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# FOCUS

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## 0.1 Diet

Grammar: Present tenses – review

Vocabulary: Food

1 Complete the words in the extracts from recipes. Some letters are given.

- 0 Be careful not to add too much soy sauce as this will make the noodles too salty.
- 1 Soak the d d mushrooms in warm water to rehydrate them before you add them to the stir-fry.
- 2 Get that b r flavour by using plenty of dark chocolate in the cake mixture.
- 3 Use very r e fruit for a softer fruit salad.
- 4 For extra flavour, throw in a handful of f h herbs from the garden just before serving.
- 5 Don't add extra oil to the frying pan or the duck will become too g y.
- 6 Not all sushi uses r w fish. Try this recipe for California rolls with baked salmon.
- 7 Use lime juice to make the salad dressing s r.
- 8 Don't throw away old s e bread. Instead, use it to make breadcrumbs.
- 9 To make a less f g version of this dish, replace the butter with olive oil.

2 Choose the correct options.

- 1 Ken *doesn't cook / isn't cooking* every evening because sometimes he *doesn't get home until 9 p.m.*
- 2 Guess what! I've *been becoming / 've become* a vegetarian since we last met.
- 3 Shelly and Nick *don't work / aren't working* today because they've both got food poisoning.
- 4 Excuse me, waiter. We've *been waiting / 've waited* for our desserts for half an hour now.
- 5 Wow! What is that gorgeous smell? What *have you cooked / have you been cooking*?

3 Complete the conversations with the correct form of the verbs in brackets.

- 1 A: I <sup>0</sup> was following (follow) the seafood diet at the moment.  
B: The seafood diet? I <sup>1</sup> \_\_\_\_\_ (never/hear) of that one.  
A: It's pretty easy, really. Whenever I <sup>2</sup> \_\_\_\_\_ (see) food, I <sup>3</sup> \_\_\_\_\_ (eat) it!
- 2 A: What <sup>4</sup> \_\_\_\_\_ (you/do), Julia?  
B: I <sup>5</sup> \_\_\_\_\_ (make) some lunch for us. It shouldn't be long. <sup>6</sup> \_\_\_\_\_ (you/think) these eggs will be hard-boiled yet?  
A: Well, I don't know. How long <sup>7</sup> \_\_\_\_\_ (you/boil) them for?  
B: About an hour.  
A: An hour? I <sup>8</sup> \_\_\_\_\_ (think) they might be done, yes. In fact, I think we might have trouble eating them unless you've got a hammer.

## 0.2 Fun and games

Grammar: Past tenses – review

Vocabulary: Sport

1 Complete the extract from a successful athlete's biography with the correct form of the verbs in the box.

beat	break	<del>come</del>	go
keep	score	throw	win

I've always been a very competitive person. At school I did a lot of athletics but I was never happy unless I <sup>0</sup> came first or <sup>1</sup> \_\_\_\_\_ the school record. If I was playing football, I was pleased if our team won, but I was never truly satisfied unless I was the one who had <sup>2</sup> \_\_\_\_\_ the goals. It wasn't enough to <sup>3</sup> \_\_\_\_\_ my opponent or <sup>4</sup> \_\_\_\_\_ a prize; I had to be the absolute best at whatever I did. To be honest, I don't think many people liked me because of this, but I couldn't help it. Some people are satisfied with <sup>5</sup> \_\_\_\_\_ fit or <sup>6</sup> \_\_\_\_\_ cycling or even just <sup>7</sup> \_\_\_\_\_ a ball around for fun, but that was never enough for me.

2 Read the text and choose the correct options.

Yesterday, two English climbers <sup>1</sup> completed / were completing / had completed one of the most difficult climbing routes in the world. Over 4 million people <sup>2</sup> watched / were watching / had watched live on the Internet when the brave pair <sup>3</sup> reached / were reaching / had reached the top of Old Major, a rock face in Yellowstone National Park. By the time they completed their adventure, they <sup>4</sup> climbed / were climbing / had climbed over 900 metres through all kinds of weather. Luckily, there were no weather problems yesterday – the sun <sup>5</sup> shone / was shining / had shined brightly when the exhausted climbers finally <sup>6</sup> pulled / were pulling / had pulled themselves over the top of the rock face at exactly 15.37.

3 Complete the sentences with the correct form of the verbs in brackets. Use short forms where possible.

- 0 It was snowing (snow) heavily when the marathon began.
- 1 We got stuck in traffic on the way to the game and by the time we got there, our team \_\_\_\_\_ (already/score) three baskets.
- 2 \_\_\_\_\_ (you/remember) to take an extra racket for Tom yesterday?
- 3 \_\_\_\_\_ (you/watch) when the rider fell off his horse? It looked pretty painful.
- 4 The golfer who missed the vital shot \_\_\_\_\_ (throw) his club into the lake.
- 5 We weren't allowed in the pool because we \_\_\_\_\_ (forget) our swimming caps.
- 6 The goalkeeper \_\_\_\_\_ (not concentrate) when the attacking player suddenly took a shot.





## 0.3 Teenage types

Grammar: Conditionals • *wish* and *if only*  
Vocabulary: Family • People

### 1 Match the personality adjectives with the descriptions.

assertive cheeky fussy immature  
selfish spoilt thoughtful

- 0 Dionne always remembers birthdays and always buys wonderful, personal gifts for her friends. thoughtful
- 1 Helen is not afraid to say what she wants you to do and how she wants you to do it. \_\_\_\_\_
- 2 Violet won't eat any green vegetables, doesn't like any kind of fish or meat and will only drink one particular brand of bottled water. \_\_\_\_\_
- 3 Sean's father buys him whatever he asks for, regardless of the price. \_\_\_\_\_
- 4 Colin ate the whole cake himself, even after I asked him to save a piece for me. \_\_\_\_\_
- 5 David is often rude to his teachers. He doesn't seem to respect them very much. \_\_\_\_\_
- 6 Kevin can be so childish that sometimes it's hard to believe he is nearly eighteen years old. \_\_\_\_\_

### 2 Complete the second sentence to show you would like the situation or behaviour to be different.

- 0 My parents are so strict.  
If only my parents were so strict.
- 1 Mum makes such a fuss if I'm slightly late.  
If only Mum \_\_\_\_\_ such a fuss when I'm slightly late.
- 2 Unfortunately, I don't have a photographic memory.  
If only \_\_\_\_\_ a photographic memory.
- 3 My girlfriend hasn't called me yet today.  
I wish my girlfriend \_\_\_\_\_ me before bedtime.
- 4 There is no snow in the mountains, so we can't go skiing.  
If only \_\_\_\_\_ snow in the mountains, we could go skiing.
- 5 I don't want to be here. I'd rather be anywhere else.  
I wish \_\_\_\_\_ here. I'd rather be anywhere else.
- 6 Kerry taps her pen on the desk. It's annoying.  
I wish Kerry \_\_\_\_\_ her pen on the desk. It's annoying.

### 3 Complete the sentences with the correct form of the verbs in brackets. Use short forms where possible.

- 0 Careful! If you shake up the lemonade, it ll explode (explode) when you open it.
- 1 You \_\_\_\_\_ (never/remember) all the important stuff if you don't take notes during lectures.
- 2 Three hours with nothing to eat! I \_\_\_\_\_ (buy) a sandwich for the journey if there'd been time.
- 3 Kids in horror films are stupid. If I \_\_\_\_\_ (see) a house in the woods, I wouldn't go inside.
- 4 If I \_\_\_\_\_ (know) how difficult this book was going to be, I wouldn't have started it in the first place.
- 5 The cat's shy, but he will come to you if you \_\_\_\_\_ (sit) still and keep quiet.
- 6 If you really loved me, you \_\_\_\_\_ (not behave) so horribly towards me all the time.

## 0.4 Visitors from space

Grammar: Modal verbs for speculation  
Vocabulary: Science

### 1 Complete the verbs and nouns in the text. Some letters are given.

A crew of near-universe <sup>0</sup>investigators has recently returned from the remains of a planet once known as Earth. The mission to <sup>1</sup>exp this long dead world revealed some surprising results. The crew made detailed <sup>2</sup>obs of the planet and <sup>3</sup>ana samples taken from the ancient surface. Based on this, they have <sup>4</sup>con that Earth did once support life.

Our <sup>5</sup>res shows that this life <sup>6</sup>evo from the seas that once covered a large part of the planet's surface. Although most of the planet has been destroyed, enough evidence has been <sup>7</sup>pre to suggest that simple intelligent beings once lived there. Sadly, it appears they were responsible for the <sup>8</sup>des of their own planet.

### 2 Choose the answer, A or B, that has a similar meaning to the underlined phrase.

- 1 I'm sure it isn't true that your cousin saw a UFO land on the school football field.  
A Your cousin may not have seen  
B Your cousin can't have seen
- 2 It's possible that human beings will visit the moon again one day.  
A Human beings may visit  
B Human beings must visit
- 3 I'm sure it's true that there is life somewhere else in the universe.  
A There might be  
B There must be
- 4 It's possible that life arrived on Earth when an asteroid crashed into the planet.  
A Life could arrive  
B Life could have arrived
- 5 Maybe it isn't true that we actually landed on the moon in 1969.  
A We might not have  
B We mustn't have

### 3 Complete the sentences with modal verbs and the correct form of the verbs in brackets. Sometimes more than one answer is possible.

- 0 They can't have come (not come) this way because there are no footprints in the snow.
- 1 All the other passengers got off but Vicky wasn't there. She \_\_\_\_\_ (miss) the train.
- 2 Derek still isn't here. I suppose he \_\_\_\_\_ (get) stuck in traffic or got lost on the way.
- 3 We \_\_\_\_\_ (be) there yet. It's 400km away and we only left home ninety minutes ago.
- 4 I \_\_\_\_\_ (arrive) late if the traffic is bad, so please start without me if I'm not there by nine.
- 5 I know you are worried that the parcel has got lost, but they \_\_\_\_\_ (not even/post) it yet.
- 6 Diane's shoes are still here, so she \_\_\_\_\_ (leave) yet.

## 0.5 Advertising

Grammar: Reported Speech  
Vocabulary: Advertising

1 Write the words that can be used with the nouns in *italics*.

- 0 a *bottle* of mouthwash / water / ketchup
- 1 a \_\_\_\_\_ of matches / chocolates / tissues
- 2 a \_\_\_\_\_ of flowers / grapes / keys
- 3 a \_\_\_\_\_ of energy drink / lemonade / cola
- 4 a \_\_\_\_\_ of anti-ageing cream / jam / pickles
- 5 a \_\_\_\_\_ of crisps / biscuits / sweets
- 6 a \_\_\_\_\_ of trainers / glasses / trousers
- 7 a \_\_\_\_\_ of toothpaste / superglue / handcream

2 Report the questions and imperatives.

- 0 Did you buy the product because you saw the advert?  
They asked me if *I had bought the product because I had seen the advert*.
- 1 Taste the drink and then describe the flavour.  
She asked me \_\_\_\_\_.
- 2 Would you like to try our service for free for a month?  
He asked me whether \_\_\_\_\_.
- 3 Contact us and let us know what you think.  
They told me \_\_\_\_\_.
- 4 Have you ever thought of trying a different brand of lipstick?  
They asked me if \_\_\_\_\_.
- 5 Don't forget to take one pill before breakfast and the other one before bed.  
The pharmacist told me \_\_\_\_\_.
- 6 Who is going to pay for the damage to my computer?  
She asked \_\_\_\_\_.

3 Report the statements.

- 0 I'll meet you at half past two tomorrow.  
I remember she said *she would meet me at half past two the next day*.
- 1 The manager will be here tomorrow if you could come back then.  
The assistant said the manager \_\_\_\_\_.
- 2 The advertising executives are arriving tonight.  
It was last Thursday morning that she said \_\_\_\_\_.
- 3 I saw the new advert on television for the first time today.  
He told us \_\_\_\_\_.
- 4 They are going to open the new branch of their coffee shop next week.  
Three weeks ago the staff member told me \_\_\_\_\_.
- 5 I'm sorry but your doctor's appointment for today has been cancelled.  
The receptionist called me and told me that \_\_\_\_\_.
- 6 I can't promise anything right now.  
She said \_\_\_\_\_.

## 0.6 Performers

Grammar: Articles  
Vocabulary: Culture • The arts

1 Choose the odd one out in each group.

- |                 |          |               |           |
|-----------------|----------|---------------|-----------|
| 1 novel         | portrait | sketch        | landscape |
| 2 play          | stage    | watercolour   | director  |
| 3 thriller      | ballet   | comedy        | horror    |
| 4 break-dance   | salsa    | screen        | tango     |
| 5 house         | rock     | pop           | action    |
| 6 autobiography | cookbook | costume drama | novel     |

2 Complete the text with *a, an, the* or  $\emptyset$  (no article).

[www.worldsgreatfestivals.com](http://www.worldsgreatfestivals.com)

### Edinburgh Festival

Every year in  $\emptyset$  August, <sup>1</sup> \_\_\_\_\_ huge arts and culture festival takes place in Edinburgh, in <sup>2</sup> \_\_\_\_\_ Scotland. <sup>3</sup> \_\_\_\_\_ festival brings together audiences and <sup>4</sup> \_\_\_\_\_ artists from around <sup>5</sup> \_\_\_\_\_ globe. In fact, Edinburgh Festival is made up of <sup>6</sup> \_\_\_\_\_ number of smaller festivals, but together they form <sup>7</sup> \_\_\_\_\_ largest annual cultural festival in <sup>8</sup> \_\_\_\_\_ world.



3 Choose the correct options.

- 1 Would you like to buy a programme for *the festival / festival*?
- 2 My favourite place in the city is the park. It's *a / the* place where I met my girlfriend.
- 3 I dream of becoming *the / a* famous actor one day.
- 4 For *lunch / a lunch* today we are having lasagne and green salad.
- 5 I don't have enough change to pay the parking fee. Do you have *the / a* pound coin?
- 6 *Swimming pool / The swimming pool* in our town is old and scary.
- 7 Is this *only music / the only music* you've got on your phone? Don't you have anything else?



## 0.7 UK vs USA

Grammar: Comparative structures

Vocabulary: Adjectives and adverbs

- 1 Replace the American English words in bold in the sentences with the British English words in the box.

holiday lift pavement rubbish  
underground wardrobe

- 0 Dan, will you please take out the **garbage** / rubbish !  
I've asked you twice already.
- 1 Mum and Dad are on **vacation** / \_\_\_\_\_, so I was  
thinking of having a little party at my house.
- 2 Are we taking the **subway** / \_\_\_\_\_ or the bus to  
Harry's house?
- 3 Well, let's just say that Connie is not the kind of person  
I'd like to get stuck in an **elevator** / \_\_\_\_\_ with.
- 4 Remember to look both ways before you step off the  
**sidewalk** / \_\_\_\_\_.
- 5 Another new jacket? Is there actually any room left in  
the **closet** / \_\_\_\_\_?

- 2 Choose the correct options.

- 1 Surgeons have one of *well-paid* / *better-paid* /  
*the best-paid* jobs in the medical profession.
- 2 I'm ashamed to say my fifty-year-old father is much  
fitter *as* / *than* / *far* me.
- 3 Snowboarding is *far* / *quite* / *bit* more extreme than  
cross-country skiing.
- 4 Apples are good for you, but they are not as *healthily* /  
*healthier* / *healthy* as kiwis or avocados.
- 5 *The* / *A* / *When* soonest I can finish my homework is  
9 p.m. I have to revise for a test tonight.
- 6 And the award for this year's *well-dressed* /  
*better-dressed* / *best-dressed* man goes to ...

- 3 Complete the second sentence so that it has a similar  
meaning to the first, using the words in capitals.

- 0 Kinopulse isn't quite as big as City Cinema.  
**SLIGHTLY/THAN**  
City Cinema is slightly smaller than Kinopulse.
- 1 We think that this particular statue is uglier than all the  
others. **THE**  
We think that this particular statue is \_\_\_\_\_.
- 2 I think the first part of this film series was better than  
the second and third parts. **AS**  
The second and third parts of this film series were  
\_\_\_\_\_ the first part.
- 3 The east coast is much closer to us than the west coast.  
**NOT/FROM**  
The east coast is \_\_\_\_\_ the west coast.
- 4 If you practise singing regularly, you'll get better every  
day. **MORE**  
The \_\_\_\_\_ singing, the better you'll get.
- 5 Of all the food choices in this shopping centre, these  
burgers are the least healthy. **THAN**  
Any other food choice in this shopping centre is  
\_\_\_\_\_ these burgers.

## 0.8 USA vs UK

Grammar: The Passive •

have something done

Vocabulary: Politics • Society

- 1 Match the American and British English words with  
similar meanings.

- |                |                           |
|----------------|---------------------------|
| 0 Congress     | a Conservatives           |
| 1 Democrats    | b Constitutional monarchy |
| 2 Dollar       | c ninety-eight counties   |
| 3 President    | d Labour                  |
| 4 Republic     | e Pound                   |
| 5 Republicans  | f Prime Minister          |
| 6 fifty states | g Houses of Parliament    |

- 2 Rewrite the sentences in the passive. Use **by** + agent  
if necessary.

- 0 They have never searched me at the airport.  
I have never been searched at the airport.
- 1 Nobody ever asks for my opinion.  
I \_\_\_\_\_.
- 2 After my last English lesson, my teacher told me that I  
spoke with an American accent.  
After my last English lesson, I \_\_\_\_\_.
- 3 Today in the café, they gave me milk to add to my cup  
of tea.  
Today in the café, milk \_\_\_\_\_.
- 4 My parents sent me to America for the summer to learn  
English.  
I \_\_\_\_\_.
- 5 My American friend is meeting me at the airport in  
New York.  
I \_\_\_\_\_.
- 6 People will always remember me as the only American  
in my school.  
I \_\_\_\_\_.

- 3 Rewrite the sentences using the correct form of **have**  
**something done**.

- 0 The millionaire built a ski-lift in his back garden.  
The millionaire had a ski-lift built in his back garden.
- 1 Have you fixed your phone yet, Peter?  
Have you \_\_\_\_\_, Peter?
- 2 George doesn't cut his hair very often.  
George \_\_\_\_\_ very often.
- 3 Lena didn't whiten her teeth because it was too  
expensive.  
Lena \_\_\_\_\_ because it was too expensive.
- 4 Gina paints her toenails with the American flag every  
Thanksgiving.  
Gina \_\_\_\_\_ with the American flag every  
Thanksgiving.
- 5 Liam is removing the tattoo from his arm next week.  
Liam \_\_\_\_\_ from his arm next week.
- 6 Aneta cut her hair extremely short last summer.  
Aneta \_\_\_\_\_ extremely short last summer.



# DO YOUR BEST

## 1.1 Vocabulary

Education • Phrasal verbs • Collocations • Personality adjectives

### SHOW WHAT YOU KNOW

#### 1 Choose the nouns that collocate with the verbs in bold.

- |          |            |            |
|----------|------------|------------|
| 1 take   | a course   | a career   |
| 2 attend | university | a subject  |
| 3 drop   | an exam    | a subject  |
| 4 fail   | a lesson   | a course   |
| 5 pass   | a test     | university |
| 6 pursue | an exam    | a career   |
| 7 skip   | a lesson   | a course   |
| 8 study  | a subject  | university |

#### 2 Complete the school reports with the correct form of the verbs in bold in Exercise 1. Sometimes more than one answer is possible.

##### School report: Thomas Taylor

Thomas has worked hard and <sup>0</sup>**passed** all his exams with good grades. It is now time for him to choose the subject to <sup>1</sup>\_\_\_\_\_ at university. My advice would be to think about the career he wishes to <sup>2</sup>\_\_\_\_\_. With such good exam results, Thomas has a wide range of options.

##### School report: Sophie Whall

Sophie has had another disappointing year. She has consistently <sup>3</sup>\_\_\_\_\_ lessons. Halfway through the year, it was agreed to let her <sup>4</sup>\_\_\_\_\_ History, after she claimed she was too overwhelmed with work. Unfortunately, Sophie's work did not improve and she <sup>5</sup>\_\_\_\_\_ all but one of the exams. If she wishes to <sup>6</sup>\_\_\_\_\_ university, she needs to rethink her attitude to school.

### WORD STORE 1A

#### Phrasal verbs – education

#### 3 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

[ catch come fall go hand look put take ]

- I'm not **looking** forward to the end of the holidays.
- Pat's been off school for two weeks. It's going to take her ages \_\_\_\_\_ up on what she's missed.
- I'd like to \_\_\_\_\_ off taking my driving test until later.
- Connor spends so much time training for karate that he has \_\_\_\_\_ behind with his school work.
- I've never \_\_\_\_\_ in an assignment before the deadline.
- Sarah was a gifted hockey player. She \_\_\_\_\_ on to play for the national team while she was at university.

### WORD STORE 1B

#### Collocations

#### 4 Complete the words in the questions. The first letter of each word is given. Then read the text and answer the questions. Write A for Adam or P for Patrick.

- Which brother has a large **c**ircle of friends? ☒ A
- Which brother is a **d**\_\_\_\_\_ thinker? ☐
- Which brother pays a \_\_\_\_\_ to science news? ☐
- Which brother is **e**\_\_\_\_\_ to try new experiences? ☐
- Which brother has a **g**\_\_\_\_\_ for sports? ☐
- Which brother is keen to **s**\_\_\_\_\_ up knowledge? ☐
- Which brother recently **r**\_\_\_\_\_ a sporting goal? ☐



Patrick Willis, Class 6S,  
homework assignment:

'Write about a member of your family to whom you are either very different or very similar.'

