ deal of food out there if you know what you're doing – and it's

Alexis: But doesn't that cause problems for, like, the ecosystem or whatever?

free!

Dan: Not if you do it carefully and thoughtfully. You all from the same place. If 7 percentages in the same place of things person of what's available, takes just a 8 nothing suffers. And you get free food out of it! What's not to like?

do and did for emphasis

uo	dII	d ala for emphasis		
3	Rewrite the sentences using the correct form of <i>do</i> or <i>did</i> to add emphasis.			
	1	I've gone off them now, but I used to like a band called Zeds.		
		Ia band called Zeds, but I've gone off them now.		
	2	Who's this song by? I really like it.		
	3	I – who's it by? I live-stream a lot of concerts, but I don't go to		
		them.		
	4	I don't go to a lotlive-stream them. I'm surprised that you still work at Wonderland Theme Park!		
		You Wonderland Theme Park, do you?		
	5	I want to go on holiday. But I don't want to go with Candice.		
		Ion holiday, just not with Candice.		
pas	si	ves		
4		omplete the sentences with the correct passive orms of the verbs in brackets.		
	1	It generally (accept) that teenagers need much more sleep than adults.		
	2	Students at Downheel High (expect) to be punctual and look smart.		
		It(recommend) that everyone gets between seven and nine hours' sleep a night.		
		In the past it (think) that the sun orbited the Earth and the Earth was flat.		
		In the 1970s, it (believe) that chimpanzees could be taught to speak.		
		A large storm (report) out at sea, so the 2 p.m. ferry has been cancelled.		
		It (decide) that the car park would close at midnight, but no one knew about it.		
	8	It (suggest) that video games help develop problem-solving skills and relieve stress.		
nor	1-0	defining relative clauses for comments		
5	C	omplete the sentences using a relative clause and		
		e prompt in brackets to add a comment.		
	1	The post came early this morning, which was a surprise . (a surprise)		
	2	I've finally passed my grade 2 violin exam,! (a relief)		

ne

5	Complete the sentences using a relative clause and
	the prompt in brackets to add a comment.

τr	ie prompt in brackets to add a comment.
1	The post came early this morning, which was a surprise (a surprise)
2	I've finally passed my grade 2 violin exam,! (a relief)
3	I've got a younger sister, (get on well with)
4	I grew up in the suburbs, (extremely boring)
5	My alarm clock went off in the middle of the night,
6	Everyone got a bonus this year except his department, (seems unfair)
7	Belle has settled into university life well,
8	Tom's got a new French teacher, (enjoys

being taught by)

reported orders, requests and advice

6 Read the weather report. Then, complete the reported sentences using the correct form of the verbs in brackets.

'The weather looks set to be wild and windy this weekend with Storm Norman on the way. It would be wise to avoid any unnecessary travel and ensure your property is secured. The winds are likely to be particularly strong in the north of the country. Be very careful when out and about as there could be flying debris. Rain might cause flooding in some areas. Please follow the weather warnings for your local area.

That's all for now – have a safe and pleasant evening.'

1		(say) that the weather bk) set to be wild and windy that
2	He travel and ens secured.	(advise) people to avoid unnecessary ure their property(be)
3		(warn) that the winds(be) rticularly strong in the north of the
4		(recommend / be) very careful when as there could be flying debris.
	Hewarnings.	(suggest / follow) your local weather
	Heevening.	(wish) everyone a safe and pleasant

adverbials of concession

- 7 Choose the correct words to complete the sentences.
 - 1 The car broke down on the motorway which was scary. On the one hand / However, we did get a free lift home!
 - **2** On the one hand / Although I'd seen the neighbour around, I'd never spoken to him before.
 - **3 Though / However** I enjoy most kinds of food, I'd have to say Japanese is my favourite.
 - 4 I'm not into grime music, on the other hand / although I do like this particular song.
 - **5** However / Although I usually love sunny weather, it's way too hot for me here!
 - **6 Though / However** my friends all live nearby, I don't see them very often because we're all so busy.
 - 7 On the one hand / Though I do really enjoy skiing, I don't really like other winter sports.
 - 8 I've travelled all over the world. However, / Although I've never visited Europe.

conditionals with conjunctions

- 8 Rewrite the sentences using the words in brackets.
 - 1 Children can go on the rides, but only if they are over one metre tall.
 - Children can go on the rides (condition)
 - **2** You need to come and get your lunch now or it will go cold.
 -come and get it now. (unless)
 - **3** I'll go with you to the concert but only if we don't stand at the front.
 - at the front. (provided)
 - **4** We'll make it in time for the film if we leave right now.
 - We'll make it in time for the film(long)
 - **5** You can go out with your friends but you must be home by ten o'clock.
 - you can go out with your friends. (so)

How to ...