Although my twin brother Adam and I look almost the

same, we are actually very different. He is sociable and knows lots of people, whereas I tend to keep myself to myself. He is definitely the sporty one and he's always trying something new – last weekend it was wake-boarding.

I, on the other hand, tend to stick to what I know, which in my case is our amazing universe. I like to follow the latest developments in space exploration and read and learn as much as I can about the solar system and beyond. I can happily spend hours wondering what might or might not be 'out there'.

Adam and I are very different characters, but we do get on well. I'm very proud of my brother. This summer, after training hard for six months, he completed his first half-marathon and he was, of course, the fastest teenager in the race.

## WORD STORE 1C

### Synonyms – personality adjectives

5 Complete the pairs of synonyms. The first letter of each word is given.

- |               |                   |                |         |
|---------------|-------------------|----------------|---------|
| 0 sociable    | <u>gregarious</u> | 3 logical      | a _____ |
| 1 intelligent | b _____           | 4 interested   | c _____ |
| 2 determined  | s _____           | 5 hard-working | s _____ |

6 Which words from Exercise 5 describe these people?

- |  |                   |
|--|-------------------|
| 0 Michelle loves meeting new people. She's constantly making new friends.  | <u>gregarious</u> |
| 1 Amanda is focusing all her efforts on becoming a doctor.                 | _____             |
| 2 Joe regularly asks the teacher for extra homework.                       | _____             |
| 3 My little sister constantly asks questions. Her favourite word is 'why'. | _____             |
| 4 Simon organises his revision by listing topics and sub-topics.           | _____             |
| 5 Jenna has an unusually high IQ. She's the cleverest person I know.       | _____             |

## WORD STORE 1D

### Extra synonyms – personality adjectives

7 Replace the underlined adjectives in the texts with synonyms from the box.

[ diligent fun-loving inquisitive  
persistent rational sharpest ]

## Biggest brains in Britain

According to the results of a 2014 survey, Cambridge University's Mathematics degree is the toughest course to get onto in the UK. The course is extremely challenging, so the university only accepts the <sup>0</sup>brightest / sharpest of applicants. Undergraduates must be <sup>1</sup>studious / \_\_\_\_\_ in order to cope with the workload on the course.

I was lucky enough to have the chance to interview the head of the Mathematics department ...

**workit.com** – Summer employment opportunities

We are looking for <sup>2</sup>gregarious / \_\_\_\_\_ young people to help run our English language summer school social programme. If you enjoy meeting new people and are <sup>3</sup>curious / \_\_\_\_\_ about other nationalities, then contact us at [selbysssp@vmail.com](mailto:selbysssp@vmail.com).

### BBC1 8 p.m. The Origins of Life

David Attenborough's latest documentary series demonstrates his <sup>4</sup>analytic / \_\_\_\_\_ approach to natural history. In tonight's episode, Attenborough discusses his early love of fossils and reveals how <sup>5</sup>single-minded / \_\_\_\_\_ he was in his search for them in the hills near his childhood home.

## SHOW WHAT YOU'VE LEARNT

8 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- The only way to \_\_\_\_\_ a cold is to be exposed to the cold virus.  
On Sundays, Channel 1 shows three episodes of *My Way or the Highway* so viewers can \_\_\_\_\_ up on what they may have missed during the week.  
A get B watch C catch
- Try not to fall \_\_\_\_\_ with your homework or you'll be in trouble at school.  
When I play hide-and-seek with my little sister, she always hides \_\_\_\_\_ the sofa and I always pretend I don't know where she is.  
A over B behind C down
- If you dive too \_\_\_\_\_, the pressure of the water will make your ears pop.  
My brother is not a \_\_\_\_\_ thinker. He spends most of his time watching rubbish on television.  
A far B deep C high
- When Holly's muscles ache after the gym, she \_\_\_\_\_ in the bath.  
I've never been the kind of person who \_\_\_\_\_ up knowledge. I have a lot of trouble remembering facts and figures.  
A soaks B keeps C lies
- The most important tool a chef needs is a \_\_\_\_\_ knife.  
I told you Kyle was \_\_\_\_\_. He got full marks on the Maths test again.  
A clever B bright C sharp

9 Choose the correct answer, A, B or C.

- Jennifer has a real \_\_\_\_\_ for music. She plays the violin, the piano and the guitar, all to a very high standard.  
A goal B attention C gift
- You have to get a medical degree before you can \_\_\_\_\_ specialise in surgery.  
A go on to B look forward to C eager to
- Air traffic controllers need to be \_\_\_\_\_ in their approach to their jobs. One mistake could cost hundreds of lives.  
A analytic B curious C studious
- Carl was very \_\_\_\_\_. He asked five different girls to dance before one of them finally agreed.  
A gregarious B persistent C inquisitive
- I'm looking for a \_\_\_\_\_ kind of girl. I want a girlfriend who knows how to have a good time.  
A rational B determined C fun-loving

/10





# 1.2 Grammar

## Present and past habits

### SHOW WHAT YOU KNOW

1 Complete the sentences about present and past habits. Write one word in each gap.

- 0 Graham always used to pay attention in Physics lessons. It was his favourite subject.
- 1 Didn't you \_\_\_ to skip lessons occasionally when you were at school, Dad?
- 2 The security guard does \_\_\_ unlock the school gates until exactly 07.30 a.m.
- 3 Our old Spanish teacher \_\_\_ only speak English in class. No wonder we didn't learn much!
- 4 Lucy didn't \_\_\_ to get on with her brother but things are better now they are both a bit older.



2 Tick the sentence in Exercise one that describes a present habit.

3 ★ Complete the conversations with *always* and the correct form of the verbs in the box. Use short forms where possible.

[ hang play put talk tease ]

0 Dad: Why can't you two just get on with each other?  
 Melanie: Because he's always teasing me. Why can't he just leave me alone?

1 Alice: Well, it's good to be studious, but Luke \_\_\_\_\_ about schoolwork. I don't think he has a social life at all.

Max: Yes, I can see how that could get annoying.

2 Amber: Why did you split up with Richard?

Erin: Oh, he and his friends \_\_\_\_\_ computer games. I hardly ever saw him and when I did, the conversation was boring.

3 Paul: I'll do it tomorrow, OK?

Gemma: Oh Paul. You \_\_\_\_\_ things off until tomorrow, or next week, or whatever. Why don't you just get it out of the way now?

4 Butcher: Why \_\_\_\_\_ around here, little dog? Can you smell those sausages? I don't know how someone so small can eat so much. Come on then, boy, come here! It's your lucky day!

Dog: Woof!

4 ★ ★ Read the text and choose the correct options.

5 ★ ★ ★ Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

0 I didn't have a large circle of friends at school, but now I'm at university I know lots of people. **USE**  
 I didn't use to have a large circle of friends at school, but now I'm at university I know lots of people.

1 Holly bites her nails constantly. **IS**  
 Holly \_\_\_\_\_ her nails.

2 Like most cats, ours was very curious. Unfortunately, in his case the old saying 'curiosity killed the cat' was true. **TO**  
 Like most cats, ours \_\_\_\_\_ very curious. Unfortunately, in his case the old saying 'curiosity killed the cat' was true.

3 Stephen leaves everything until the last minute and then panics. **WILL**  
 Stephen \_\_\_\_\_ everything until the last minute and then panic.

4 Lena used to steal money from her mum's purse. **STEALING**  
 Lena \_\_\_\_\_ money from her mum's purse.

5 We picked and ate fresh fruit from the garden when we were kids. **WOULD**  
 We \_\_\_\_\_ fresh fruit from the garden when we were kids.

### SHOW WHAT YOU'VE LEARNT

6 Choose the correct answer, A, B or C.

1 Naomi didn't \_\_\_ to suffer from allergies when she lived in the countryside.

A use B used C would

2 Scott is not very bright. He \_\_\_ raise his hand in class even when he has no idea of the answer.

A would B always C will

3 Whenever I stayed at Auntie Frieda's, she \_\_\_ always make pancakes for breakfast.

A will B would C used

4 \_\_\_ you use to watch that funny show with the puppets? I can't remember its name now.

A Did B Would C Were

5 Summer holidays \_\_\_ to last forever when I was in primary school.

A would B use C seemed

/5

#### educateyourself.com

#### Results a mess? Try not to stress. You can still find success.

Teachers and parents <sup>1</sup>*will / are* always telling young people how important it is to work hard at school. Of course, this is good advice, but some very successful people <sup>2</sup>*performed / were always performing* very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein <sup>3</sup>*used / use* to get poor grades in French at school. Though brilliant in other subjects, he struggled to master French and failed his college entrance exams as a result.

Actor Orlando Bloom <sup>4</sup>*didn't use to / wouldn't* find school easy and <sup>5</sup>*would / will* struggle with many subjects as a result of his dyslexia.

It is important to do your best at school, of course, but there are clearly other routes to success.



# 1.3 Listening language practice

## Collocations • Word families

- 1 Complete the collocations in the extracts with the words in the box. Then listen and check.

accurate associate clear forget have  
losing manages recall remember vividly

Extract from Students' Book recording CD•1.15 MP3•15

1

My earliest memory? I have very <sup>0</sup>clear memories from the Christmas before my third birthday. I also remember my third birthday party <sup>1</sup>\_\_\_\_\_, and I remember other events very clearly from when I was three years old. Some people say I must have confused a memory with photos I've seen of the same events. But I've asked my mum about it and she agrees that my memories are <sup>2</sup>\_\_\_\_\_. For some of them, there's no photographic evidence or anything that I could have used to 'create' the memories in my head, so I believe they're real.

2

Most people in my family <sup>3</sup>\_\_\_\_\_ rubbish memories, but my grandfather's amazing. He's not like other old people who are <sup>4</sup>\_\_\_\_\_ their memory and get confused – he's really switched on. [...] He can even <sup>5</sup>\_\_\_\_\_ in detail events that happened fifty years ago and he's seventy-seven. I'm sixteen and I can't <sup>6</sup>\_\_\_\_\_ what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he <sup>7</sup>\_\_\_\_\_ to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.



### REMEMBER THIS

The noun **memory** can be used to describe:

- someone's ability to remember things, places, experiences, etc., e.g.  
*I wish I had my grandfather's memory.*  
*Wendy has a rubbish/poor/good/excellent memory.*
- something specific you remember from the past about a person, place or experience, e.g.  
*I have very clear memories from the Christmas before my third birthday.*  
*Leon has a distant memory of his grandfather, who died when he was very young.*

- 2 Read REMEMBER THIS. Complete the collocations with the words in the box. There are two extra words.

correct jog lose photographic vague young

#### Memory (ability)

- <sup>0</sup>lose your memory – become unable to remember things that happened in the past
- have a <sup>1</sup>\_\_\_\_\_ memory – have the ability to remember every detail of something you have seen
- <sup>2</sup>\_\_\_\_\_ someone's memory – help someone to remember something

#### Memory (specific)

- a distant/<sup>3</sup>\_\_\_\_\_ memory – a memory from a long time ago which is unclear
- a painful memory – an upsetting memory
- have no memory of something – not remember something

- 3 Complete the sentences with words and phrases from Exercise 2. Change the form if necessary. Sometimes more than one answer is possible.

- Since his head injury, Ryan has lost his memory. Sadly, he even forgets his own name.
- It's probably a good thing that Fiona has \_\_\_\_\_ memory of the accident.
- Lena only has \_\_\_\_\_ memories of her first day at school. She can't remember any details.
- Imagine how useful it would be to have a \_\_\_\_\_ memory. There would be no need for revision before exams.
- It was such a \_\_\_\_\_ memory that Lucy couldn't stop herself from crying when she thought about it.

### WORD STORE 1E

Word families – verbs ending in -ise

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

drama familiarity memory  
person recognition vision

- The BBC has announced it is planning to dramatise one of Roald Dahl's lesser-known children's books later this year.
- I'm sorry but I'm not going to answer any questions about my \_\_\_\_\_ life. I'm here to talk about my new film.
- In \_\_\_\_\_ of all your hard work, we have decided to offer you a pay rise.
- Sit back, close your eyes and \_\_\_\_\_ yourself in the place where you are happiest and most relaxed.
- I'd love to play chess but I've no idea how the game works. Could you \_\_\_\_\_ me with the rules?
- What was the most \_\_\_\_\_ experience from your expedition to the Antarctic, Sir Richard?

## 1.4 Reading

### Daniel Tammet • Collocations

#### Glossary

**texture** (n) = the way a surface or material feels when you touch it

**lumpy** (adj) = covered with or containing small solid pieces, e.g. a lumpy mattress

**trace** (v) = copy a drawing by putting a very thin piece of paper over it and then drawing the lines you can see through the paper

**grief** (n) = extreme sadness caused by the death of someone you love

**long** (v) = want something very much, especially when it seems unlikely to happen

**contradiction** (n) = a difference between two statements, beliefs or ideas that means they cannot both be true

Daniel Tammet is a linguistic and mathematical genius. He speaks eleven languages, performs complex mental arithmetic in seconds, and on 14 March, 2004 publicly recited pi from memory to 22,514 decimal places. It took him five hours and nine minutes. However, since childhood, despite his phenomenal mental abilities, Daniel has struggled to learn the personal skills that most of us take for granted: communication, empathy and the ability to see the big picture.

Daniel's skills and limitations are the result of Asperger's syndrome, a form of autism. He is a high-functioning autistic savant who possesses similar abilities to those of the character played by Dustin Hoffman in the film *Rain Man*. <sup>1</sup> 'I'm lucky,' he says, 'because most others who have rare abilities are also seriously disabled.'

Life is easier for Daniel now that he is in his thirties, but growing up with autism was tough for him and his family. As a baby, he used to cry constantly and only repetitive motion would stop him. <sup>2</sup> As a result, he never played with other children, or indeed with toys. 'Numbers were my toys,' he says.

To him, numbers have colours, shapes, textures and personalities. He has described his visual image of 289 as particularly ugly, and 333 as particularly attractive. 3 is green, 5 sounds like a clap of thunder and 37 is lumpy. This cross-connection between unrelated senses is known as synaesthesia and in Daniel's case it allows him to 'experience' numbers rather than calculate them. As he explains, 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape appears. That's the answer.' It was this unique ability that helped him to remember pi to so many decimal places, back in 2004. <sup>3</sup> 'To me, it is as beautiful as the Mona Lisa,' he explains.

Daniel has many gifts often associated with autism. He can copy a picture so accurately that it could have been traced, and he planned his autobiography *Born on a Blue Day* without taking a single note. Nevertheless, he is more aware of the many things he can't do. He knows, for instance, that he is difficult to live with because he cannot understand what others are feeling. He admits that most of the time, he has to pretend to show emotions. <sup>4</sup> He reveals that when his cat died, he cried and understood grief for the first time.

In 2004, Daniel met Kim Peek, the savant on whom *Rain Man* was actually based. Unlike Daniel, Peek, who passed away in 2009, was unable to manage daily life independently. <sup>5</sup> 'We swapped facts and figures like others swap gossip,' says Tammet. With the help of his father, Peek travelled America spreading the message that difference is not necessarily a negative thing.

Like Peek, Daniel is putting his gifts to good use. He gives regular lectures, has written three successful books, and been the subject of numerous studies and documentaries. Much of his work involves helping scientists understand how the brain works. 'I used to long to be like other people,' he says. 'But they tell me that I have the same effect on them as Professor Stephen Hawking. That in the contradiction between ability and disability, they see humanity.'





1 Read the article quickly and choose the best title for it.

- 1 The real Rain Man ☐
- 2 The biggest slice of pi ☐
- 3 The man with the amazing mind ☐

2 Read the article again. Choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.

- A Despite these limitations, he is slowly extending his emotional range. ☐
- B At school, he struggled to read body language or make eye contact, finding it impossible to interpret how other people were feeling. ☐
- C *Born on a Blue Day* was named a 'Best Book for Young Adults' in 2008 by the American Library Association. ☐
- D Remarkably, though, he was able to read two pages of a book at once, one with each eye, and remember every single word. ☐
- E There are only about fifty savants in the world (all men), but Tammet is unique in being able to describe how his mind works. ☐
- F Tammet describes seeing the number as a landscape through which he travelled in his mind. ☐

3 Read the text again. Are the statements true (T) or false (F)?

- 1 The film *Rain Man* is partly based on Daniel's life story. ☐
- 2 Unlike other savants, Daniel is able to explain his remarkable abilities. ☐
- 3 At school Daniel found reading difficult. ☐
- 4 Daniel claims he can see, hear and feel numbers. ☐
- 5 Daniel may not actually be experiencing the emotions he shows to other people. ☐
- 6 Kim Peek and Daniel Tammet wrote a successful book together. ☐
- 7 Daniel says that people sometimes confuse him with Professor Stephen Hawking. ☐

4 Complete the collocations with the verbs in the box. There are two extra verbs. Then match the collocations with meanings a–f.

find have involve make  
put read see take

- 0 take something for granted ☐
  - 1 \_\_\_\_\_ something to good use ☐
  - 2 \_\_\_\_\_ eye contact with someone ☐
  - 3 \_\_\_\_\_ an effect on someone ☐
  - 4 \_\_\_\_\_ someone's body language ☐
  - 5 \_\_\_\_\_ the big picture ☐
- a influence someone to change their ideas or behaviour
  - b understand the most important facts about a situation rather than the details
  - c look directly into someone's eyes
  - d understand physical communication such as gesture
  - e make the most of something or use it to your advantage
  - f to expect something to be available all the time and forget that you are lucky to have it

## REMEMBER BETTER

When learning a new collocation, remember that it may include words that have multiple meanings, e.g. in the collocation *see the big picture*, the word *picture* refers not to a painting, drawing or photograph, but to a situation. Check the collocation in a dictionary if you are unsure which meaning is intended.

Complete the sentences with the collocations in Exercise 4. Change the form if necessary. Use the information in brackets to help you where it is given.

- 0 On this week's show: how to read your partner's body language (your partner's)
- 1 Ellen was so embarrassed she couldn't even \_\_\_\_\_ the nurse.
- 2 Julia has \_\_\_\_\_ working as an interpreter in the European Parliament. (her bilingualism)
- 3 The doctor's warning obviously \_\_\_\_\_ Kelly. She has started going to the gym again.
- 4 Twenty-four hours into the power cut, Damien realised just how much we all \_\_\_\_\_. (electricity)
- 5 The chairman accused the union leader of focusing on minor details and failing to \_\_\_\_\_.

## WORD STORE 1F

### Collocations

- 5 Complete the collocations in the sentences. Use the information in brackets to help you. The first letter of each word is given.
- 0 The Prime Minister today announced a **radical** shake-up (reorganisation) of the cabinet.
- 1 It can be very difficult for autism sufferers to **f** \_\_\_\_\_ (establish) meaningful **relationships** with others.
- 2 These reproductions of Goya's later paintings are of a **h** \_\_\_\_\_ (excellent) **standard**.
- 3 Researchers are **s** \_\_\_\_\_ **u** \_\_\_\_\_ (planning) an **experiment** to test the possible harmful effects of e-cigarettes.
- 4 Daniel Tammet has an **i** \_\_\_\_\_ (natural) **ability** when it comes to numbers and languages.





# 1.5 Grammar

## Verb patterns

### SHOW WHAT YOU KNOW

1 Tick the correct sentence in each pair. Sometimes both sentences are correct.

- 1 a I can't imagine failing such an easy test. ☐
- b I can't imagine to fail such an easy test. ☐
- 2 a The extension to the tram line allows me to travel all the way home without walking. ☐
- b The extension to the tram line allows me travel all the way home without walking. ☐
- 3 a Many families can't afford sending their children to private schools. ☐
- b Many families can't afford to send their children to private schools. ☐
- 4 a Jay likes to ask his teachers difficult questions. ☐
- b Jay likes asking his teachers difficult questions. ☐
- 5 a My parents won't let me to miss school unless I'm really sick. ☐
- b My parents won't let me miss school unless I'm really sick. ☐

2 ★ Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

- 0 Most people start to leave/leaving (leave) the club at around 2 a.m.
- 1 The teacher told a joke which caused the whole class \_\_\_\_\_ (laugh).
- 2 We've arranged \_\_\_\_\_ (meet) after school today to talk about the end of term party.
- 3 We feel the school should do more to encourage students \_\_\_\_\_ (recycle) their rubbish.
- 4 Please keep \_\_\_\_\_ (work) on Exercise 6. I'll be back in a moment.
- 5 Chloe! You spend too much time \_\_\_\_\_ (talk). Please be quiet and focus on the lesson.

3 ★ ★ Match the sentences with the meanings.

- 1 a I remember putting my wallet in my back pocket but now it's gone! ☐
- b I remembered to zip my purse safely in my bag. ☐
- i *remember something, then do it*
- ii *remember that you did something earlier*
- 2 a I forgot to mention that I'm vegetarian. ☐
- b I'll never forget meeting the Prime Minister. ☐
- i *forget that you need to do something*
- ii *forget something that happened earlier*
- 3 a Eva stopped to tie her shoelace. ☐
- b Please stop looking at your phone! ☐
- i *stop one thing in order to do something else*
- ii *no longer do something*
- 4 a For a better night's sleep, try drinking more water and less coffee throughout the day. ☐
- b We tried to persuade our guests to stay longer. ☐
- i *make an effort to do something difficult*
- ii *do something as an experiment to see what happens*

4 ★ ★ ★ Complete the text with the words in the box. Change the form of the verbs if necessary.

forget/do hear/Mum and Dad/talk  
remember/fall stop/think try/count try/get

When I was little, I remember falling asleep as soon as my head hit the pillow most nights. I recall the comfort of <sup>1</sup> \_\_\_\_\_ downstairs and how the faint sound of their voices used to send me to sleep almost immediately. These days I find it a lot more difficult. To my mind, there is nothing more frustrating than lying in bed <sup>2</sup> \_\_\_\_\_ to sleep. Sometimes, I can't <sup>3</sup> \_\_\_\_\_ about school and exams. I worry that I might have <sup>4</sup> \_\_\_\_\_ some homework for one of my subjects or some other trivial thing. I <sup>5</sup> \_\_\_\_\_ sheep once, but it didn't work. I ended up worrying about my Maths test the next day.