- 9 Complete the conversation with one word in each gap.
 - Larry: Climbing is so dangerous, I don't think it's fair on climbers' families.

 Chris: I see your 1 ______, but I wouldn't stop
 - someone doing something they loved.
 - Larry: That's a ² point, I suppose. But on the other ³ don't you think it's a bit irresponsible?
 - Chris: I know what you 4_____, but it's up to the people themselves to decide what's right.
 - Larry: 15 your point, but I still think it's a very dangerous activity.
- Number the opening lines of an argument in the correct order.
 - **a** Secondly, it's much more difficult to do complex speaking activities online.
 - **b** As a result, teachers tend to focus on simple activities that can be completed alone, which isn't enough.
 - **c** This is true for three main reasons. Firstly, doing everything online means that children get little to no time to interact outside of the classroom.
 - **d** The impact of this is that they will find it much more difficult to develop key social skills.
 - **e** I'd like to start off by saying that I completely disagree with the idea that online education is better than being in a physical classroom.

CUMULATIVE REVIEW ZABAN

VOCABULARY

collocations about memory; idioms: memory

Complete the article with one word in each gap.

Why we immediately forget people's names

We all meet new people regularly, and think we listen carefully to their names when we're introduced. But then, only moments later, it appears that the name went in one 1 and out the other, even for those who fully believe they have perfect 2 Are our short-term 3 so poor?
Not exactly. Research indicates that we are less likely to
remember every 4 of conversations that were
neither very interesting nor very important to us. The
more important it is to remember a name, such as your
new manager's, the more likely it is that you'll make
the effort to learn it by 5 But sometimes,
you want to remember but still can't. The name, given
only minutes before slips your 6completely.
Is your memory playing 7 on you? No. You
simply underestimated how much effort is required to
remember something

emotions and feelings

- 2 Choose the correct words to complete the sentences.
 - 1 I'm really passionate about / on travel.
 - 2 I'm not fond about / of sweet things.
 - **3** A lot of people are terrified **on** / **of** spiders.
 - 4 I don't think John's keen on / by Michael.
 - 5 I'm so fed up by / of my journey to work.

word families

3 Complete the table with the correct form of the words.

verb	noun / person	adjective	adverb	
1	research / researcher			
predict	2	predictable	predictably	
		3	virtually	
		remote	4	
analyse	analysis / analyst	analytical	5	
	science / 6	scientific	scientifically	

nature

4 Complete the sentences with the words in the box.

	coastline deserted beach river bank track woodland
1	The company sources wildflowers from along the western
2	The trees in this are unique to this area.
3	Thisleads all the way to the river.
4	By this time next week, I'll be lying on a
5	The is home to several types of beaver.

lifestyle adjectives

- Match the sentence beginnings (1–6) with the endings (a–f).
 - 1 Driving on the motorway is so
 - 2 Few people go to Antarctica in winter
 - **3** She's very modest about her achievements
 - 4 Working with children is so rewarding -
 - 5 I lead a pretty ordinary life -
 - 6 Visiting Norway in twenty-four-hour daylight
 - a because the conditions are so harsh.
 - **b** I don't do anything other people don't.
 - c they're very happy and learn so quickly.
 - **d** and never shows off about them.
 - e was a truly unique experience for me.
 - **f** tedious and you can get very tired.

phrasal verbs: performing; phrasal verbs: communication

6 Choose the correct words to complete the review.

Just back from seeing a new performance of *Alice in Wonderland* at my local theatre. The actors 'came / went across as confident and well-rehearsed. They even managed to 'carry / continue on when someone in the audience dropped something loudly! One of the younger actors 'moved / messed up their lines at one point but it didn't matter.