### SHOW WHAT YOU'VE LEARNT

5 Choose the correct options.

- 1 Brienne clearly remembers to meet / meeting her boyfriend for the first time.
- 2 After the recent thefts, we would like to advise students not to leave / leave valuables in their lockers.
- 3 We were tired and thirsty, so we stopped to have / having a drink at the café.
- 4 I saw the boys breaking the window, then to run / running away.
- 5 If your computer freezes, try to turn / turning it on and off again and see if that helps.
- 6 Our teacher always makes us to switch / switch our phones off before the lesson.

# 1.6 Speaking language practice

## Describing a photo

### 1 Match adjectives 1–6 with speakers a–g.

- 0 thrilled  
1 confused  
2 determined  
3 enthusiastic

☒  
☐  
☐  
☐

- 4 frustrated  
5 relieved  
6 terrified

☐  
☐  
☐

- a I will finish this book tonight even if I have to stay up all night.  
b Spain is such a wonderful place and the people are so friendly. You'll have a fantastic holiday.  
c Did she say turn left, then take the first right or take the first right, then turn left?  
d Thank goodness we made it through the traffic. I thought we were going to miss the start of the play.  
e Aargh! There's a huge spider. Kill it, please!  
f Every time I try to download the update, it gets to ninety percent, then says there is an error. It's driving me crazy!  
g A watch! Oh Dad, it's exactly the one I wanted. Thank you! It's the best gift ever.

### 2 Complete the sentences with the adjectives in Exercise 1.

- 0 Only the brightest and most determined students will finish the course with an 'A' grade.  
1 Leo's \_\_\_\_\_ because he is trying very hard but doesn't seem to be making any progress.  
2 We are absolutely \_\_\_\_\_ you could make it for the party, Helen. It's so wonderful to see you.  
3 I was so \_\_\_\_\_ when the doctor told me it was nothing serious.  
4 Connor acts like a tough guy, but he's secretly \_\_\_\_\_ of thunder storms.  
5 Kelly was very \_\_\_\_\_ about that new burger place. She told us all it was the best burger she'd ever had.  
6 I think you must have got \_\_\_\_\_. The party is next Friday, not this Friday.

### 3 Match the sentence halves.

- 0 It's obvious ☒ a on his appearance, I'd say he's fit and healthy.  
1 It seems ☐ b easy to say exactly why he's upset.  
2 It appears as ☐ c just started at a new school, or moved into a new class.  
3 Based ☐ d though the little boy is very excited about something.  
4 It's not ☐ e to be autumn, judging by the colour of the leaves.  
5 She might have ☐ f to be sure whether they are related, but they look similar.  
6 It's hard ☐ g from her uniform that she's in the military.

### 4 Read the text and choose the correct options.

Both photos show people learning some kind of skill. In the first photo, I can see a martial arts class of some sort. I can't really <sup>1</sup>sure / tell whether it's karate or judo or some other combat sport, but judging <sup>2</sup>by / on her black belt, the woman on the left is an expert. <sup>3</sup>Personally / Clearly, she's the instructor and the three people watching her are students. The <sup>4</sup>chances / chance are they are fairly new students as they aren't wearing suits or belts.

In the second photo, a group of older people are learning a practical skill. It <sup>5</sup>shows / looks as though they're doing a painting class because each of them has a drawing in front of them and they're all holding colouring pencils. They're <sup>6</sup>surely / definitely concentrating hard on what they're doing. Perhaps they <sup>7</sup>should / might be preparing for an exhibition of their work.



### 5 Complete the words in the answers. The first letter of each word is given. Then match the answers with the questions below.

- 1 Personally, I t\_\_\_\_, they should be able to inspire less sporty students to get involved.  
F\_\_\_\_ t\_\_\_\_ r\_\_\_\_ I f\_\_\_\_ it is important to make PE lessons fun, and not too competitive.  
2 T\_\_\_\_ b\_\_\_\_ h\_\_\_\_, although I'd like to keep fitter, I don't have time. Walking to school is the only exercise I get.  
3 Combat sports and motor sports, I suppose.  
I\_\_\_\_ m\_\_\_\_ o\_\_\_\_ though, if the people involved know the risks, then it's up to them if they want to put themselves in danger. T\_\_\_\_ w\_\_\_\_ I t\_\_\_\_ campaigns to ban things like boxing or motorcycle racing are a bad idea.  
4 Definitely 'doing'. I love sport and I i\_\_\_\_ to keep swimming and playing football until I'm old and grey.  
A\_\_\_\_, I also enjoy watching sport, but if I had to choose, then 'doing'.
- a Which sports do you think are the most dangerous and why? ☐  
b Is regular exercise important to you? Why/Why not? ☐  
c In your opinion, what characteristics should good PE teachers have? ☐  
d Given the choice, do you prefer doing sport, watching sport or no sport at all? ☐



# 1.7 Writing

## A report

- 1 Complete the report with the headings in the box. There are two extra headings.

Barbecue Charity fundraising  
Conclusion Events Introduction  
Painting workshop Refreshments

A

The purpose of this report is to inform Year 10 students of the activities which are being planned for the autumn bazaar.

B

It was decided that all the food and drinks will be provided by students. Mr Jones suggested that we each bring one dish or bottle. A list of what is needed will be posted on the school website.

C

Local firefighters will be giving a talk and organising a first-aid training seminar. The school orchestra will be performing and it is hoped that well-known local singer Merilyn will be at the bazaar to sign autographs.

D

Each year group will have its own table, where pupils can sell craft items, second-hand books, games, etc. in order to raise money for a charity of their choice. It would benefit the organisers if you could inform them of what you plan to sell.

E

A lot of points were discussed, although there are still a number of decisions to be made. If you have any further ideas to suggest, please come to our next meeting.

- 2 In which parts of the report does the writer do these things?

- 1 list a number of activities
- 2 summarise her findings
- 3 ask students to contact the organisers
- 4 explain the reason for her report
- 5 report a suggestion

☐  
☐  
☐  
☐  
☐

- 3 Find phrases in the report that have similar meanings to these phrases.

- 1 we hope that
- 2 we talked about many things
- 3 I'm writing because I want
- 4 you could help us if
- 5 we haven't decided about everything yet

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

- 1 You are advised \_\_\_\_\_ (wear) sun cream and a hat on the day, as the weather will be hot.
- 2 It was decided \_\_\_\_\_ (invite) the mayor to officially open the bazaar.
- 3 We recommend that all second-hand items \_\_\_\_\_ (be) in good condition and not broken or dirty.
- 4 He suggested \_\_\_\_\_ (have) athletics events such as running races.
- 5 He suggests that we \_\_\_\_\_ (give) all the money raised to the local animal welfare group.
- 6 We intend \_\_\_\_\_ (announce) further events in due course.

- 5 Are the statements true (T) or false (F)?

- 1 A report should have an interesting title which attracts the reader's attention.
- 2 I should divide my report into sections.
- 3 A semi-formal style of writing is most suitable for a report.
- 4 In a report, the writer is expected to make suggestions.
- 5 You should never use the Passive in a report.
- 6 A report must always include an introduction and a conclusion.

☐  
☐  
☐  
☐  
☐  
☐




## 1.8 Language in focus

### -ing forms

#### SHOW WHAT YOU'VE LEARNT

- 6 You are a member of a sports club which is organising a summer sports day. You recently had a meeting to discuss the arrangements and you have been asked to write a report. Your report should include information about events, organising the sports day and how other members can contribute.

Write your report in 140–190 words.



#### SHOW THAT YOU'VE CHECKED

##### In my report:

- I have organised my writing clearly, dividing it into different sections with clear headings. ☐
- I have included an introduction, several main sections and a conclusion with suggestions or recommendations. ☐
- I have explained why I am writing in the introduction. ☐
- I have given factual statements using simple active and passive verb forms. ☐
- I have included a summarising sentence in the final section. ☐
- I have used a semi-formal style, without contractions or abbreviations. ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

- 1 Complete the sentences with the phrases in the box. Use -ing forms.

always/complain bark be tired of/diet  
keep/practise not answer the phone  
stop/watch waste time/worry

- 1 I find it hard to spend time with Connor because he \_\_\_\_\_ about his personal problems.
- 2 \_\_\_\_\_ is only going to make things worse. You have to talk to each other at some point!
- 3 \_\_\_\_\_ until you get it right, Ruth! Otherwise you'll never be ready to play in the concert.
- 4 Wayne has \_\_\_\_\_ the news on TV because he finds it all so depressing.
- 5 My dad \_\_\_\_\_, so we're going for burgers and chips!
- 6 Damien's dog \_\_\_\_\_ for hours and hours – it's driving me crazy!
- 7 Don't \_\_\_\_\_ about things you can't change.

- 2 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

be eat hand learn look  
put take terrify wash

- 0 Lionel's been learning English with an online tutor.
- 1 Not \_\_\_\_\_ where you are going can lead to accidents.
- 2 Dieticians advise you to avoid \_\_\_\_\_ anything bigger than your fist.
- 3 I don't understand what is so difficult about \_\_\_\_\_ your assignment in on time.
- 4 \_\_\_\_\_ cheeky to your teacher will probably get you in trouble.
- 5 Hamilton's new book is a collection of seven \_\_\_\_\_ ghost stories.
- 6 The most successful students are the ones who are good at \_\_\_\_\_ notes during lectures.

- 3 Complete the sentences with *it* or *there*.

- 0 it's no good shouting and getting angry, Jean. That's not going to help.
- 1 \_\_\_\_\_'s no point taking the driving test again until you've learned how to reverse park.
- 2 \_\_\_\_\_'s no good criticising this work. Let's start all over again, shall we?
- 3 \_\_\_\_\_'s no way I'll be finishing work today, I'm afraid.
- 4 Is \_\_\_\_\_ any point in paying so much for a T-shirt?
- 5 \_\_\_\_\_'s not worth going shopping now because all the shops close in fifteen minutes.
- 6 Was \_\_\_\_\_ yesterday that you started feeling ill?

## 1.9 Use of English

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

### Getting ideas

Is it sometimes really difficult to <sup>0</sup> get ideas for school projects? Most of us know the problem. It <sup>1</sup> \_\_\_\_\_ to be easy when we were younger – we had great imaginations and loads of creativity. But it gets harder and harder. So, you're sitting at home trying to think of some interesting things to put in an essay or a story. Or maybe you're <sup>2</sup> \_\_\_\_\_ with a problem and the answer just isn't coming to you. You're <sup>3</sup> \_\_\_\_\_ and your mind is empty. So what do you do? You <sup>4</sup> \_\_\_\_\_ trying, of course! The problem is that this may be the wrong approach entirely.

Experts say that one of the best things to do is to stop <sup>5</sup> \_\_\_\_\_ about the problem completely. Change the space you're in. Move into a different room or go outside. Another answer is to <sup>6</sup> \_\_\_\_\_ worrying about it for a while. Go for a walk or take a shower and think about something completely different. Ideas or the answer to your problem will pop into your head <sup>7</sup> \_\_\_\_\_ magic!

It's also important to keep your mind sharp and train it to be creative! If you regularly <sup>8</sup> \_\_\_\_\_ lots of different things, the mental exercise can help when you really need to get those ideas quickly.

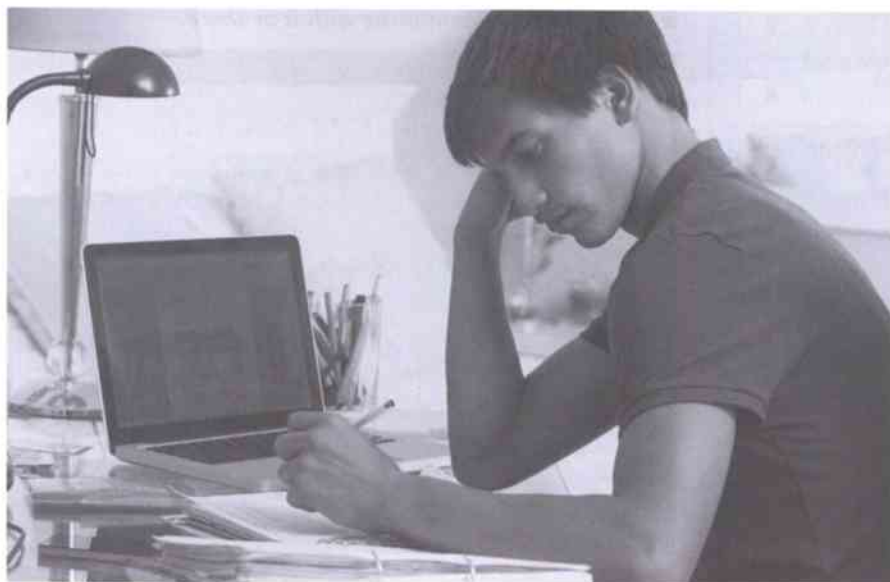
- |                |              |               |              |
|----------------|--------------|---------------|--------------|
| 0 A make       | <b>B get</b> | C come        | D learn      |
| 1 A would      | B will       | C used        | D was        |
| 2 A coping     | B struggling | C tackling    | D attacking  |
| 3 A frustrated | B diligent   | C confused    | D persistent |
| 4 A urge       | B keep       | C force       | D intend     |
| 5 A think      | B to think   | C to thinking | D thinking   |
| 6 A set off    | B hand in    | C catch up    | D put off    |
| 7 A as         | B same       | C like        | D over       |
| 8 A remind     | B search     | C familiarise | D memorise   |

### TIPS:

Question 1: You need a word to express past habit that is followed by *to*.

Question 4: Only one of these verbs can be followed by a verb ending in *-ing*.

Question 6: Which of these phrasal verbs means 'stop for a while'?





2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Stand up, sit down!

Doctors advise people to stand up and walk around for at least twenty minutes a day. However, many adults are <sup>0</sup>unwilling to change their routines, even though it is common <sup>1</sup>\_\_\_\_\_ that sitting down all day is bad for their health. For this reason, several primary schools have started to make moving around a <sup>2</sup>\_\_\_\_\_ for their students. They are not saying that all the children have to be super <sup>3</sup>\_\_\_\_\_ but they want them to stand up and move at every opportunity. The children have to stand up to answer a question or when a <sup>4</sup>\_\_\_\_\_ comes into the classroom. They stand up and sit down at certain points during songs and have <sup>5</sup>\_\_\_\_\_ to see who can walk the furthest during the course of the school day. A <sup>6</sup>\_\_\_\_\_ from one of the schools says that the children are adopting these new habits <sup>7</sup>\_\_\_\_\_. He adds that increased activity like this is also leading to better concentration and more highly <sup>8</sup>\_\_\_\_\_ students. Sounds like an excellent idea for all of us!

- WILLING
- KNOW
- PRIOR
- SPORT
- VISIT
- COMPETE
- REPRESENT
- ENTHUSIASTIC
- MOTIVATE

TIPS:

- Question 1: What is the noun form of this verb?
- Question 5: After changing this verb into a noun, do you need singular or plural?
- Question 7: The word given is an adjective. How can you change it to fit the sentence?



# 1.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand some, but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
1.1	Vocabulary	I can talk about education and different kinds of students.					Students' Book pages 12–13 Word Store page 3 Workbook pages 8–9
1.2	Grammar	I can talk about present and past habits.					Students' Book page 14 Workbook page 10
1.3	Listening	I can understand the main points in short monologues.					Students' Book page 15 Workbook page 11
1.4	Reading	I can understand the structure of a text.					Students' Book pages 16–17 Workbook pages 12–13
1.5	Grammar	I can use a wide range of verb patterns.					Students' Book page 18 Workbook page 14
1.6	Speaking	I can speculate about photos and answer a related question.					Students' Book page 19 Workbook page 15
1.7	Writing	I can write a report that summarises information.					Students' Book pages 20–21 Workbook pages 16–17

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



# 1.11 Self-check

1 Complete the words in the sentences. The first letter of each word is given.

- 1 He's such a **g**\_\_\_\_\_ person. I'm sure he'll get on with everybody really well and make loads of new friends.
- 2 My dad wants me to study law but I wish to **p**\_\_\_\_\_ my own career as an actor and go to a theatre school.
- 3 If Joshua doesn't **c**\_\_\_\_\_ up on his sleep, he will be too tired to do well in the exam he's got tomorrow.
- 4 The school you're looking for is easily **r**\_\_\_\_\_ because it's painted bright yellow with red flowers.
- 5 Joan is a real deep **t**\_\_\_\_\_, so I'm sure her blogs are full of interesting observations about people.

/5

2 Complete the sentences with the correct form of the words in capitals.

- 1 We decided to give our teacher a \_\_\_\_\_ mug with her name and photo printed on it. **PERSON**
- 2 What's your most \_\_\_\_\_ event during your primary school days? **MEMORY**
- 3 I have never met a more \_\_\_\_\_ young man than Mat, who spends a lot of time in the library. **STUDY**
- 4 People with a strong \_\_\_\_\_ intelligence are excellent at drawing and interpreting pictures. **VISION**
- 5 Before you start teaching here, you should \_\_\_\_\_ yourself with the national curriculum. **FAMILIAR**

/5

3 Choose the correct options.

- 1 Whenever Helen is bored, she *will draw* / *'d draw* flowers instead of asking for a change of topic.
- 2 He never pays attention in class – he *is always playing* / *would always play* with his phone!
- 3 Before a new teacher was employed, we *didn't used* / *use* to have regular art classes.
- 4 He *was asking* / *would ask* his teacher for more homework when he was preparing for a test.
- 5 When I was in primary school, we *would* / *used to* live so close to school that I could hear the school bell.

/5

4 Complete the sentences with the correct form of the words in brackets. Add any necessary words.

- 1 I think Alex \_\_\_\_\_ (spend/much money/buy) sweets in the school shop.
- 2 The presentation has to be ready tomorrow, so let's get started. I \_\_\_\_\_ (not fancy/stay up).
- 3 The instructor \_\_\_\_\_ (urge/we/pay) more attention to his demonstration.
- 4 Will you ever \_\_\_\_\_ (remember/bring) your assignments on time?
- 5 Last week I \_\_\_\_\_ (hear/he/talk) about his desire to become a doctor one day.

/5

5 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 Rob had an annoying habit of speaking Spanish during his English classes. **ALWAYS**  
Rob \_\_\_\_\_ Spanish during his English classes.
- 2 'Don't forget to set a date for the charity concert,' Carl said to me. **REMINDED**  
Carl \_\_\_\_\_ for the charity concert.
- 3 Does it really make sense to start learning four foreign languages at the same time? **POINT**  
Is \_\_\_\_\_ learning four foreign languages at the same time?
- 4 Many people expected free education because there was never any talk about school fees. **GRANTED**  
Many people used to \_\_\_\_\_ because there was never any talk about school fees.
- 5 After not seeing Tim for a few years, we finally heard each other's news. **CAUGHT**  
After not seeing Tim for a few years, we finally \_\_\_\_\_ news.

/5

6 Complete the text with one word in each gap.

## Is creativity important?

Teachers and psychologists agree that most kids have an incredible <sup>1</sup>\_\_\_\_\_ for knowledge and if encouraged appropriately, they are willing to learn to be creative and curious. They also point out that teachers in secondary schools in particular should promote creativity and <sup>2</sup>\_\_\_\_\_ pupils carry out more experiments, investigate problems and come up with solutions. It's <sup>3</sup>\_\_\_\_\_ good just learning facts if a student doesn't have the ability to use that knowledge creatively. In some countries creativity <sup>4</sup>\_\_\_\_\_ actually taught as a subject because it helps students to be better equipped when they <sup>5</sup>\_\_\_\_\_ on to further studies or work. It also makes people look for alternative solutions and answers to particular problems.

/5

Total /30

# 2

## IT TAKES ALL SORTS

### 2.1 Vocabulary

Family • Celebrations • Religious ceremonies  
• Verb-noun collocations • Common phrases

#### SHOW WHAT YOU KNOW

- 1 Complete the sentences with family words.
  - 0 I used to go out with Grace. She's my ex-girlfriend.
  - 1 Fiona is my daughter's daughter's daughter. She's my \_\_\_\_\_.
  - 2 I was married to Graham for four years before we divorced. He's my \_\_\_\_\_.
  - 3 After my mum and dad got divorced, my dad married Joan. She's my \_\_\_\_\_.
  - 4 Chris and I have the same father but different mothers. He's my \_\_\_\_\_.
  - 5 My parents aren't religious, so I don't have any \_\_\_\_\_.
  - 6 I married Paul. Carl is Paul's son by his first wife. He's my \_\_\_\_\_.

#### WORD STORE 2A

Family, celebrations and religious ceremonies

- 2 Complete the text with the words in the box. There are three extra words.

ceremony concert distant  
extended gathering immediate  
only priest reception shrines

#### Globally successful lawyer Amal Alamuddin marries ... an actor

Amal Alamuddin, a high-profile barrister in international refugee and human rights law, has made the unusual move for a professional in her field of marrying an actor. Alamuddin and her husband, whose name is George, were married in Venice, not by a <sup>0</sup>priest, but by the couple's friend Walter Veltroni, the ex-mayor of Rome. The <sup>1</sup>\_\_\_\_\_ was watched by the <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_ families of the bride and groom, as well as close friends. It was followed by a luxurious <sup>4</sup>\_\_\_\_\_ at the seven-star Aman hotel. With several hundred people on the guest list, this was certainly not a small <sup>5</sup>\_\_\_\_\_. Lasting several days, the celebrations gave guests the chance to make the most of beautiful Venice and visit its galleries, museums, chapels and <sup>6</sup>\_\_\_\_\_.

- 3 Complete the pairs of sentences with the correct form of the words in capitals.

#### 0 IMMEDIATE

- a I'm sorry, but only immediate family are allowed to visit patients in the intensive care ward.
- b I can't come over immediately but I'll be there this afternoon if that's OK with you.

#### 1 BLESS

- a The priest gave his \_\_\_\_\_ to the newlyweds.
- b In England, when someone sneezes, it's polite to say, '\_\_\_\_\_ you.'

#### 2 MASS

- a I've never met anyone with such a \_\_\_\_\_ family!
- b There are three \_\_\_\_\_ at the church on Sundays: 7 a.m., 11 a.m. and 7 p.m.

#### 3 CHILD

- a Only \_\_\_\_\_ inevitably miss out on the pluses of having brothers and sisters.
- b Do you have to be so \_\_\_\_\_? Grow up!

#### 4 RECEIVE

- a My nephew works as a \_\_\_\_\_ at the Grand Hotel.
- b My brother's band often play at birthday parties and wedding \_\_\_\_\_.

#### 5 DISTANT

- a I've only met her once. She's a \_\_\_\_\_ relative.
- b The huge \_\_\_\_\_ between London and Auckland means flights take almost twenty-four hours.

#### WORD STORE 2B

Verb-noun collocations

- 4 Complete the text with the missing words. The number of letters is given in brackets.

On Tony's last night of freedom, his wife <sup>0</sup>put (3) on a party for him at Hotel La Siciliana. Friends and 'business partners' <sup>1</sup>\_\_\_\_\_ (8) him with gifts and relatives <sup>2</sup>\_\_\_\_\_ (4) a fuss of him. Brothers, uncles and cousins reminded him 'what a guy' he was and that 'two years is nothing, Tony!' Sisters and aunts with lumps in their <sup>3</sup>\_\_\_\_\_ (7) and tears in their eyes checked constantly whether he was hungry or thirsty.

After dinner, Tony stood at the head of the table, raised his glass and <sup>4</sup>\_\_\_\_\_ (8) a toast. He thanked his wife and family for the party and told them how much he would miss them. Then, addressing his many 'associates', he reminded them, 'Though I'll be away for a few years, gentlemen, don't <sup>5</sup>\_\_\_\_\_ (4) sight of the fact that I am, and will continue to be, the Boss.'



## WORD STORE 2C

### Extra verb-noun collocations

#### 5 Complete the pairs of sentences with the words in bold.

##### 0 concert, party

- On 23 October Ether Music Club is putting on a rock **concert** featuring local bands.
- Are we putting on a **party** to celebrate Mum's fiftieth birthday?

##### 1 frog, lump

- Do you happen to have a mint or a throat sweet? I've got a \_\_\_\_\_ in my throat.
- Though it was Sarah's decision, she still had a \_\_\_\_\_ in her throat as she told Sam it was over.

##### 2 motion, toast

- I'd like to propose a \_\_\_\_\_ to love, life, health and happiness.
- Parliament proposed a \_\_\_\_\_ yesterday to ban advertising on buildings in the city centre.

##### 3 fool, fuss

- Joseph made a complete \_\_\_\_\_ of himself trying to break-dance at the graduation ceremony.
- Miss Haverstock's former students made a \_\_\_\_\_ of her new baby when she brought him into class to say hello.

##### 4 count, sight

- It's easy to lose \_\_\_\_\_ of the fact that your problems are minor compared to what some young people have to cope with.
- Fay had lost \_\_\_\_\_ of how many lessons she'd skipped. According to her report, it was twelve.

##### 5 gifts, praise

- Leon was showered with \_\_\_\_\_ by the local newspapers after raising nearly £5,000 for charity.
- Ellie was used to being showered with \_\_\_\_\_ by her generous boyfriend.



## WORD STORE 2D

### Common phrases

#### 6 Complete the words in the conversations. The first letter of each word is given.

- A: The girls are really **s**poilt by their dad. If Mum says no, they go ask Dad, knowing he will probably say yes.

B: I know. I think both parents should try to give out the same message. It may be tricky sometimes, but it's **w**\_\_\_\_\_ the **e**\_\_\_\_\_ in the long term.
- A: Eve just loves being the **c**\_\_\_\_\_ of a \_\_\_\_\_. She was actually pleased when she broke her arm because of the fuss that everyone made of her.

B: I know. It's like it was the **h**\_\_\_\_\_ of her year! I can't see anything exciting about having to wear a plaster for six weeks.
- A: The travel agent told me that seeing the Northern Lights was a **o**\_\_\_\_\_ in a **l**\_\_\_\_\_ **e**\_\_\_\_\_. Never to be forgotten, she said.

B: And?

A: Well, we paid hundreds of pounds, walked for hours and sat in the freezing cold for two nights without seeing so much as a single star. Not exactly the **t**\_\_\_\_\_ of my **l**\_\_\_\_\_. I mean, I've had more fun asleep!

### SHOW WHAT YOU'VE LEARNT

#### 7 Choose the correct options.

- We're only inviting the *extended* / *immediate* family. To be honest, we couldn't afford to pay for all those cousins, nieces and nephews.
- The *mass* / *reception* began with a toast before a lovely dinner, which was followed by a live band.
- Spirit houses are small *shrines* / *blessings* to the protective spirit of a place outside houses in Thailand.
- This government has lost sight of / for the mood of the nation it serves.
- We always make a *fool* / *fuss* of Grandma on her birthday. This year we are taking her to the theatre and then for fish and chips. That's what she loves!
- All the mums (and some of the dads) had *frogs* / *lumps* in their throats as they watched their little ones in the school play.
- Though it may be difficult to run regularly, it's worth the *effort* / *attention* in terms of fitness.
- Nathan had the *highlight* / *time* of his life at the snowboarding camp.
- Seeing Germany beat Brazil at the World Cup final in Rio de Janeiro was a once in a *life* / *lifetime* experience.
- Many *spoilt* / *only* children wish they had a sibling.

/10

## 2.2 Grammar

### Past Perfect Simple and Continuous

#### SHOW WHAT YOU KNOW

1 Match the sentence halves. There is one extra ending. Then complete the sentences with the Past Perfect Simple form of the verbs in brackets.

- |   |                                       |
|---|---------------------------------------|
| 0 Beth was embarrassed because she <u>had put on</u> (put on)             | <input checked="" type="checkbox"/> h |
| 1 Dan couldn't order his new trainers online because they _____ (run out) | <input type="checkbox"/>              |
| 2 Lee never found his phone. It _____ (fall)                              | <input type="checkbox"/>              |
| 3 Jill couldn't claim her lottery win because someone _____ (steal)       | <input type="checkbox"/>              |
| 4 John wasn't allowed in the pool because he _____ (not bring)            | <input type="checkbox"/>              |
| 5 Kyle _____ (never/use) a washing machine before                         | <input type="checkbox"/>              |
| 6 I wish we _____ (not book)  | <input type="checkbox"/>              |

- a of his size.  
b the winning ticket out of her handbag.  
c out of his pocket while he was lying on the grass.  
d and had no idea how they worked.  
e a swimming cap.  
f the car from his dad.  
g cinema tickets for 5 p.m. We won't have time for dinner.  
h odd socks by mistake that morning.

2 ★ Complete the texts with the verbs in the box.

had been cycling    had been    had been feeling  
had been looking forward to    had done (x2)  
~~had eaten~~    had failed    had he set off  
hadn't worked

- 1 Avril's face was a funny green colour. She said she had eaten a whole tub of ice cream an hour earlier and <sup>b</sup> \_\_\_\_\_ sick ever since. When I asked why she <sup>c</sup> \_\_\_\_\_ that, she said she <sup>d</sup> \_\_\_\_\_ a test at school and needed cheering up. Clearly, her plan <sup>e</sup> \_\_\_\_\_.
- 2 Jack <sup>a</sup> \_\_\_\_\_ to school for ten minutes when he noticed how quiet the streets were and finally realised it was Saturday. Why on earth <sup>b</sup> \_\_\_\_\_ for school on a Saturday? It <sup>c</sup> \_\_\_\_\_ a long and stressful week and he <sup>d</sup> \_\_\_\_\_ the weekend all week. His family were going to laugh when they found out what he <sup>e</sup> \_\_\_\_\_.

3 ★ ★ Complete the sentences with the Past Perfect Simple or Past Perfect Continuous form of the verbs in brackets.

- 0 a When we finally landed, the plane had been flying (fly) for fourteen hours.  
b When we finally landed, the plane had flown (fly) over 5,900 miles.
- 1 a Charles and Kitty \_\_\_\_\_ (live) together for twenty years when they finally got married.  
b Charles and Kitty \_\_\_\_\_ (know) each other for most of their lives when they finally got married.
- 2 a Vladimir \_\_\_\_\_ (sneak) out of the house at night for months before he was finally caught.  
b Earlier that night, Vladimir \_\_\_\_\_ (sneak) out of the house without waking his parents.
- 3 a Before he was forced to resign, the minister \_\_\_\_\_ (receive) illegal gifts on several occasions.  
b Before he was finally caught, the minister \_\_\_\_\_ (receive) illegal gifts for more than a year.
- 4 a The security guard \_\_\_\_\_ (sleep) for hours when the office was broken into.  
b The security guard was fired because he \_\_\_\_\_ (sleep) through the burglary.

4 ★ ★ ★ Complete the text with the Past Perfect Simple or Past Perfect Continuous form of the verbs in the box.

always/start    correctly/predict    do  
go off    hear    look forward    love  
put up    receive    snow    wait

George and Gina <sup>a</sup> had been waiting for Christmas for roughly 364 days. Ever since they were children, they <sup>1</sup> \_\_\_\_\_ everything about the festive season, especially Christmas dinner. And George and Gina <sup>2</sup> \_\_\_\_\_ early. By the end of each summer they <sup>3</sup> \_\_\_\_\_ most of their Christmas shopping and by late October they <sup>4</sup> \_\_\_\_\_ their tree. Their friends <sup>5</sup> \_\_\_\_\_ Christmas cards in early November for as long as they could remember.

This year the weather forecasts <sup>6</sup> \_\_\_\_\_ a white Christmas – George and Gina's absolute favourite. Ever since they <sup>7</sup> \_\_\_\_\_ this, they <sup>8</sup> \_\_\_\_\_ to Christmas even more than ever. When George opened the curtains on Christmas morning, he was greeted by a winter wonderland. Unfortunately, when he went downstairs, he discovered it <sup>9</sup> \_\_\_\_\_ so much that the electricity <sup>10</sup> \_\_\_\_\_. Christmas dinner was a cold ham sandwich eaten in a dark room next to an unlit tree.

#### SHOW WHAT YOU'VE LEARNT

5 Choose the correct options.

- 1 He *had attempted* / *had been attempting* the problem 100 times before he finally solved it.  
2 By midnight, all the guests *had left* / *had been leaving*.  
3 Claire was given full marks in the speaking test. She *had revised* / *had been revising* all week long.  
4 When the police checked the drivers involved in the accident, they discovered that one of them *had drunk* / *had been drinking*.  
5 Ryan left the room after the exam *had finished* / *had been finishing*.  
6 They *had planned* / *had been planning* the wedding for months when he discovered she was actually in love with someone else.



## 2.3 Listening language practice

### Comparative expressions • Dependent prepositions

- 1 Complete the extract from a talk by a neuroscientist with the words in the box. There are two extra words.

a lot better compared like  
similar the most worse

Extract from Student's Book recording CD•1.30 MP3•30

It wasn't my original career plan – that was to be a biologist – but I later discovered that for me the brain is <sup>1</sup> \_\_\_\_\_ more interesting than the body. And the fact is that there is so much that we still don't understand about the workings of the mind. Something that neuroscientists have been taking an interest in recently is the nature of love. Experts from all over the world have been doing research into this fascinating aspect of human behaviour. Here in the UK, but also in China, where <sup>2</sup> \_\_\_\_\_ important recent research has been done. Those studies show that the feeling we call 'love' is actually a chemical reaction in the brain and they have done tests to show this. It appears that the powerful feeling of 'loving' someone has <sup>3</sup> \_\_\_\_\_ roots in the brain to the reasons we become hungry or thirsty. It's a very strong chemical need! In other words, it's <sup>4</sup> \_\_\_\_\_ a drug.

[...] The evidence for this has come from different types of tests. One was filming the reactions of people when they were put in different situations, asked questions or shown photos of people they loved. What the Chinese scientists also did was to put people in brain scanners to look at their brain activity when they looked at the photos. They then <sup>5</sup> \_\_\_\_\_ the results with the brain activity when the people were shown photos of people they had no feelings for. The results were pretty dramatic!

- 2 Choose the correct answer, A, B or C.

- Love, it seems, has similar roots in the brain \_\_\_\_ our feelings of hunger or thirst.  
A to B as C than
- \_\_\_\_ many seventeen-year-olds, Monica couldn't wait to be eighteen.  
A As B Like C Similar
- As young adults come of age, they spend \_\_\_\_ more time thinking about romantic relationships.  
A a little B many C a lot
- This is \_\_\_\_ fascinating place we've visited so far on our holidays.  
A the most B far more C more than
- They compared the people's reactions before taking the drug \_\_\_\_ their reactions after taking a mild dose.  
A for B with C against

### REMEMBER THIS

Use comparatives with **the ... the ...** to say that things change or vary together:

*The longer we are together, the more I love you.*

Note the word order in both clauses: **the + comparative expression + subject + verb.**

Comparative expressions with nouns can also be used:

*The longer the relationship, the more partners discover about each other.*

Note how the word order in the first clause differs:

**the + comparative adjective + the + subject**

- 3 Read REMEMBER THIS. Use the prompts to complete the sentences with **the ... the ...** structures.

- nice/hotel, money  
The nicer the hotel, the more money you'll have to pay for a room.
- fast/car, petrol  
\_\_\_\_\_ it uses.
- long/hike, water  
\_\_\_\_\_ you'll need to take with you.
- big/barbecue, sausages  
\_\_\_\_\_ we'll be able to cook.
- steep/ski slope, falls and injuries  
\_\_\_\_\_ there are.
- cute/puppy, chance  
\_\_\_\_\_ there is of finding it a home.

### WORD STORE 2E

#### Dependent prepositions

- 4 Complete the adverts with a word or phrase that means the same as the information in brackets. The first letter of each word is given. Then add the correct prepositions.

0 At **Cupids Arrow**, we **specialise** (are experts) in helping you find the perfect partner.  
Twenty-three weddings in three years of operations!

1 Here at Couture Plus we are **p**\_\_\_\_\_ (extremely enthusiastic) \_\_\_\_\_ XL fashion.  
The bigger, the better!

2 At Tinytots Tutoring we **f**\_\_\_\_\_ (concentrate) \_\_\_\_\_ providing early education for little Einsteins.  
The earlier they start, the faster they'll learn.

3 Would you like to **t**\_\_\_\_\_ **p**\_\_\_\_\_ (be involved) \_\_\_\_\_ the next city marathon?

4 Smoking is **a**\_\_\_\_\_ (connected) \_\_\_\_\_ countless life-threatening illnesses.  
The sooner you stop, the lower the risk.  
Call Quidline on 71 994 994.

**Click here**  
for an application form.  
Remember: the longer the run, the greater the sense of achievement!

## 2.4 Reading

### Young adult fiction • Word families

#### Glossary

**dystopia** (n) = an imaginary place where life is extremely difficult and unfair things happen

**starve to death** (phr) = die of hunger

**eternal youth** (phr) = the mythical state of never growing old

**triumphing over the odds** (phr) = succeeding or winning in a very difficult situation

**bully** (v) = threaten to hurt someone, especially someone smaller or weaker

**magnify** (v) = make larger

**flawed** (adj) = spoiled by having mistakes, weaknesses or by being damaged

#### BOOKFREAK.COM

You searched for *The Hunger Games* –  
17 results match your search:

*The Hunger Games* trilogy by Suzanne Collins started as a series of young adult adventure novels and is now a multimedia franchise worth millions. The film adaptation of the first novel grossed over \$400 million and helped launch the career of Oscar winner Jennifer Lawrence. For anyone unfamiliar with the series (where have you been for the last few years?), the story is set in a dystopian future in the totalitarian nation of Panem. The Hunger Games is an annual event in which two representatives from each of Panem's twelve districts are selected to take part. Unfortunately for the young representatives, the Games' goal is to eliminate their fellow competitors in a brutal fight to the death – and it's all televised for the rest of Panem to enjoy.



Clearly, with a plot like this, both the books and films contain violence and killing. It used to be taboo for children to kill children in stories, but this is evidently no longer the case. And *The Hunger Games* is far from alone in presenting a grim and bloody vision of the future. Among many others, there's Moira Young's *Blood Red Road*, Malorie Blackman's *Noughts and Crosses* and Meg Rosoff's *How I Live Now*, a story of teenage passion in a future England at war, and now a major film starring Saoirse Ronan.

So what is it about these dark tales that attracts teenage readers? Why has dystopia become so fashionable? Are we, today's young adults, perhaps reacting to the negativity caused by economic recession, university fees and the prospect of never getting a mortgage?

Meg Rosoff says older teenagers 'see adulthood on the horizon and that's as scary as the apocalypse'. Imagining that you're living in a place in which millions have starved to death (*The Hunger Games*), been killed off because eternal youth has been discovered (Gemma Malley's *The Declaration*) or are living in a world dried up by climate change (Moira Young's *Blood Red Road*) can help you look at your problems in a different light. Compared to a dystopian nightmare, fears about having spots or taking exams seem considerably less terrifying.

Moira Young expresses a similar idea: 'I think it (*Blood Red Road*) fits with young people's anxieties about the future, in that it's about a heroic figure triumphing over the odds.' Gemma Malley suggests that dystopias not only magnify what teens go through in terms of bullying and the struggle to make their own decisions, but also feed 'their appetite for adrenaline. These novels are like scary rides in a theme park.'

Fans of young adult fiction, and in particular female ones like me, seem to respond not just to the action-packed plots of these novels but also the realism of the flawed and complex characters that are found in them. Katniss Everdeen, the heroine in *The Hunger Games*, has hunting skills and a fierce protectiveness towards her little sister that make her, like Meg Rosoff's Daisy, and Moira Young's Saba, the opposite to Bella Swann, the passive, well-behaved vampire lover from Stephenie Meyer's *Twilight* series. One fellow *Hunger Games* fan commented 'If you've got a brain, vampires suck. Girls aren't waiting to be saved any more. Katniss is the kind of strong teenage heroine we were all waiting for.'

Tales of dystopia won't be popular forever. Just like vampires and werewolves before them, they will eventually be replaced by something new. If you, dear readers, are anything like me, then you'll be eager to discover what the next trend in teenage fiction is going to be.



1 Read the text quickly. Is the statement true (T) or false (F)?

There is a suggestion that dystopian novels such as *The Hunger Games* are not as popular as they were in the past. ☐

2 Read the text again and choose the correct answer, A, B, C or D.

- 1 The writer suggests that *The Hunger Games*
  - A is unfamiliar to many older readers.
  - B only became famous because it starred Jennifer Lawrence.
  - C was successful in both book and film form.
  - D was written for children.
- 2 The writer
  - A recommends a selection of dystopian novels.
  - B attempts to explain the appeal of dystopian novels.
  - C is critical of dystopian novels.
  - D reviews a well-known dystopian novel.
- 3 The writer suggests that dystopian novels
  - A are unsuitable for teenagers because they are too violent.
  - B are often scarier than novels about vampires or werewolves.
  - C can help teenage readers to put the problems of adolescence into perspective.
  - D are an escape from the realities of teenage life.
- 4 The writer mentions the character Katniss Everdeen as an example of
  - A a new kind of female heroine.
  - B a traditional female character.
  - C a passive, well-behaved heroine.
  - D a unique character in young adult fiction.
- 5 The writer suggests that
  - A young adults will only read what's in fashion.
  - B young people aren't interested in heroes any more.
  - C vampire novels are usually more popular than dystopian novels.
  - D dystopian novels will eventually become unfashionable.

## REMEMBER BETTER

When you are reading authentic texts such as the novel mentioned in the text above, look out for typical endings used to form nouns and adjectives. Try to work out the meaning of unfamiliar words using context and your knowledge of common patterns of word formation.

### Complete the table.

Noun	Verb	Adjective
nation, nationalist, nationalism	nationalise	national
competition, 1 _____	compete	competitive
darkness	2 _____	dark
3 _____, responsibility	respond	responsive
triumph	triumph	4 _____
protection, protector, 5 _____	protect	protective
6 _____	dedicate	dedicated

### 3 Complete the sentences with words from the table.

- 0 The government is planning to nationalise the postal system using taxpayers' money.
- 1 Here we see the \_\_\_\_\_ Chinese gymnastics team – the new Olympic champions and the pride of their nation.
- 2 Jane is absolutely \_\_\_\_\_ to her job. She is the most creative and caring teacher I know.
- 3 Successful retailers are \_\_\_\_\_ to customers' desires. They identify needs and try to meet them as quickly as possible.
- 4 Aid workers treating Ebola patients must wear masks, gloves and full \_\_\_\_\_ clothing at all times.
- 5 My uncle has always been very \_\_\_\_\_. He can't stand losing at anything, especially chess.