The only negative was that the costumes and stage scenery didn't 'live / bring up to expectations. Whoever 'put / came up with some of the ideas had some very strange ones! It 'put / gave me off at first because it was so strange, but I got used to it after a while!

film and TV

7 Complete the conversation with the words in the box. There are three extra words.

	ed cast costumes ending scene soundtrack subtitles twist		
Isla:	I like films set in other countries. The scenery's great and the ¹ is often music from that country.		
Neil:	Do you? I hate having to read ²		
Isla:	I don't mind, as long as the 3 is good. You know, the actors need to be believable.		
Neil:	Yeah, and I don't mind if they aren't well-known. I like films with a clever 4 at the end, too		
Isla:	That you didn't see coming – yes! I like films 5on books I've read, as well.		
Neil:	Even though you know the 6 ?		
	Why not? I usually forget storylines anyway!		

illness and treatment

8 Choose the correct option (a–c) to complete the sentences.

1	I can't stop sneezing! I'm tired of having			
	a antibiotics	b allergies	c asthma	
2	I must have	l'm gc	ing to be sick again!	
	a antibiotics	b vaccines	c food poisoning	
3	can protect against illnesses.			
	a Vaccines	b Allergies	c First aid	
4	I've just finished learned about b		course, where I t in an emergency.	
	a medication	b vaccine	c first aid	
5	5 People who suffer frombreathing problems.		sometimes have	
	a antibiotics	b asthma	c food poisoning	

sleep; exercise; sport: motivation and benefits

- 9 Choose the correct words to complete the sentences.
 - 1 The main **benefits / strengths** of exercise are that you sleep better, look better, and feel better.
 - 2 I prefer gentle exercise that relaxes me, so I fall into a lovely deep sleep / nap at night.
 - **3** I don't like **high-impact** / **low-impact** activities. I'm always **aerobic** / **exhausted** afterwards.
 - **4** I like to give myself a **discipline** / **challenge** when I exercise, so I try to keep improving my times.
 - **5** They say that **moderate** / **flexibility** exercise at least three times a week helps you sleep better.

time expressions

10 Complete the sentences with the words in the box. You need to use one of the words twice.

	moment opportunity threat time			
1	Oh, hello! Come in! You're just in for something to eat.			
2	The future of the Arctic is under from global warming and we must act faster.			
3	They managed to get the cows off the track and not a too soon – a train was coming.			
4	Unfortunately,has already run out for some species and they're now extinct.			
5	Your window of to get the tickets is short, so you'd better hurry.			

video conference calls

11 Choose the correct words to complete the text.

My ¹ **internet connection / volume** has never been great, but today my screen was ² **muted / frozen** from the start of the call, and it was almost impossible to carry on. The ³ **link / host** of the meeting was getting really annoyed and had to ⁴ **invite / get in** me back several times. When everything *was* working, there was either an ⁵ **echo / internet connection** or there was a ⁶ **link / delay**, so I kept speaking over people.

collocations with get and take

12 Complete the sentences with the correct form of get or take.

1	wrong. I've never even been here before.	
2	Please don't this personally, but I don't	
_	think that colour suits you.	
3	I wish I'd stayed at home. I $___$ soaked on the way to the station.	
4	Let's watch something nice on TV and your mind off things for a while.	
5	Are you glad you've all that off your chest	

idioms: regrets

13 Match the idioms (1–5) with the definitions (a–e).

- 1 be a piece of cake
- 2 a blessing in disguise
- 3 miss the boat
- 4 the grass is always greener on the other side
- 5 not be (someone's) cup of tea
- a lose an opportunity
- **b** not be a favourite or well-suited thing or activity
- c something that seems bad but later seems good
- d be very easy to do
- **e** a situation seems attractive but may not really be

collocations with go, have and make

14 Complete the sentences with the correct form of go, have and make.

1	My parents always a point of reading me and my brother a bedtime story at night.		
2	I don't much in common with my sister but we get on well enough.		
3	These wardrobe instructions don'tsense. Where does this piece go?		
4	Unfortunately, the trip didn't according to plan. We kept missing transport connections.		
5	Everythingwrong yesterday: my car broke down. I was burgled and I lost my purse!		

prepositional phrases

15 Complete the sentences with the phrases in the box. There are two extra phrases.

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

1 ______ make sure the parcel arrives tomor

i make sure the pe		e the parcet arrives tornorrow,
	you'll have to send it	with our special service.
2	I like Tim	but I don't really get his sense
3	the best v	way to keep rice fresh is to

•		the best way to keep fiee fresh is to
	freeze it as	soon as it's cooked.
4		three students in my class have the

- 4 _____ three students in my class have the same bicycle and it gets a bit confusing.