## WORD STORE 2F

### Word families

#### 4 Choose the correct options to complete the news headlines.

- 1 Ford announces new **concept** / **conceive** in driverless transportation
- 2 Police unable to explain mysterious **disappearance** / **disappear** of High Court judge
- 3 Three hurt in city centre **explode** / **explosion**
- 4 Huge daily jams **illustration** / **illustrate** city traffic problem
- 5 Head teacher still missing after US high-school **abduct** / **abduction**
- 6 Violent uprising **suppression** / **suppressed** in Bangkok



## 2.5 Grammar

### Relative clauses

#### SHOW WHAT YOU KNOW

- 1 Choose the sentence, A or B, of which the first sentence is an explanation.

- 1 We didn't open all the gifts immediately.
  - A The gifts which we opened immediately were left on a table in the restaurant.
  - B The gifts, which we opened immediately, were left on a table in the restaurant.
- 2 I have one cousin.
  - A My cousin whose husband is from London got married in England.
  - B My cousin, whose husband is from London, got married in England.
- 3 All the guests danced.
  - A The guests who danced all evening got a bit hot and sweaty.
  - B The guests, who danced all evening, got a bit hot and sweaty.
- 4 Not all the coffee was delicious.
  - A The coffee which was served after dinner was delicious.
  - B The coffee, which was served after dinner, was delicious.
- 5 There are two village churches.
  - A The village church where we got married is over 200 years old.
  - B The village church, where we got married, is over 200 years old.

- 2 Underline the relative pronouns that can be replaced by *that* in Exercise 1.

- 3 ★ Match the sentence halves.

- 0 During the Thai festival of Loy Krathong, floating paper lanterns are released into the night sky, ☒ e
- 1 My granddad gave me £100 when I graduated from university, ☐
- 2 Many Australians spend Christmas Day on the beach, ☐
- 3 Fazal isn't eating during the day because of the festival of Ramadan, ☐
- 4 Dad forgot my parents' wedding anniversary, ☐
  - a which didn't go down well with Mum.
  - b which was generous considering his only income is his pension.
  - c which seems strange to those of us celebrating in the cold European winter.
  - d which means he's very hungry by the time the sun finally sets.
  - e which is a truly spectacular sight.

- 4 ★★ Complete the sentences with relative pronouns. If a pronoun is unnecessary, write Ø. Add commas where necessary.

- 0 The one place Ø I feel most relaxed is home.
- 1 This is the temple        Hindus built to worship Hanuman, the monkey god.
- 2 Maddie is the cousin        went to live in Australia.
- 3 Alison        boyfriend was arrested for shoplifting has decided she's better off without him.
- 4 It's an ancient machine        our ancestors used to predict the future.
- 5 She called us selfish        we think was very hypocritical.

- 5 ★★★ Rewrite the sentences using reduced relative clauses. Which sentence cannot be rewritten?

- 0 The house which overlooks the valley has gorgeous views.  
The house overlooking the valley has gorgeous views.
- 1 Prince William Bridge, which was built in 2012, is the newest in the city.  
\_\_\_\_\_
- 2 There's a Japanese death metal band that is playing at the club on Saturday.  
\_\_\_\_\_
- 3 Most of the buildings that were destroyed in the war have been rebuilt.  
\_\_\_\_\_
- 4 Pupils who live in the hills have to walk several hours to get to school.  
\_\_\_\_\_
- 5 Tina called us selfish, which we thought was hypocritical.  
\_\_\_\_\_

#### SHOW WHAT YOU'VE LEARNT

- 6 Read the text and choose the correct options.

#### Painful coming-of-age ceremonies

##### Mentawai teeth sharpening

In the Mentawai Islands, <sup>1</sup>which / Ø found off the western coast of Sumatra in Indonesia, young female Mentawaians sharpen their teeth with a rock and chisel, then shape them into points. They believe this modification enhances their beauty, <sup>2</sup>which / that may be hard for outsiders to appreciate.



##### Hamar cow jumping

The Hamar tribe, <sup>3</sup>who / whose live in Ethiopia, practise a violent coming-of-age ceremony. Males <sup>4</sup>which are / Ø approaching adulthood are whipped by the other men of the tribe. They must then successfully run across the backs of four bulls in order to be allowed to marry.

##### Sepik scarification

The elders of the Sepik River tribe in Papua New Guinea cut the younger men with razors to create detailed patterns on their skin. Adolescents <sup>5</sup>whose / who skin has been scarred in this way are said to resemble the alligators <sup>6</sup>that / Ø live in the rivers.



## 2.6 Speaking language practice

### Telling a personal anecdote

- 1 Put the words in the correct order to complete the sentences.

- 0 a great day out / I'm going / about / to tell you  
Right, so I'm going to tell you about a great day out.
- 1 the mass / expected, / was lengthy and tedious  
As \_\_\_\_\_
- 2 look back / I always / on that day / I / smile to myself  
When \_\_\_\_\_
- 3 and there she was / sudden, / of a / we turned a corner  
All \_\_\_\_\_
- 4 the / a car appeared on the horizon / of / blue,  
Out \_\_\_\_\_
- 5 to be / worth / turned / all the effort / out / in the end  
It \_\_\_\_\_
- 6 we left, / as / it started snowing heavily / soon  
As \_\_\_\_\_

- 2 Match the sentences in Exercise 1 with their functions.

- a introducing an anecdote ☒ 0
- b sequencing events in an anecdote ☐ 1
- c describing events vividly ☐ 2
- d finishing an anecdote ☐ 3

- 3 Cross out the option that is not possible in each sentence. Then match each sentence with a function from Exercise 2.

- 0 Well, this took place / happened / ~~about~~ last New Year's Eve. ☒ a
- 1 Suddenly / Luckily / Fortunately, no one was seriously hurt. ☐
- 2 Unexpectedly / Just before / Just after the balloon left the ground, I started to feel really sick. ☐
- 3 Strangely / Out of the blue / Funnily enough, we never saw each other again. ☐
- 4 Initially / While / To begin with, no one was dancing, but later the dance floor filled up. ☐
- 5 As / All of a sudden / While we were watching, the dolphins started leaping out of the water. ☐



- 4 Complete the anecdote with the words in the box. There is one extra word.

enough fortunately initially just  
place predictably ~~story~~ unexpectedly  
without when

OK, so this is a <sup>0</sup>story about a weekend I'll never forget. It took <sup>1</sup> \_\_\_\_\_ last summer in Staffordshire, in England. I was visiting my cousin and we both love cycling, so we decided to go on a trip. We packed up our stuff, got on our bikes and cycled about fifty miles to a campsite very near the famous theme park Alton Towers. <sup>2</sup> \_\_\_\_\_ after we set off, it started raining and, <sup>3</sup> \_\_\_\_\_ for England, it didn't stop all day. We arrived at the campsite like a pair of drowned rats. <sup>4</sup> \_\_\_\_\_, we managed to get the tent up quickly and began the long process of drying out. Or so we thought. <sup>5</sup> \_\_\_\_\_ we woke up the next morning, we discovered that the tent had <sup>6</sup> \_\_\_\_\_ leaked in the night and all our things, including our clothes, were still wet through. There was nothing we could do, so we pulled on wet jumpers, jeans and shoes and headed for the theme park. Funnily <sup>7</sup> \_\_\_\_\_, it turns out that the fastest and most exciting way to get dry is to ride a rollercoaster with fourteen loops at fifty miles per hour. <sup>8</sup> \_\_\_\_\_ a doubt, that weekend was one of the wettest and funniest I've ever had.

- 5 Read the anecdote in Exercise 4 again and put its parts in order.

- A what happened step by step ☐
- B where and when the day took place, and other background information ☐
- C what the anecdote is going to be about and background information ☒ 1
- D why the day was so memorable ☐
- E who was involved in the day ☐

## 2.7 Writing

### An article

- 1 Complete the tips for writing an article with the words in the box.

attention concerned define develop  
introduction opinion personal  
question shouldn't think title

- Use the title to attract the reader's \_\_\_\_\_ from the start.
  - \_\_\_\_\_ the topic and hold the reader's attention in the \_\_\_\_\_ to your article.
  - In the main body, \_\_\_\_\_ the topic and discuss the issues mentioned in the \_\_\_\_\_.
  - In the conclusion, give your \_\_\_\_\_ opinion and leave the reader with something to \_\_\_\_\_ about.
  - Make your writing more formal by avoiding informal phrases (*I think = As far as I am* \_\_\_\_\_), colloquial language (*Most parents reckon that ... = In most parents' \_\_\_\_\_*) and contractions (*\_\_\_\_\_ = should not*).
- 2 Read the writing task. Match 1–6 with a–f to make possible titles for the article. Then match the titles with techniques i–iv for attracting the reader's attention.

Write an article of 140–190 words for your school's website. Describe the beginning of the friendship with your best friend and explain the role of friendship for young people as they grow up.

- |                          |                                       |                             |                                     |
|--------------------------|---------------------------------------|-----------------------------|-------------------------------------|
| 0 Is there anything more | <input checked="" type="checkbox"/> f | a and gained a best friend  | <input type="checkbox"/>            |
| 1 A fortunate            | <input type="checkbox"/>              | b Marvellous Mates          | <input type="checkbox"/>            |
| 2 How I lost a wallet    | <input type="checkbox"/>              | c without our friends?      | <input type="checkbox"/>            |
| 3 The time I spend       | <input type="checkbox"/>              | d and life-changing meeting | <input type="checkbox"/>            |
| 4 Where would we be      | <input type="checkbox"/>              | e with my greatest friend   | <input type="checkbox"/>            |
| 5 Fantastic friends and  | <input type="checkbox"/>              | f important than a friend?  | <input checked="" type="checkbox"/> |
| i Ask a question.        |                                       | iii Summarise the topic.    |                                     |
| ii Use vivid adjectives. |                                       | iv Use rhyme/wordplay.      |                                     |



- 3 Group these eight sets of sentences into four possible introductions to articles.

- Have you ever thought about the festive season on an industrial scale?
- The vast majority of young people meet their friends through school.
- Every year nearly sixty Christmas trees are grown in Europe and between 10 and 20 million turkeys are killed for Christmas dinner in the UK alone.
- So why are friends so important for young people? Well, besides sharing sweet snacks, there are, in my opinion, three main reasons.
- As someone once said, a possible answer to that question is, 'A good friend knows all about you and still loves you.'
- However, I met my closest friend through an act of kindness and honesty, followed by a fortunate coincidence. And I do feel fortunate because I believe every young person needs a close friend.
- What exactly does it mean to be a good friend?
- Someone once said, 'The only thing better than a friend is a friend with chocolate.'

- 0 a followed by e                      2 \_\_\_\_\_ followed by \_\_\_\_\_  
1 \_\_\_\_\_ followed by \_\_\_\_\_                      3 \_\_\_\_\_ followed by \_\_\_\_\_

- 4 Read the extract from an article and decide which combination of sentences from Exercise 3 would make the best introduction to this article.

\_\_\_\_\_ followed by \_\_\_\_\_

Shaun and I met for the first time in <sup>0</sup>totally weird circumstances. <sup>1</sup>I'd taken a taxi back from town one Saturday night and, <sup>2</sup>like a total idiot, left my wallet on the back seat. Shaun had been the next customer in the taxi, and had found the wallet and my contact details. Being an honest person, he got in touch. The next day we met and he <sup>3</sup>gave me back my wallet. I <sup>4</sup>said thanks and said goodbye. <sup>5</sup>Ages after that, I joined an English class and guess who was sitting there in the classroom? Shaun! It took us a moment to work out where <sup>6</sup>we'd met before, but we soon remembered and became <sup>7</sup>best buddies in no time at all.

- 5 Replace the underlined phrases in the extract with these phrases to make the extract more formal. There are two extra phrases.

- |                       |                          |                       |                                     |
|-----------------------|--------------------------|-----------------------|-------------------------------------|
| a I had               | <input type="checkbox"/> | f I would             | <input type="checkbox"/>            |
| b mistakenly          | <input type="checkbox"/> | g nearly a year later | <input type="checkbox"/>            |
| c returned            | <input type="checkbox"/> | h thanked him         | <input type="checkbox"/>            |
| d the best of friends | <input type="checkbox"/> | i very unusual        | <input checked="" type="checkbox"/> |
| e we had              | <input type="checkbox"/> | j we would            | <input type="checkbox"/>            |



## 2.8 Language in focus

### Collocations

#### 6 Rewrite the underlined parts of the sentences using participle clauses.

- 0 Our friends understand best how we feel because they have experienced many of the same things as us.  
Having experienced many of the same things as us, our friends understand best how we feel.

- 1 Because I had never had a female friend before, I didn't know what to expect when our friendship began.

I didn't know what to expect when our friendship began.

- 2 Close friends often seem to know what is on each other's minds because they spend so much of their time together.

close friends often seem to know what is on each other's minds.

- 3 Friends can share secrets because they have gained each other's trust.

friends can share secrets.

- 4 Because they are interested in the same things, friends always have something to talk about.

friends always have something to talk about.

#### SHOW WHAT YOU'VE LEARNT

- 7 Complete the writing task in Exercise 2. Before you start writing, note down some ideas and plan your article. Then write your article. Include at least one sentence with a participle clause.

#### SHOW THAT YOU'VE CHECKED

In my article:

- I have used one of the techniques from Exercise 2 to come up with an interesting title. ☐
- in the first paragraph, I have presented the topic and attracted the reader's attention. ☐
- in the main part, I have elaborated on the topic. ☐
- in the last paragraph, I have given my opinion and given the reader something to think about. ☐
- I have used formal or neutral language. ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

#### 1 Cross out the option that is not possible in each sentence.

- 1 Jo loves being the centre / middle / focus of attention.
- 2 His performance was absolutely fantastic / good / brilliant.
- 3 Kiera's aunt often misses her true / late / former husband.
- 4 I stared intensely / hard / softly at the screen trying to make sense of what I was seeing.
- 5 I proposed / drank / ate a toast to the happy couple on their wedding day.
- 6 There was a terrible sound as the door to the basement opened / closed / stayed.
- 7 Harriet is stressed because she has such a lot on her mind / head / plate at the moment.

#### 2 Complete the pairs of sentences with the correct form of the words in capitals.

##### 0 PAIN

- a Aiko felt a sharp pain in her chest.
- b Don't worry. The operation is quick, simple and relatively painless.

##### 1 PERSON

- a Please take all your \_\_\_\_\_ belongings with you.
- b Since she lost weight and changed her hair, Ola looks like a different \_\_\_\_\_.

##### 2 PROUD

- a Passing your exam with such high grades is certainly something to be \_\_\_\_\_ of.
- b The country's flag is a symbol of national \_\_\_\_\_.

##### 3 FAITH

- a After all the political scandals, people have lost \_\_\_\_\_ in this government.
- b It doesn't matter how long you keep throwing the ball, our dog will \_\_\_\_\_ fetch and return it.

##### 4 LOSE

- a The \_\_\_\_\_ of two players to injury in the second half really changed the game.
- b Rock, paper, scissors? The \_\_\_\_\_ does the washing-up.

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

acquaintance disappointed expecting  
secrets standard vivid

- 0 With his first jump, Kott has set a very high standard for the other competitors to try to match.
- 1 Bank's stories and poems show an amazingly \_\_\_\_\_ imagination at work.
- 2 Angelina was bitterly \_\_\_\_\_ when only three friends came to her party.
- 3 Within two weeks, Aaron had gone from being a casual \_\_\_\_\_ to being my boyfriend.
- 4 Don't tell Molly anything personal. She's hopeless at keeping \_\_\_\_\_.
- 5 Alison, you really should take it easy. You're \_\_\_\_\_ a baby, remember?

## 2.9 Use of English

- 1 For questions 1–8, read the text below and think of the word which best fits each gap. There is an example at the beginning.

### Marry me!

A proposal of marriage is <sup>0</sup>*an* important moment and in the past it <sup>1</sup> \_\_\_\_\_ usually a very private one. Some people, however, make <sup>2</sup> \_\_\_\_\_ an extremely public event. Some men have proposed to their girlfriends on big screens at football matches or on TV programmes in front of millions of people. One man <sup>3</sup> \_\_\_\_\_ proposed to his girlfriend in front of the crowd at Glastonbury music festival last year also organised the wedding there this month. Others have <sup>4</sup> \_\_\_\_\_ married after proposing in newspaper adverts or put the words 'Will you marry me?' into crossword puzzles for their girlfriends to solve.

One of the most unusual proposals happened in 2015, when a Japanese man decided to cover 7,000 kilometres around Japan on foot, by car, ferry and bicycle. He <sup>5</sup> \_\_\_\_\_ planned his trip very carefully and tracked each step with GPS technology, <sup>6</sup> \_\_\_\_\_ is used to monitor locations of things and people, so that at the end of his journey the GPS drawing spelt out an enormous 'Marry me!' Was it <sup>7</sup> \_\_\_\_\_ the effort? In fact, it turned <sup>8</sup> \_\_\_\_\_ well and his girlfriend said yes! This was probably the world's biggest proposal. Having said that, no doubt someone will soon try to make an even bigger one!

#### TIPS:

- Question 1: You're looking for a past verb form here.  
Question 3: You need a word that refers to the subject of the verb.  
Question 7: Find a word to complete the collocation with *the effort*.





- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example.

0 I haven't got enough money to go to the concert.

**CAN'T**

I can't afford to go to the concert.

1 I ran faster than this when I was younger!

**USE**

I \_\_\_\_\_ run this slowly when I was younger!

2 You shouldn't eat chocolate when you're on a diet.

**AVOID**

You \_\_\_\_\_ chocolate when you're on a diet.

3 The teacher gave us permission to leave early yesterday.

**LET**

The teacher \_\_\_\_\_ yesterday.

4 First we made some sandwiches and then we watched the film.

**HAD**

We watched the film \_\_\_\_\_ some sandwiches.

5 My sister was angry with me for borrowing her dress.

**OFF**

My sister \_\_\_\_\_ for borrowing her dress.

6 Dave started planning the wedding ten months before the day.

**HAD**

Dave \_\_\_\_\_ for ten months before the day.

### TIPS:

Question 1: Think about whether you need a positive or negative form here.

Question 4: The order of the past actions has changed. What does this suggest?

Question 5: You need a phrasal verb here that is connected to *was angry*.



## 2.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand some, but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
2.1	Vocabulary	I can talk about families and describe ceremonies.					Students' Book pages 26–27 Word Store page 5 Workbook pages 22–23
2.2	Grammar	I can talk about a past action or situation that took place before another past action or situation.					Students' Book page 28 Workbook page 24
2.3	Listening	I can understand specific detail in a talk.					Students' Book page 29 Workbook page 25
2.4	Reading	I can find specific detail in a text.					Students' Book pages 30–31 Workbook pages 26–27
2.5	Grammar	I can identify and use different types of relative clause.					Students' Book page 32 Workbook page 28
2.6	Speaking	I can tell a personal anecdote about a memorable day out.					Students' Book page 33 Workbook page 29
2.7	Writing	I can write an article that attracts and holds the reader's attention.					Students' Book pages 34–35 Workbook pages 30–31

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 2.11 Self-check

- 1 Read the extract from an email and choose the correct options.

As you know, there is going to be a party to celebrate Mum and Dad's fiftieth wedding anniversary. Mum and Dad have made a list of about 100 people, but I think we should include more of their <sup>1</sup>*extended / distant* relatives.

Another issue is who is going to <sup>2</sup>*propose / throw* a toast and make a speech. We don't want any disastrous shows like last year at Ann's wedding, when Uncle Richard made a real <sup>3</sup>*fuss / fool* of himself!

As for entertainment, Dad is extremely enthusiastic <sup>4</sup>*for / about* music, so how about getting some of Dad's friends to play?

And finally, how long do you think it would <sup>5</sup>*make / take* you to prepare a slideshow of key events from their life?

/5

- 2 Complete the sentences with the correct form of the words in capitals.

- Grandpa's sudden \_\_\_\_\_ was a complete mystery. Later he couldn't remember what had happened. **APPEAR**
- The album contained lots of photos and \_\_\_\_\_ from our parents' life together. **ILLUSTRATE**
- In the late nineteenth century suffragettes fought against the \_\_\_\_\_ of women's rights. **SUPPRESS**
- The \_\_\_\_\_ of eating insects on reality TV is incredibly strange to me. **CONCEIVE**
- Being an only child doesn't mean I'm \_\_\_\_\_. I grew up with a lot of cousins, so I can share. **SPOIL**

/5

- 3 Complete the sentences with the Past Perfect Simple or Continuous form of the verbs in brackets.

- Mark \_\_\_\_\_ (see) Christie for six years before he asked her to marry him.
- The guests \_\_\_\_\_ (just/leave) when we arrived.
- Holly \_\_\_\_\_ (never/be) on a plane before.
- They looked really tired because they \_\_\_\_\_ (paint) the living room all day.
- Did you know that by the time Jack was seven, he \_\_\_\_\_ (learn) to play chess?

/5

- 4 Complete the sentences with relative pronouns.

- This is Jo, \_\_\_\_\_ dad is a teacher at my school.
- James rejected our invitation to the wedding, \_\_\_\_\_ left us feeling quite upset.
- Most of the relatives \_\_\_\_\_ came to my eighteenth birthday party live abroad.
- The hen party, \_\_\_\_\_ Joan took ages to prepare, turned out to be a great success.
- One of the girls from our hockey team is painfully shy, \_\_\_\_\_ doesn't help her make friends easily.

/5

- 5 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- Our neighbour reprimanded my sister for playing such loud music in the middle of the night. **OFF**  
My sister \_\_\_\_\_ our neighbour for listening to such loud music in the middle of the night.
- Jason and Mary first met in 2010. Five years later, they got married. **KNOWN**  
When Jason and Mary got married, they \_\_\_\_\_ five years.
- The moment Harry saw Sally, he fell in love with her. **FOR**  
The moment Harry saw Sally, he \_\_\_\_\_.
- Catherine is an author; her book about parenting became a best-seller overnight. **WHOSE**  
Catherine is \_\_\_\_\_ about parenting became a best-seller overnight.
- Having spent several weeks preparing the party, we felt exhausted. **BEEN**  
We felt exhausted because we \_\_\_\_\_ for several weeks.

/5

- 6 Read the text and choose the correct answer, A, B, C or D.

### Noisy neighbours

That Friday evening looked <sup>1</sup> \_\_\_\_\_ to any other evening. Lucy was looking forward to a quiet time at home. As soon as she <sup>2</sup> \_\_\_\_\_ in her favourite armchair, she heard the most horrible noise from the flat above. At first she thought it was the radio, but after a few minutes she realised it was her neighbours playing loud music, <sup>3</sup> \_\_\_\_\_ actually sounded like a rock concert.

Lucy decided to go and ask them to switch it off or at least turn it down. After she <sup>4</sup> \_\_\_\_\_ at the door for a few minutes, it opened and she saw a famous musician inviting her to come inside. It turned out that her neighbours were <sup>5</sup> \_\_\_\_\_ a charity gig and it was their last rehearsal. Lucy decided not to complain. After all, you don't meet a celebrity every day!

- |                      |                         |
|----------------------|-------------------------|
| 1 A similar          | B like                  |
| C as                 | D the same              |
| 2 A was sitting down | B has sat down          |
| C had sat down       | D had been sitting down |
| 3 A that             | B whose                 |
| C where              | D which                 |
| 4 A knocked          | B had been knocking     |
| C has been knocking  | D had knocked           |
| 5 A locking on       | B plucking up           |
| C taking off         | D putting on            |

/5

Total /30

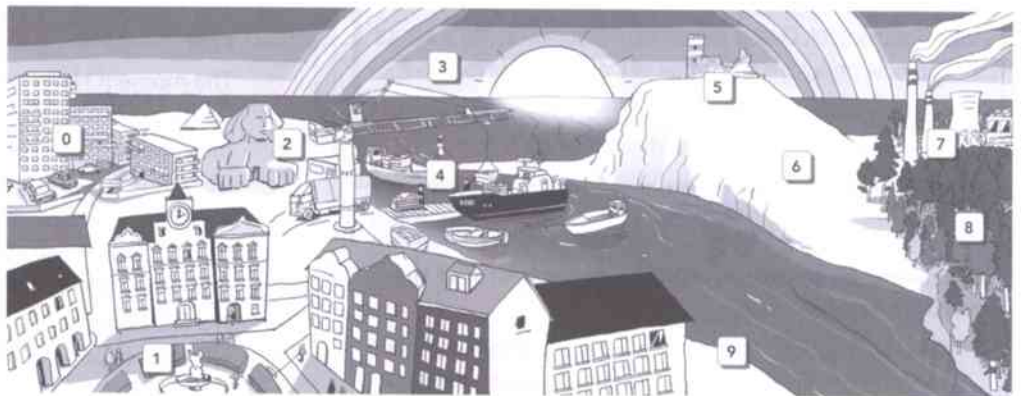
## 3.1 Vocabulary

Dependent prepositions • Collocations • Useful phrases to describe cities

## SHOW WHAT YOU KNOW

1 Label the features of townscape and landscapes. The first letter of each word is given.

- |                     |                 |
|---------------------|-----------------|
| 0 a <u>h</u> ousing | e <u>s</u> tate |
| 1 a <u>m</u>        | s               |
| 2 a <u>f</u>        | m               |
| 3 a <u>b</u>        | v               |
| 4 a <u>b</u>        | h               |
| 5 a <u>r</u>        | c               |
| 6 a <u>s</u>        | h               |
| 7 an <u>i</u>       | a               |
| 8 a <u>d</u>        | f               |
| 9 a <u>r</u>        | b               |



## WORD STORE 3A

## Dependent prepositions

2 Complete the interview with the words in the box that mean the same as the words in brackets. Then choose the correct prepositions.

benefiting offset packed  
 prides itself renowned steeped

A: Welcome to today's *City Focus*, where we are joined live from New York by Isaac Jackson, a representative of the Bronx Borough Council. Good morning, Isaac.

B: Good morning, Isobel.

A: Isaac, it's your job to promote the Bronx as a residential area. Given its reputation, some people would say you have an extremely difficult job.

B: Yes, that's true. The Bronx is, unfortunately, <sup>1a</sup>renowned (well-known) <sup>1b</sup>for / with / about some of the more negative aspects of its history such as urban poverty and gang violence. However, this is now being <sup>2a</sup>\_\_\_\_\_ (balanced) <sup>2b</sup>to / in / by the borough's image as a vibrant, multicultural melting pot. Increasingly, residents and visitors alike are <sup>3a</sup>\_\_\_\_\_ (get an advantage) <sup>3b</sup>from / of / over the wide range of ethnic art, culture and cuisine found in the Bronx, and the area is <sup>4a</sup>\_\_\_\_\_ (has a lot of this particular quality) <sup>4b</sup>with / in / against history. We are particularly proud of our status as the home of hip-hop, for example, and, of course, the Bronx is <sup>5a</sup>\_\_\_\_\_ (extremely crowded) <sup>5b</sup>for / to / with attractions such as the Zoo and the Yankee Stadium. New residents are discovering a welcoming neighbourhood that <sup>6a</sup>\_\_\_\_\_ (feels happy about) <sup>6b</sup>on / in / by community spirit.

## WORD STORE 3B

## Adjective-noun collocations

3 Read the extracts from city guides and choose the correct answer, A, B, C or D.

Get lost in the quaint little <sup>1</sup>\_\_\_ of Seville's Santa Cruz district.

Many of Amsterdam's budget hotels are located in the <sup>2</sup>\_\_\_ area close to the Central Station.

Before your plane has even landed, you'll enjoy stunning views of Sydney's <sup>3</sup>\_\_\_ skyline.

Bangkok offers such a range of <sup>4</sup>\_\_\_ food that it would take a lifetime to sample it all.

For modernist architecture, visit the <sup>5</sup>\_\_\_ neighbourhood of Saskia Kepa on the eastern bank of the Vistula River, in Warsaw.

Ibiza's <sup>6</sup>\_\_\_ nightlife includes some of the most famous and largest nightclubs in the world.

Brazil combines some of South America's most beautiful beaches with vibrant culture and <sup>7</sup>\_\_\_ cities.

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1 A backstreets | B cities         | C nightlife     |
| 2 A skyline     | B inner city     | C neighbourhood |
| 3 A quaint      | B delicious      | C iconic        |
| 4 A lively      | B mouth-watering | C bustling      |
| 5 A leafy       | B backstreets    | C food          |
| 6 A delicious   | B charming       | C vibrant       |
| 7 A inner-      | B bustling       | C nightlife     |



## WORD STORE 3C

### Adjective-noun collocations

#### 4 Match the adjectives with their definitions.

- |              |                                     |                |                          |
|--------------|-------------------------------------|----------------|--------------------------|
| 0 built-up   | <input checked="" type="checkbox"/> | 6 respectable  | <input type="checkbox"/> |
| 1 dramatic   | <input type="checkbox"/>            | 7 sprawling    | <input type="checkbox"/> |
| 2 impressive | <input type="checkbox"/>            | 8 cosmopolitan | <input type="checkbox"/> |
| 3 plain      | <input type="checkbox"/>            | 9 hectic       | <input type="checkbox"/> |
| 4 cobbled    | <input type="checkbox"/>            | 10 run-down    | <input type="checkbox"/> |
| 5 dull       | <input type="checkbox"/>            | 11 urban       | <input type="checkbox"/> |

Used to describe:

- an area that used to look nice but is now old and neglected.
- an area regarded as economically and socially successful.
- food that is simple and lacks any strong flavours.
- a place that is spread over a wide area in an untidy or unattractive way.
- something (e.g. nightlife) that is busy or full of activity.
- an area with lots of buildings and few open spaces.
- a street whose surface is made of small round stones
- things that are boring.
- things related to towns and cities, e.g. areas, music, clothing.
- something people admire because it is very good, large, important, etc.
- a place containing and influenced by people of different types or from different countries.
- a view or skyline that is visually impressive.

## WORD STORE 3D

### Useful phrases to describe cities

#### 5 Put the words in brackets in the correct order to complete the text.

## SHOW WHAT YOU'VE LEARNT

#### 6 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- The high taxes in Scandinavia are offset \_\_\_ excellent social services.  
The city square is surrounded \_\_\_ quaint little backstreets filled with restaurants.  
A with B against C by
- Our dog keeps scratching \_\_\_. He might have fleas. Sheffield prides \_\_\_ on being the UK's greenest city.  
A it B itself C self
- The Chinatown district offers some \_\_\_-watering Asian food.  
A river delta forms at the \_\_\_ of a river where it meets a lake, sea or ocean.  
A mouth B eye C fresh
- London's Crypt Gallery holds regular exhibitions and is one of the city's best \_\_\_ secrets.  
Where are the town's buses \_\_\_ when they are not in use?  
A stored B known C kept
- I've seen a lovely house in the historical \_\_\_ of the city. The first human \_\_\_ transplant took place in South Africa in 1967.  
A brain B arm C heart

#### 7 Choose the correct options.

- The city of Boston, in Massachusetts, is steeped in / on history.
- One of the best ways to explore Paris' in-city / inner city areas is by bike.
- The traditional cuisine is just so plain / plane. I prefer something with lots of flavour.
- Once beautiful and grand, the houses along the river are now very run-down / run-up.
- The island is packed with / of tourists at the weekend.

/10

## WHEREONEARTH.ORG

Do you live somewhere unusual? We'd like to hear about it. Post your comments below:

### Malena in Cambodia

My family and I moved from Milan, Italy to Siem Reap in Cambodia six months ago because of my mum's job. Siem Reap is a popular tourist destination found on the Siem Reap River, north of where <sup>0</sup>the mouth of the river meets (river / meets / mouth / the / of / the) the huge Tonle Sap lake. We are living here for a year because my mum works for UNESCO, and close to Siem Reap is the Angkor UNESCO World Heritage Site, <sup>1</sup>\_\_\_\_\_ (heart / of / the historical) Cambodia. The site is home to the country's <sup>2</sup>\_\_\_\_\_ (sight / main / and / famous / most / landmark), the ruined temple of Angkor Wat.

Unlike Warsaw, there isn't <sup>3</sup>\_\_\_\_\_ (reliable / buses and trains / a / of / network), but it's <sup>4</sup>\_\_\_\_\_ (get / to / around / easy) using the local tuk-tuks (a kind of motorbike taxi). Luckily for me, we live <sup>5</sup>\_\_\_\_\_ (walking / within / distance) of the town centre. Siem Reap is a really <sup>6</sup>\_\_\_\_\_ (place / youth-friendly) and I have made lots of friends, both Cambodian and international. We like to hang out in a certain juice bar, which I won't name here as it's one of the town's <sup>7</sup>\_\_\_\_\_ (kept / secrets / best) and one of the few places to get away from all the tourists!



## 3.2 Grammar

### Future forms

#### SHOW WHAT YOU KNOW

1 Read the conversation and choose the correct options.

- A: Make sure you don't miss the last episode, Liz.  
 B: I wouldn't miss it for the world. I've watched /  
 'll be watching at 8 o'clock, don't worry.  
 A: By the end we <sup>2</sup> 'll be finding out / 'll have found out  
 who the killer is.  
 B: Finally! I reckon it's the detective himself.

2 ★ Complete the sentences with the phrases in the box.

'll be eating 'll have been waiting 'll have finished  
~~will have been climbing~~ will have been living  
 will have started won't have been

- 0 By the time he reaches the peak, Whittaker and his  
 team will have been climbing for nearly two weeks.  
 1 At the rate that Alicia reads, she \_\_\_\_\_  
 every book in the library soon.  
 2 If we don't book something for this summer, we  
 \_\_\_\_\_ on holiday for three years in a row.  
 3 Come on, traffic lights! The party \_\_\_\_\_ if  
 we don't get there soon.  
 4 In five minutes we \_\_\_\_\_ exactly two  
 hours for the pizza delivery. I'm going to phone them  
 and complain.  
 5 By the time their house is finally finished, the Jones  
 family \_\_\_\_\_ in a caravan in the garden for  
 over two years.  
 6 I know you're hungry, sweetheart. I promise we  
 \_\_\_\_\_ in no more than twenty minutes.

3 ★★ Write three sentences about each sign.

#### GREENVALE SHOPPING CENTRE OPENING 1 JULY

- 1 a by / June / builders / finish / build  
By June, the builders will have finished building the  
 new shopping centre.  
 b in / July / people / shop  
 \_\_\_\_\_ there.  
 c by / Christmas / centre / operate  
 \_\_\_\_\_ for \_\_\_\_\_ months.

#### HORROR MOVIE MARATHON TONIGHT 8 p.m. – 4 a.m.

- 2 a at / 11 p.m. / first horror film / finish  
 \_\_\_\_\_  
 b by / midnight / audience / watch  
 \_\_\_\_\_ the second film.  
 c by / 4 a.m. / audience / sit in the cinema  
 \_\_\_\_\_ for \_\_\_\_\_ hours.

4 ★★ Complete the text with the Future Continuous, Future Perfect Simple or Future Perfect Continuous form of the verbs in brackets.

#### 2050 – Cities of the future

By 2050 human beings <sup>0</sup> will have been building (build) and living in cities for around 10,000 years. It is estimated that, by this date, more than seventy percent of the world's population <sup>1</sup> \_\_\_\_\_ (live) in urban environments. In preparation for this, developers in the US alone <sup>2</sup> \_\_\_\_\_ (construct) nearly 90 million new homes by 2050.

The cities of the future are likely to be much cleaner places than those we inhabit today. By then architects <sup>3</sup> \_\_\_\_\_ (design) buildings that use smart materials to help reduce air pollution and we <sup>4</sup> \_\_\_\_\_ (use) less fossil fuel and more alternative energy for decades, making cities considerably less polluted than they are today. Solar panels <sup>5</sup> \_\_\_\_\_ (become) the norm on most buildings by 2050, and we <sup>6</sup> \_\_\_\_\_ (recycle) a much larger proportion of our waste than we do today. Where will you be living in 2050? Wherever it is, it is very likely to be in a city.



#### SHOW WHAT YOU'VE LEARNT

5 Choose the correct answer, A, B or C.

- 1 By the end of this month, the Green Party \_\_\_\_ for a greener city for four years.  
 A will have campaigned B will be campaigning  
 C will have been campaigning  
 2 If we don't repair the bridge now, by this time next year it \_\_\_\_ down.  
 A will probably be falling B will probably have fallen  
 C will probably have been falling  
 3 I know you're stressed now, but remember: this time next week \_\_\_\_ in a café in Paris.  
 A you'll have sat B you'll be sitting  
 C you'll have been sitting  
 4 Before she's thirty, Gia hopes she \_\_\_\_ the house of her dreams.  
 A 'll have bought B 'll have been buying  
 C 'll be buying  
 5 Skydivers, listen up! In sixty seconds' time you \_\_\_\_ towards earth at nearly 200mph.  
 A 'll be falling B 'll have fallen  
 C 'll have been falling  
 6 By Friday I \_\_\_\_ in this hospital bed for two weeks. If only I'd been more careful.  
 A 'll have lied B 'll have been lying  
 C 'll be lying



### 3.3 Listening language practice

Prepositions • Adjectives and their near antonyms • Word families

- 1 Complete Part 1 of an extract from a radio programme by adding *of* in five more places.

Extract from Students' Book recording CD•1.46 MP3•46

Welcome to *The Lifestyle Programme*. Let's start with the shocking results <sup>of</sup> a recent survey: Thirty-five percent British people do not know any their neighbours. Well, it's not a problem for residents Springhill co-housing project in the southwest England. Springhill is a new housing development thirty-five homes in a typical residential area.

- 2 Match the adjectives in the box with their definitions.

affordable ☐ communal ☐ daily ☐  
latest ☐ neighbourly ☐ well-established ☐  
sustainable ☒

- 0 able to continue without damaging the environment
- 1 inexpensive
- 2 most recent
- 3 happening every day
- 4 existing for a long time and respected or trusted by people
- 5 behaving in a friendly way towards the people who live near you
- 6 shared by a group of people who live together

- 3 Complete Part 2 of the extract with the adjectives in Exercise 2.

Extract from Students' Book recording CD•1.46 MP3•46

Residents have their own self-contained flats or houses and gardens but share a common house for <sup>0</sup>communal meals. The co-housing idea comes from Denmark, where it is <sup>1</sup>\_\_\_\_\_, and according to the <sup>2</sup>\_\_\_\_\_ government housing figures, eight percent of Danish people live in this way. There is growing interest around the world in the model as a provider of <sup>3</sup>\_\_\_\_\_, sustainable social housing. Building materials are natural or recycled. Springhill is not only <sup>4</sup>\_\_\_\_\_ in building terms, but in human terms too, encouraging the <sup>5</sup>\_\_\_\_\_ social contact that we know is a key to health and happiness. We're sure there'll be a 100 percent improvement in <sup>6</sup>\_\_\_\_\_ relations at Springhill.

- 4 Listen and check your answers to Exercises 1 and 3.

#### REMEMBER THIS

Near antonyms are words which have contrasting meanings but are not exact opposites, e.g. *surprising* vs *unsurprising* vs *normal*.

- 5 Complete the diagram by matching three near antonyms from the box with each of the adjectives.

cold ~~costly~~ extravagant hostile infrequent  
irregular occasional overpriced temporary  
unsociable damaging wasteful

- 1 affordable ..... costly
- 2 daily ..... \_\_\_\_\_
- 3 neighbourly ..... \_\_\_\_\_
- 4 sustainable ..... \_\_\_\_\_

#### REMEMBER BETTER

To broaden your vocabulary and add variety to your texts and speech, check new adjectives online (especially when the exact opposite is not immediately obvious) and make a note of near antonyms.

In your vocabulary notebook, make similar diagrams to those in Exercise 5 for these adjectives from Unit 3.

- 1 a quaint village
- 2 vibrant nightlife
- 3 reliable public transport
- 4 historical sights
- 5 a dramatic skyline
- 6 a respectable neighbourhood

#### WORD STORE 3E

Word families – adjectives ending in *-able*

- 6 Choose the correct options.

- 1 Most of those cheap *dispose* / *disposable* razors give a really poor shave.
- 2 Once again, it seems bankers are *profiting* / *profitable* from other people's misfortune.
- 3 The latest sat-navs are pretty *rely* / *reliable* as long as you install up-to-date maps.
- 4 The best surfers have a great deal of *respect* / *respectable* for the power of the sea.
- 5 A penknife is not a *suit* / *suitable* gift for a seven-year-old, Gordon.
- 6 To *sustain* / *sustainable* such speeds for more than thirty seconds would be impossible, even for a cheetah.



## 3.4 Reading

### London • Collocations • Prepositions

Today's London is one of the world's most impressive and well-known cities. It's a modern, global financial hub with countless examples of striking architecture and more green space than any other European city. In 2013 it became the most popular tourist destination in the world,

with nearly 5 million tourists visiting the city during the summer months. Host of the Olympics in 2012 and home to some of the world's finest museums, theatres and galleries, London is a lively, artistic and multicultural metropolis. However, things were not always so sweet-smelling for the UK's capital city.

Travel back to the year 900 and London was a very different place. Back then the walled city was home to around 8,000 people – rather fewer than today's 8 million. The population grew steadily over the centuries and as medieval London became ever more crowded, houses in the city grew taller and streets became increasingly narrow. By the end of the 1200s three-storey dwellings were common. The upper floors partly overhung the streets and, despite a ban, many of the buildings had thatched roofs, and were therefore highly flammable. London suffered many fires in its early years.

Despite the cramped conditions, by 1300 London had grown into the largest and wealthiest city in England. By the middle of the 1500s the population had increased to around 120,000, spreading far beyond the original walls of the city. This London was, by all accounts, a pretty disgusting place in which to live. Its inhabitants produced up to fifty tons of human and animal waste per day and with no sewerage system, most of this ended up in the streets. It was illegal to empty bins and pour human waste out of windows, but this did not stop people from doing it. Residents making their way through the city were keenly advised to keep one eye on upper-storey windows.

Wise commuters at the time kept the other eye firmly on the way ahead. There were no pavements in the city, so Londoners had to walk on the bare earth – except it was not actually bare, but was covered in excrement, rotting food and the body parts of



dead animals. It was common practice at the time for butchers to slaughter animals in the streets, and the city's tanneries, where animal skins were boiled to produce leather, only added to the foul atmosphere. Considering that pigs, chickens and other animals walked around freely on the streets and that the average Londoner rarely washed or changed their clothes, the resulting stink must have been truly overpowering.

Eventually, many streets became impossible to walk down, so 'muckrakers' were hired to clean them. Although the work was revolting, there were plenty of willing volunteers as muckrakers were paid much more than the average working man at the time. Interestingly, the term *muckraker* is used in modern English to describe someone, often an investigative journalist, who looks for and exposes scandals related to public figures. The link between the historical and modern meanings of the term is easy enough to understand.

Considering the complete lack of hygiene in medieval London, it is hardly surprising that between 1348 and 1665 there were sixteen outbreaks of the plague. During the infamous Black Death of 1348–49, a third of the population of the city died or fled. As if Londoners had not suffered enough, in 1666 the Great Fire of London started in a baker's shop on Pudding Lane and burned out of control for five days. The fire destroyed around eighty percent of the city, including 13,200 houses. Amazingly, only six deaths were officially confirmed.

As the city recovered and learned from such disasters, existing laws were strengthened and new ones introduced to improve hygiene and safety. It would take many more centuries for London to become the gleaming metropolis it is today, and while some modern-day residents may still complain that the city is dirty, clearly the London air smells a great deal sweeter than it did in the past.





**bare** (adj) = uncovered or naked  
**stink** (n) = a strong unpleasant smell  
**foul** (adj) / **revolting** (adj) = extremely unpleasant  
**the plague** (n) = a very infectious disease that often leads to death  
**infamous** (adj) = well-known for being bad or evil  
**flee** (v) = run away

**1 Read the text quickly and decide who it was probably written by.**

- 1 an Architecture student ☐
- 2 an investigative journalist ☐
- 3 a British historian ☐
- 4 a tourism promoter ☐

**2 Read the text again. Are the statements true (T) or false (F)?**

- 1 London became the most popular tourist destination in the world in the year it hosted the Olympics. ☐
- 2 Medieval London was overcrowded because as the population grew, residential buildings remained the same. ☐
- 3 In the mid-1500s hygiene laws in London were ineffective. ☐
- 4 One cause of the foul atmosphere in medieval London was its inhabitants' poor personal hygiene. ☐
- 5 The meaning of the word *muckraker* has changed over time. ☐
- 6 One third of London's population died in the Great Fire of London. ☐

**3 Number the events in chronological order.**

- a London becomes the most popular tourist destination in the world. ☐
- b The Black Death kills many Londoners. ☐
- c The population of London is roughly 8,000. ☒
- d London has become the biggest and richest city in England. ☐
- e London hosts the Olympic Games. ☐
- f Three-storey houses have become common in London. ☐
- g The Great Fire of London destroys eighty percent of the city. ☐

**4 Complete the definitions with the underlined collocations in the text.**

- 0 A financial hub is a city or region known as a centre for banks and stock exchanges.
- 1 Something that is \_\_\_\_\_ burns very easily.
- 2 \_\_\_\_\_ are houses built over three floors.
- 3 If something is \_\_\_\_\_, many people do it in the same way.
- 4 A place that has \_\_\_\_\_ does not have enough space for the people in it.
- 5 A \_\_\_\_\_ carries waste materials and used water away from houses so it can be treated to stop it being harmful.
- 6 \_\_\_\_\_ is built to look visually impressive.
- 7 \_\_\_\_\_ are made of dry plants such as straw.

**5 Complete the sentences with collocations from Exercise 4.**

- 0 Warning: this item is highly flammable. Keep away from fire.
- 1 Fans of futuristic buildings should not miss the \_\_\_\_\_ of central Dubai.
- 2 The refugees on the boat had been living in \_\_\_\_\_, with more than ten people to each cabin.
- 3 Traditional English cottages often have \_\_\_\_\_ and birds love to nest in them.
- 4 Tokyo Stock Exchange is the largest in Asia, making the city an important \_\_\_\_\_.
- 5 Residents are living in extremely unhygienic conditions after the town's \_\_\_\_\_ was destroyed in the bombing.
- 6 \_\_\_\_\_ are not suitable for older residents who struggle to climb stairs.

**WORD STORE 3F**

Prepositions – *at, on, in*

**6 Read the text and choose the correct options.**

## Blueline Cruises

Blueline Cruises offers its passengers a once in a lifetime cruising experience. We promise you will be <sup>1</sup>*in / on / at* awe of the incredible style and luxury found <sup>2</sup>*in / on / at* board our beautiful ships. With diverse restaurants <sup>3</sup>*in / on / at* each floor, delicious dishes are never far away. An ideal holiday for those who are not <sup>4</sup>*in / on / at* a hurry, a Blueline cruise offers you the chance to relax on deck as beautiful islands slip by <sup>5</sup>*in / on / at* the horizon and stars twinkle <sup>6</sup>*in / on / at* the night sky.

To join us at sea visit:  
[www.bluelinecruises.org](http://www.bluelinecruises.org)



## 3.5 Grammar

### Quantifiers

#### SHOW WHAT YOU KNOW

- 1 Read the conversation between an examiner and a candidate and choose the correct options.

A: Let's start with a few personal questions. Tell me about the place where you live.  
B: OK, well, we live in a bright and leafy neighbourhood. It's a safe place with <sup>1</sup>very little / very few crime, perhaps because <sup>2</sup>much / many of the people living in the area are families with kids.  
<sup>3</sup>A few / A lot of the people who live in the area are from overseas, so it's a very multicultural place. You can hear all kinds of different languages when you are walking down the street. Most of the time it's pretty quiet, although there is always <sup>4</sup>too much / too many traffic in the mornings and afternoons and <sup>5</sup>too much / too many cars parked on the road at night.

- 2 ★ Add the missing of in three of the sentences.

- 0 I know plenty <sup>of</sup> people with tattoos who are not only very pleasant, but also very bright.  
1 A couple my friends are deep thinkers, which makes them interesting to talk to about life's ups and downs.  
2 Though normally confident, many the people on the stage that night were in fact very nervous.  
3 Not all teenagers are eager to spend time with their friends at weekends.  
4 No exam will ever be as hard as the one you have to take at the end of this course.  
5 Elsa's pen broke but luckily, none the ink spilled out into her handbag.  
6 Both rooms had been painted a shade of red that reminded Hannah of raw meat.

- 3 ★ ★ ★ Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 In my circle of friends there are a number of only children and one set of twins. **SEVERAL**  
In my circle of friends \_\_\_\_\_ and one set of twins.  
2 I've got two rain jackets, so you can borrow whichever of them you like. **EITHER**  
I've got two rain jackets \_\_\_\_\_ them.  
3 Every single person who attended agreed that the concert had been a once in a lifetime experience. **ALL**  
\_\_\_\_\_ agreed that the concert had been a once in a lifetime experience.  
4 None of the students were late for the exam. **STUDENT**  
\_\_\_\_\_ was early for the exam.  
5 Not one animal was hurt during the making of this film. **ANIMALS**  
\_\_\_\_\_ were hurt during the making of this film.

- 4 ★ ★ Read the text and choose the correct answer, A, B, C or D.

#### England's 'lunatic' asylums

Until the nineteenth century <sup>1</sup> \_\_\_\_\_ people suffering from mental disabilities or illnesses in England were cared for at home by their families. <sup>2</sup> \_\_\_\_\_ help was available for the homeless or the extremely poor troubled by 'lunacy', as mental illness was known at the time. Then, in the early 1800s, on the advice of <sup>3</sup> \_\_\_\_\_ experts and reformers, <sup>4</sup> \_\_\_\_\_ money was spent on the construction of a network of secure hospitals where those in need of care could be looked after. These asylums, as they were known, were self-contained worlds consisting of accommodation and medical facilities, gardens, farms and orchards, and even cricket pitches. <sup>5</sup> \_\_\_\_\_ them were so big that they actually had their own railway stations and fire brigades.

It was originally hoped that <sup>6</sup> \_\_\_\_\_ the patients could be cured, but it soon became clear that <sup>7</sup> \_\_\_\_\_ could be done to help the majority of them, and asylums became more like prisons than hospitals. Nevertheless, more were built, more people were certified 'insane' and <sup>8</sup> \_\_\_\_\_ people who entered ever left. By the end of the nineteenth century, more than 100,000 people were confined in the asylums of England and Wales.

- |             |                   |                |
|-------------|-------------------|----------------|
| 1 A most of | B most            | C lots         |
| 2 A No      | B None of         | C Neither      |
| 3 A few     | B many of         | C a number of  |
| 4 A every   | B a great deal of | C a couple of  |
| 5 A Both of | B Some of         | C Every one of |
| 6 A many of | B loads           | C none of      |
| 7 A plenty  | B a little        | C little       |
| 8 A a few   | B few             | C many         |

#### SHOW WHAT YOU'VE LEARNT

- 5 Complete the sentences with one word in each gap.

- 1 \_\_\_\_\_ number of people commented on Lucy's new dress.  
2 Most of \_\_\_\_\_ cafés have free wi-fi these days.  
3 Helen paid more than forty euros for some \_\_\_\_\_ these cactuses.  
4 Each \_\_\_\_\_ the puppies has a different character.  
5 Liam couldn't remember the names of either of \_\_\_\_\_ babies.  
6 I have \_\_\_\_\_ little time for rude, self-centred people.



## 3.6 Speaking language practice

### Organising a place to live

- 1 Complete the phrases with the words in the box. There are two extra words.

agree choice compromise convinced half  
joking know mean saying settled think

0 What do you think about (+ -ing)?

1 You must be \_\_\_\_\_! (informal)

2 Why don't we meet \_\_\_\_\_ way and ...?

3 OK, that's \_\_\_\_\_ then.

4 Given the \_\_\_\_\_, I'd rather ... And you?

5 I'm not \_\_\_\_\_.

6 I completely \_\_\_\_\_.

7 OK, that seems like a fair \_\_\_\_\_.

8 I see what you're \_\_\_\_\_ but ...

S

- 2 Label the phrases in Exercise 1 as S for suggesting a course of action, O for objecting, C for compromising or A for agreeing.

- 3 Complete the conversation with words and phrases from Exercise 1.

P = Presenter, K = Karrin, F = Francine, N = Nicole

P: Welcome to *International House Hunters*. This week, students Francine and Nicole are searching for a flat to rent in beautiful Tallinn, the capital of Estonia. Let's join the girls as they discuss their options with local estate agent Karrin Ivanov.

K: So, girls, location first. <sup>0</sup>What do you think about living outside the city centre? It's certainly the cheaper option.

F: I'm <sup>1</sup>\_\_\_\_\_ that's a good idea. My friend said Tallinn is really cheap.

<sup>2</sup>\_\_\_\_\_ I'd rather have a house in the centre. And you, Nicole?

N: I <sup>3</sup>\_\_\_\_\_ agree. We're only here for three months, so we want to enjoy it.

K: Well, I see <sup>4</sup>\_\_\_\_\_, but it's difficult and expensive to find a house in the centre.

F: OK, so <sup>5</sup>\_\_\_\_\_ and look for a flat instead of a house?

K: Hmm. And can I ask about your budget?

N: Yes, we've got around 200 euros per month.

K: Between you? Well, I hate to disappoint you, girls, but you'll be lucky to find one small room to share for that price in the centre.

N: 200 euros for a small shared room? You <sup>6</sup>\_\_\_\_\_!

F: Nicole, don't be rude!

P: After their initial shock, Francine and Nicole have readjusted their expectations. Karrin takes them to see a small flat half an hour's walk from the centre of Tallinn.

- 4 Complete the words in the conversations. The first letter of each word is given.

1 A: <sup>0</sup>Maybe we ought to just have a joint birthday party?

B: <sup>1</sup>N\_\_\_\_\_ w\_\_\_\_\_. Why have one party when we could have two?

A: Well, <sup>2</sup>I k\_\_\_\_\_ w\_\_\_\_\_ you m\_\_\_\_\_ but I don't have much money. If we have a joint party, <sup>3</sup>w\_\_\_\_\_ s\_\_\_\_\_ the cost.

B: Well, <sup>4</sup>I g\_\_\_\_\_ so. So what do you fancy doing?

2 A: <sup>5</sup>W\_\_\_\_\_ w\_\_\_\_\_ you s\_\_\_\_\_ i\_\_\_\_\_ we did some domestic chores this evening? The place is a real mess.

B: <sup>6</sup>You're a\_\_\_\_\_ r\_\_\_\_\_. We've been lazy. The bathroom is disgusting and we haven't washed up for days.

A: Totally. <sup>7</sup>I\_\_\_\_\_ y\_\_\_\_\_ a\_\_\_\_\_ to do the kitchen, I\_\_\_\_\_ do the bathroom. We should have some dinner first then get busy.

B: Right. The only thing is we've only got three more episodes of *Game of Thrones* to watch to finish the series.

A: That's true. Well, <sup>8</sup>w\_\_\_\_\_ d\_\_\_\_\_ we c\_\_\_\_\_ and watch one episode while we have dinner and then do the chores.

B: OK, <sup>9</sup>t\_\_\_\_\_ s\_\_\_\_\_ then ... or we could watch two episodes, then clean up and save the last one for tomorrow.

A: Good idea. Or maybe we could finish the series today and do the chores tomorrow.

B: <sup>10</sup>I f\_\_\_\_\_ agree. What shall we cook for dinner?

A: Let's order pizza.

B: Great!



## 3.7 Writing

### A 'for and against' essay

- 1 Read the essay below and tick the four topics that are mentioned.

- |                         |                          |                            |                          |
|-------------------------|--------------------------|----------------------------|--------------------------|
| 1 public transport      | <input type="checkbox"/> | 5 cultural and social life | <input type="checkbox"/> |
| 2 crime rates           | <input type="checkbox"/> | 6 affordable housing       | <input type="checkbox"/> |
| 3 air pollution         | <input type="checkbox"/> | 7 social isolation         | <input type="checkbox"/> |
| 4 employment and income | <input type="checkbox"/> | 8 traffic problems         | <input type="checkbox"/> |

- 2 Match the definitions with the underlined words and phrases in the essay.

- |   |                             |
|---|-----------------------------|
| 1 <u>city dwellers</u>                                    | = people who live in cities |
| 2 <u>relating to the city rather than the countryside</u> |                             |
| 3 <u>relating to the countryside rather than the city</u> |                             |
| 4 <u>have become smaller</u>                              |                             |
| 5 <u>money to spend on non-essential things</u>           |                             |
| 6 <u>improve the quality of something</u>                 |                             |

- 3 Complete the words in the essay. The first letter of each word is given.

### REMEMBER THIS

When used as nouns to mean 'the land that is outside towns and cities', the words *country* and *countryside* are synonyms and are always preceded by the definite article *the*.

- 4 Match words/phrases 1–6 in the essay with these words/phrases with a similar meaning.

- |              |                          |              |                                     |
|--------------|--------------------------|--------------|-------------------------------------|
| a drawbacks  | <input type="checkbox"/> | d another    | <input type="checkbox"/>            |
| b on balance | <input type="checkbox"/> | e all in all | <input type="checkbox"/>            |
| c convincing | <input type="checkbox"/> | f likewise   | <input checked="" type="checkbox"/> |

- 5 Match the parts of the essay (a–f) with these statements.

- |   |                          |
|---|--------------------------|
| 1 a summarising statement                           | <input type="checkbox"/> |
| 2 a statement that mentions both sides of the issue | <input type="checkbox"/> |
| 3 arguments for the topic                           | <input type="checkbox"/> |
| 4 a personal opinion                                | <input type="checkbox"/> |
| 5 general or factual comments on the topic          | <input type="checkbox"/> |
| 6 arguments against the topic                       | <input type="checkbox"/> |

- 6 Underline two sentences which express concession in the essay.

Since the industrial revolution began in the late eighteenth century, the number of city dwellers has grown and rural populations have shrunk. Although this suggests that life in the city may be superior in some ways, there are definitely pros and cons to metropolitan living.

Perhaps the strongest argument for living in cities is that there are greater employment opportunities than in the country. <sup>1</sup>E \_\_\_\_\_, salaries tend to be higher, meaning that city dwellers often have more disposable income. <sup>2</sup>A f \_\_\_\_\_ benefit of city living is the numerous ways in which this income can be spent to enrich people's lives. For those who manage to achieve a healthy work-life balance, cities can provide a comparatively well-paid job which allows them to enjoy a variety of cultural and social experiences.

One of the most <sup>3</sup>p \_\_\_\_\_ arguments against urban life is, ironically, the sense of isolation that living together with so many others can cause. Rural communities frequently enjoy a strong sense of togetherness, but urbanites often feel a lack of connection with others. It is impossible to form a relationship with all the people in a big city, so a common solution is to ignore the vast majority of them. This may also be related to another of the <sup>4</sup>m \_\_\_\_\_ of city life, namely high crime rates.

<sup>5</sup>All things c \_\_\_\_\_, despite the fact that cities can be lonely and dangerous places to live, I feel the benefits outweigh the drawbacks. <sup>6</sup>P \_\_\_\_\_, I enjoy living in the city and would not want to live in the country while I am still young.





## 3.8 Language in focus

### Determiners – special cases

#### 7 Choose the correct options.

- 1 *Although / Despite* there are numerous pluses to rural life, there are also considerable minuses.
- 2 *Even though / Despite* life in the country can be quiet, there is a strong sense of community in smaller villages.
- 3 For those who love the outdoors, there is plenty to do in the countryside *in spite of / although* the lack of clubs, galleries and cinemas.
- 4 *Although / Despite* the air is clean and the noise minimal, there is little entertainment in the country.
- 5 Finally, country life allows for clean and healthy living close to nature *despite / even though* the distance from the amenities of the city.

#### SHOW WHAT YOU'VE LEARNT

- 8 Read the writing task. Before you start writing, note down some ideas and plan your essay. Include at least one sentence that expresses concession.

Despite the fact that the number of city dwellers in the world is rising, many people prefer to live in the country. Write a 'for and against' essay of 140–190 words. Describe the drawbacks and benefits of living outside the city.

#### SHOW THAT YOU'VE CHECKED

##### In my 'for and against' essay:

- I have started with a general statement or with facts about the issue. ☐
- in the first paragraph, I have mentioned both benefits and drawbacks of the issue discussed. ☐
- I have described the benefits of living outside the city in one paragraph and its drawbacks in the next paragraph. ☐
- I have included additional comments and examples to support both aspects of the issue. ☐
- I have written at least one sentence which expresses concession, using *although*, *even though*, *despite* or *in spite of*. ☐
- I have included phrases which express comparison using phrases such as *in the same way*, *similarly*, *equally* and *likewise*. ☐
- in the last paragraph, I have summarised both aspects of the issue and presented my opinion. ☐
- I have not used contractions (e.g. *I'm*, *aren't*, *that's*). ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

- 1 Complete the second sentence with one word so that it has a similar meaning to the first. Do not use the same determiners as in the first sentence.

- 0 I've read all the guidebooks on Berlin that I could find.  
I've read every guidebook on Berlin that I could find.
- 1 He's got cuts on each foot.  
He's cut \_\_\_\_\_ his feet.
- 2 Did you eat all of the pizza?  
Did you eat the \_\_\_\_\_ pizza?
- 3 Give every child one pencil.  
Give a pencil to \_\_\_\_\_ child.
- 4 The club holds Techno nights on the fourteenth and twenty-eighth of each month.  
The club holds Techno nights \_\_\_\_\_ two weeks.
- 5 What time are our other friends coming?  
What time are the \_\_\_\_\_ coming?
- 6 Can we try a different café for a change?  
Can we try \_\_\_\_\_ café for a change?

- 2 Complete the conversations with the phrases in the box.

all the    all of them    another one    both of them  
each of the    every one of    ~~every one of them~~  
one of them    the others    the whole

- 1 A: Wow! Your nails are cool.  
B: Nice, huh? I've painted every one of them a different colour.  
A: Where did you get \_\_\_\_\_ different colours from?  
B: A present from my dad.
- 2 A: There are two good films on television tonight.  
Look.  
B: I'm afraid I've already seen \_\_\_\_\_.
- 3 A: Tom! \_\_\_\_\_ house stinks of burnt bacon.  
B: I know, I'm sorry. I opened \_\_\_\_\_ the windows downstairs but it didn't make much difference.
- 4 A: Well, Bess had six puppies but unfortunately, one of them died.  
B: What a shame. Are \_\_\_\_\_ healthy?  
A: Well, \_\_\_\_\_ is blind in one eye and \_\_\_\_\_ is very small, but apart from that they are OK.
- 5 A: There are so many expensive designer shops here.  
B: I know and \_\_\_\_\_ are empty. Most people can't afford to shop there.
- 6 A: ... and interestingly, \_\_\_\_\_ city's three skyscrapers was built by the same company.  
B: Paige, this tour is so boring.  
C: I know. Let's wait till they go round the corner, then head for the shops instead!

## 3.9 Use of English

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

### Grand Designs

Do you live on a housing <sup>0</sup>*estate*, in a house that is identical to everyone else's? Perhaps you have an idea for a dream home? *Grand Designs* on Channel 4 tonight at nine o'clock may give you just the right <sup>1</sup> \_\_\_\_\_.

Nearly twenty years ago, Channel 4 broadcast the first in a series of programmes that is still continuing today. Each episode follows a person, or a <sup>2</sup> \_\_\_\_\_, who have planned to build a house themselves. Some people have a lot of money and can <sup>3</sup> \_\_\_\_\_ to build big and ambitious houses, but others are working on quite small budgets. What is important for the programme is that the people are passionate <sup>4</sup> \_\_\_\_\_ their project and that each design is unusual and clever.

The 140 episodes have covered a wide range of projects, ranging from the amazing restoration of a <sup>5</sup> \_\_\_\_\_ castle to the construction of a house on farmland with breathtaking <sup>6</sup> \_\_\_\_\_ built from four shipping containers! Many of these new properties are <sup>7</sup> \_\_\_\_\_ homes and also use environmentally <sup>8</sup> \_\_\_\_\_ materials. Could YOUR dream home become a reality?

- |              |                 |               |               |
|--------------|-----------------|---------------|---------------|
| 0 A street   | <b>B estate</b> | C residence   | D block       |
| 1 A creation | B conclusion    | C inspiration | D imagination |
| 2 A pair     | B couple        | C number      | D match       |
| 3 A spend    | B fancy         | C desire      | D afford      |
| 4 A about    | B for           | C on          | D over        |
| 5 A broken   | B destroyed     | C spoiled     | D ruined      |
| 6 A sights   | B views         | C pictures    | D looks       |
| 7 A clever   | B intelligent   | C smart       | D brainy      |
| 8 A pleasant | B kind          | C friendly    | D cooperative |

#### TIPS:

Question 1: The noun you need relates back to *have an idea for*.

Question 4: Which preposition follows the adjective *passionate*?

Question 8: The option you choose must collocate with *environmentally*.





2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example.

0 I haven't got enough money to go to the concert.

**CAN'T**

I can't afford to go to the concert.

1 I tested Anna and she tested me on the new vocabulary.

**OTHER**

Anna and I \_\_\_\_\_ on the new vocabulary.

2 Who did you respect most in your family when you were younger?

**UP**

Who did you \_\_\_\_\_ most in your family when you were younger?

3 There was an airport strike and we couldn't fly to Spain this morning.

**STOPPED**

An airport strike \_\_\_\_\_ to Spain this morning.

4 They're sending me an application form on Monday.

**RECEIVED**

I \_\_\_\_\_ the application form by Tuesday.

5 I'm going to start working on the project at six o'clock tomorrow.

**BEEN**

By nine o'clock tomorrow I \_\_\_\_\_ on the project for three hours.

6 I redecorated every part of my flat last month.

**WHOLE**

I redecorated the \_\_\_\_\_ last month.

### TIPS:

Question 2: Which phrasal verb with *up* means 'respect'?

Question 4: Which verb form do we use to say that something will be done before a certain time?

Question 6: You'll need a phrase that includes the idea of 'all of' here.



## 3.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😊 = I understand and can do it by myself.

😞 = I understand some, but have some questions.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
3.1	Vocabulary	I can describe cities and talk about city life.					Students' Book pages 40–41 Word Store page 7 Workbook pages 36–37
3.2	Grammar	I can use a variety of forms to talk about the future.					Students' Book page 42 Workbook page 38
3.3	Listening	I can understand news reports and a conversation about places to live.					Students' Book page 43 Workbook page 39
3.4	Reading	I can find specific details in a text.					Students' Book pages 44–45 Workbook pages 40–41
3.5	Grammar	I can use a range of different quantifiers correctly.					Students' Book page 46 Workbook page 42
3.6	Speaking	I can suggest, agree to and object to a course of action.					Students' Book page 47 Workbook page 43
3.7	Writing	I can use a range of formal language when arguing for and against an issue.					Students' Book pages 48–49 Workbook pages 44–45

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 3.11 Self-check

### 1 Complete the text with prepositions.

Located at the mouth of the river, the SeaView Hotel offers excellent views of the harbour but is still <sup>1</sup> \_\_\_\_\_ walking distance of the city centre. The building itself is steeped <sup>2</sup> \_\_\_\_\_ history as it was often used by kings.

We want to ensure our guests have a comfortable stay, so <sup>3</sup> \_\_\_\_\_ each floor there is just a small number of rooms. We also offer flexible check-in and check-out times so you don't have to be <sup>4</sup> \_\_\_\_\_ a hurry to vacate your room. We recommend that you use our spa facilities and benefit <sup>5</sup> \_\_\_\_\_ special treatments.

/5

### 2 Complete the adjectives in the sentences. The first letter of each word is given.

- We took out a mortgage in order to do up the rather **r**\_\_\_\_\_ **d**\_\_\_\_\_ house that we bought last year.
- The new restaurant in the city centre quickly became famous for its **m**\_\_\_\_\_ **w**\_\_\_\_\_ food.
- Why don't we provide everybody with **d**\_\_\_\_\_ paper cups and plates? We won't have to do the washing-up.
- It was one of the most **h**\_\_\_\_\_ seasons since we opened ten years ago. We had to take on extra staff to be able to handle all the guests.
- My granny used to live in a **q**\_\_\_\_\_ little cottage in a picturesque village by a river.

/5

### 3 Complete the sentences with the Future Continuous, Future Perfect Simple or Future Perfect Continuous form of the verbs in brackets.

- I feel really excited about moving to Spain. In a few weeks' time I \_\_\_\_\_ (enjoy) the sea and sun.
- Hopefully, by tomorrow Chris \_\_\_\_\_ (paint) the wooden fence around the whole house.
- You can come to watch us tomorrow. We \_\_\_\_\_ (install) a stained glass window.
- By the end of the month they \_\_\_\_\_ (resurface) the road for three months.
- That's our most precious painting. By the end of the year my family \_\_\_\_\_ (own) it for exactly 200 years.

/5

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

[ deal either neither no some ]

- Both houses were built quite recently but \_\_\_\_\_ of them was equipped with a burglar alarm at the time.
- I'm afraid \_\_\_\_\_ pets are allowed in this cottage.
- There used to be a great \_\_\_\_\_ of fish in the pond.
- I can pay \_\_\_\_\_ of the bills because the difference between the two is just a couple of quid.
- There are a lot of parks here; \_\_\_\_\_ of them are huge.

/5

### 5 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- I intend to marry and start a family before I'm twenty-five. **HAVE**  
By the time I'm twenty-five, I \_\_\_\_\_ and started a family.
- You can walk to the archaeological museum from our house. **DISTANCE**  
The archaeological museum is \_\_\_\_\_ of our house.
- Joshua started building his house ten years ago and he's nearly thirty! **BEEN**  
Joshua \_\_\_\_\_ his house for over ten years by the time he's thirty.
- Phoebe always brings lots of luggage with her on holiday. **DEAL**  
Phoebe always brings a \_\_\_\_\_ luggage with her on holiday.
- The plane will be flying 30,000 feet in the air. **ALTITUDE**  
The plane will be flying \_\_\_\_\_ 30,000 feet.

/5

### 6 Read the text and choose the correct answer, A, B, C or D.

If you travel to the Chinese city of Suzhou, you could find yourself on a <sup>1</sup> \_\_\_\_\_ of discovery around a Dutch village or the canals of Venice. You'll be able to see replica bridges copied from Sydney, London and Paris. Those famous replicas are part of a project called Urban Mimicry, in which architectural <sup>2</sup> \_\_\_\_\_ are reproduced but with the use of different building materials. Local designers obviously <sup>3</sup> \_\_\_\_\_ themselves on copying every detail. However, the buildings have been scaled down to a size to fit the Suzhou landscape. This cloned city gives Chinese people the opportunity to see foreign places without having to travel too far, so the town is <sup>4</sup> \_\_\_\_\_ with tourists throughout the year. Many first-time visitors feel excited that, by the end of their visit, they <sup>5</sup> \_\_\_\_\_ some of the most important world monuments, and all within the confines of their own home city!

- A** network **B** voyage **C** travel **D** route
- A** landmarks **B** secrets **C** scenes **D** skylines
- A** renown **B** discipline **C** fame **D** pride
- A** full **B** renowned **C** packed **D** steeped
- A** are seeing **B** would see **C** will see **D** will have seen

/5

**Total /30**

/4

# 4

## THE COST OF LIVING

### 4.1 Vocabulary

Shopping and money • Phrasal verbs • Collocations • Money idioms

#### SHOW WHAT YOU KNOW

1 Write the types of shops. Remember to add apostrophes where necessary.

1 Buy second-hand clothes or books here (2 words).

2 Buy fruit and vegetables here. \_\_\_\_\_

3 Buy a wide range of goods here (2 words).

4 Buy a croissant or a doughnut here. \_\_\_\_\_

5 Collect prescription medicine here. \_\_\_\_\_

6 Buy building supplies and tools here (2 words).

7 Buy pork chops or chicken thighs here.

8 Buy a bouquet of roses or an orchid here.

9 Buy a watch or a ring here. \_\_\_\_\_

10 Buy a novel or a dictionary here. \_\_\_\_\_

11 Buy a fish tank or a birdcage here (2 words).

12 Buy sweets or a magazine here. \_\_\_\_\_

#### WORD STORE 4A

Phrasal verbs – shopping and money

2 Complete the phrasal verbs in the sentences with the correct particles.

0 Emily splashed **out** on a beautiful pair of extremely high heels, then found she couldn't actually walk in them.



1 Don't just buy them in the first shop; shop \_\_\_\_\_ a bit and make sure you get the best price.

2 The Japanese gaming giants are bringing \_\_\_\_\_ several new major titles this month.

3 Kelly forked \_\_\_\_\_ £20 on a present for her three-year-old nephew, but he was more interested in playing with the box it came in.

4 He said he'd knock ten quid \_\_\_\_\_ it if I didn't need a receipt and paid in cash.

5 There's nothing worth having now. All the bargains were snapped \_\_\_\_\_ on the first day of the sale.

6 Be very careful with second-hand car dealers. They have a reputation for ripping people \_\_\_\_\_.

3 Complete the advice with the phrasal verbs in Exercise 2. Change the form if necessary.

shopsafely.co.uk

### Free advice for careful consumers

#### Mobile phones

If you are going to **splash out** on an expensive phone, first check when the manufacturers are planning to <sup>1</sup> \_\_\_\_\_ a new model. If you feel it's important to have the latest version, then there's no point in <sup>2</sup> \_\_\_\_\_ for a phone that will be old in a month's time. On the other hand, most retailers will <sup>3</sup> \_\_\_\_\_ a considerable amount <sup>3</sup> \_\_\_\_\_ the price of older models when new ones are released, and if you're quick and you <sup>4</sup> \_\_\_\_\_, you'll probably be able to <sup>5</sup> \_\_\_\_\_ a bargain in one of the stores you visit. Just make sure you don't get <sup>6</sup> \_\_\_\_\_ – some places sell second-hand phones packaged as if they are new.

#### WORD STORE 4B

Money idioms

4 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

0 Simon's new Mercedes cost a lot of money. **ARM**

Simon's new Mercedes **cost an arm and a leg**.

1 Becky paid too much money for those jeans and they look as if someone has already been wearing them for ten years. **NOSE**

Becky \_\_\_\_\_ for those jeans and they look as if someone has already been wearing them for ten years.

2 There's nothing more frustrating than wandering round the shops when you've got no money. **BROKE**

There's nothing more frustrating than wandering round the shops when \_\_\_\_\_.

3 Robert works forty hours a week and still has only just enough money to buy the things he needs. **ENDS**

Robert works forty hours a week and still struggles to \_\_\_\_\_.

4 £120 for a pair of sunglasses? Can you afford to spend so much on things you don't need? **BURN**

£120 for a pair of sunglasses? Have you got \_\_\_\_\_?



## WORD STORE 4C

### Collocations – buying and selling

5 Match 1–7 with a–h to make collocations to do with buying and selling.

- |              |                                       |                     |
|--------------|---------------------------------------|---------------------|
| 0 fill a     | <input checked="" type="checkbox"/> h | a customers         |
| 1 a wide     | <input type="checkbox"/>              | b prices            |
| 2 a chain    | <input type="checkbox"/>              | c market            |
| 3 attract    | <input type="checkbox"/>              | d of stores         |
| 4 cost       | <input type="checkbox"/>              | e a fortune         |
| 5 value      | <input type="checkbox"/>              | f range of products |
| 6 discounted | <input type="checkbox"/>              | g for money         |
| 7 niche      | <input type="checkbox"/>              | h gap in the market |

6 Complete the conversation with collocations from Exercise 5. Change the form if necessary.

- A: Today we talk to Francis Jipottle, the brains behind the UK's favourite online store for teens. Francis, thanks for joining us. Why do you think jipottle.com has been so successful?
- B: Well, I think we've <sup>0</sup> filled a gap in the market. Of course, there are plenty of online clothing stores out there, but when we started, there were very few aimed specifically at teenagers. We made it our business to <sup>1</sup> \_\_\_\_\_ teenage customers by connecting with them online through social networking.
- A: OK, but teenagers are hardly a <sup>2</sup> \_\_\_\_\_ market, are they? What were other websites doing wrong?
- B: Well, the majority of them were established high-street brands running their websites as secondary businesses. As I'm sure you can appreciate, it costs a <sup>3</sup> \_\_\_\_\_ to operate a nation-wide <sup>4</sup> \_\_\_\_\_ of stores. Such costs as staff, rent and logistics make it a very expensive way of doing business. At Jipottle we don't have any stores so we avoid the associated costs and can offer <sup>5</sup> \_\_\_\_\_ prices and better <sup>6</sup> \_\_\_\_\_ for money to our customers. We are also able to offer a wider <sup>7</sup> \_\_\_\_\_ of products as all our stock is kept in warehouses.
- A: I see. And do you think the use of your unusual name has contributed to its success?
- B: Well, yes, perhaps in a very minor way. I don't know any other Jipottles and people tell me it feels good in the mouth when it's spoken.
- A: Really? Jipottle, Jipottle, Jipottle. Yes, I suppose they are right.



## WORD STORE 4D

### Verb-noun collocations

7 Cross out the option that is not possible for each collocation.

- supply / launch / monopolise the market
- make / serve / deal with customers
- be worth / attract / make a fortune
- launch / promote / fill a product
- spend / cut / raise prices
- owe / withdraw / serve money

8 Complete the signs with collocations from Exercise 7. Change the form if necessary.

0 ATM: withdraw money here.  
Polish zloty or euros available.

1 Would you like to \_\_\_\_\_ a fortune working online?  
[Click here to find out more.](#)

2 This Saturday Foxy Clothing is \_\_\_\_\_ prices by up to 50% on all your favourite brands.

3 Geneva Tech Fair. Witness the \_\_\_\_\_ of groundbreaking new products from the world's biggest electronics companies.

4 Need to learn how to \_\_\_\_\_ with difficult customers? Take our Retail Service course.

5 Snowcone Textiles: \_\_\_\_\_ waterproof fabric to the winter sports market for over three decades.

### SHOW WHAT YOU'VE LEARNT

9 Choose the correct options.

- As this coat is slightly damaged, would you consider knocking some money out / off / around the price?
- You only have one eighteenth birthday party, so why not shop / splash / fork out on a dress to remember.
- If you are a millionaire surfer with money to meet / pay / burn, then this is the board you've been waiting for.
- How are they going to make arms / ends / noses meet now Frank has lost his job?
- Our all-day-meal-deal offers excellent value for money / price / fortune.
- This chain's fast and high quality takeaway sandwiches really cost / discounted / filled a gap in the market.
- Companies advertising on Channel Extreme are hoping to attract customers from the niche product / market / range of extreme sports lovers.
- It's a bad idea to owe / give / withdraw Big Max money. You'd better pay him back as soon as possible.
- As the only provider of postal services, the government has supplied / monopolised / promoted the market.
- Oil companies have raised / launched / risen prices again, leading to chaos and panic in the markets.

/10

## 4.2 Grammar

### Question tags and reply questions

#### SHOW WHAT YOU KNOW

##### 1 Complete the question tags and reply questions.

- 0 I am your best friend, aren't I ?
- 1 You aren't well, are \_\_\_ ?
- 2 Dad is coming, isn't \_\_\_ ?
- 3 Stella and George weren't happy, were \_\_\_ ?
- 4 A: We want to go shopping.  
B: Do \_\_\_ ?
- 5 A: The supermarket was closed.  
B: Was \_\_\_ ?
- 6 A: You and I are going to have a serious talk.  
B: Are \_\_\_ ?

##### 2 ★ Match the statements with the reply questions.

- |  |                                     |              |
|--|-------------------------------------|--------------|
| 0 I love your new jeans.                     | <input checked="" type="checkbox"/> | a Does he?   |
| 1 Kelly wanted to come shopping too.         | <input type="checkbox"/>            | b Was she?   |
| 2 Leo has his haircut every three weeks.     | <input type="checkbox"/>            | c Are they?  |
| 3 Fran was late again.                       | <input type="checkbox"/>            | d Did she?   |
| 4 The girls have all bought new sports gear. | <input type="checkbox"/>            | e Did it?    |
| 5 Mike and Marta are coming for dinner.      | <input type="checkbox"/>            | f Have they? |
| 6 It snowed half a metre here yesterday.     | <input type="checkbox"/>            | g Do you?    |

##### 3 ★ ★ Choose the correct auxiliary verb to complete each question tag. Then add a reply question.

- 0 A: We can pay by credit card, can / can't we? I don't have enough cash on me.  
B: Don't you ? I've got cash if not, so don't worry.
- 1 A: This isn't going to be enough money for a burger, is / isn't it? I'll have a hot dog instead.  
B: \_\_\_\_\_ ? Actually, that's a good idea. Make it two.
- 2 A: The players were tired, were / weren't they? They were really slow in the second half.  
B: \_\_\_\_\_ ? I must say I didn't notice.
- 3 A: You won't be late, will / won't you? The Smiths are arriving at 5 o'clock.  
B: \_\_\_\_\_ ? Oh goodness! OK, I'll try to leave early.
- 4 A: I haven't been picked for Saturday's team, have / haven't I? That's it! I'm not coming to the training sessions any more.  
B: \_\_\_\_\_ ? Then you'll never be picked.
- 5 A: They will pay their share, won't / aren't they? I can't afford to pay for everyone.  
B: \_\_\_\_\_ ? I thought your dad gave you loads of money for Christmas.

##### 4 ★ ★ ★ Complete the question tags. Then use them to complete the conversations.

- a Don't forget them, will you?
- b Let's just go, \_\_\_\_\_ we,
- c Nothing bad happened, \_\_\_\_\_ it?
- d That's Mandy's brother, \_\_\_\_\_ it?
- e You do realise that it won't make much difference, \_\_\_\_\_ you?
- f Everybody enjoyed it, \_\_\_\_\_ they?
- g That's a little bit dramatic, \_\_\_\_\_ it,

- 1 A: Ralph, are you going to bring those reusable shopping bags? <sup>0</sup> a I don't want to be responsible for filling the world with plastic shopping bags.  
B: OK, OK got them. <sup>1</sup> \_\_\_\_\_ There's so much unnecessary packaging in our shopping anyway that a couple of plastic bags fewer won't change much.  
A: Ralph, it's that kind of attitude that will lead to the extinction of the human race.  
B: <sup>2</sup> \_\_\_\_\_ Sasha?  
A: <sup>3</sup> \_\_\_\_\_ Ralph?
- 2 A: How was the party, Adam? <sup>4</sup> \_\_\_\_\_  
B: Yeah, I think so. Well, nearly everybody. Elliot left early.  
A: Did he? Elliot? <sup>5</sup> \_\_\_\_\_  
B: Yep, the elder one. He was fine at first and then suddenly, he apologised, said he wasn't really in a party mood and left.  
A: Did he? Why? <sup>6</sup> \_\_\_\_\_  
B: Not really. I don't think he was too happy that Emma and I were dancing together.  
A: Aha! Oh, poor Elliot. Young hearts break so easily. So, Emma, huh?  
B: Er ... yeah, well, I guess I should be getting on with my homework now, Mum.  
A: Should you? Well, that's the first time I've ever heard you say that, Adam.

#### SHOW WHAT YOU'VE LEARNT

##### 5 Choose the correct options.

- 0 She won't buy anything that doesn't cost a fortune, will / won't she?
- 1 Well, we don't exactly have money to burn, do / have we?
- 2 Don't get ripped off, do / will you?
- 3 Let's withdraw another 100 euros, shall / will we?
- 4 Nothing broke when you dropped your bag, was / did it?
- 5 A: They're going to splash out on a new car.  
B: Will / Are they?
- 6 A: I'm going to shop around before I buy.  
B: Are / Aren't you?



## 4.3 Listening language practice

### Chance • Collocations

- 1 Read the extract from an interview and choose the correct answer, A, B, C or D.

Extract from Students' Book recording CD•2.8 MP3•61

- A: So how much do you pay and what kind of things do you get?  
B: Well, there's an element <sup>1</sup> chance when you buy a suitcase <sup>2</sup> you can't look inside before you bid for it. The better the suitcase, <sup>3</sup> more likely you are to find designer clothes. But you could be very unlucky with a high-quality bag and just find dirty socks – that's the chance you <sup>4</sup>. Luckily, the auctioneers open the bags and throw <sup>5</sup> anything horrible, like food that's gone off or wet stuff that's gone mouldy. When you buy suitcases, you just get clothes. Then they take <sup>6</sup> electrical goods and shoes and they sell <sup>7</sup> in separate lots.

- |            |         |        |
|------------|---------|--------|
| 1 A of     | B in    | C to   |
| 2 A though | B that  | C as   |
| 3 A how    | B the   | C it's |
| 4 A have   | B get   | C take |
| 5 A away   | B up    | C down |
| 6 A off    | B out   | C over |
| 7 A it     | B those | C to   |

### REMEMBER THIS

The noun **chance** can be used to describe:

- the possibility that something will happen, especially something you want.  
*There's an element of chance when you buy a suitcase.*  
*There's a good chance the contents will be valuable.*
- an opportunity to do something.  
*I haven't had a chance to look in the suitcase yet.*  
*He missed the chance to make a lot of money.*

- 2 Read REMEMBER THIS. Complete the collocations with the words in the box.

even half high jump lifetime  
million slim stand take

#### Chance (possibility)

- a(n) <sup>0</sup> **high/strong** chance – something is very likely to happen
- a(n) <sup>1</sup> **/fifty-fifty** chance – an equal chance that something will or won't happen
- a(n) <sup>2</sup> **/remote** chance – something is not very likely to happen
- a **one in a(n) <sup>3</sup>** chance – something is extremely unlikely to happen
- sb **doesn't <sup>4</sup>** a chance (of + **-ing**) – it is not possible that sb will be able to do something
- sb **is in with a chance** (of + **-ing**) – it is possible that sb will be able to do something

#### Chance (opportunity)

- <sup>5</sup> **a chance** – accept an opportunity
- <sup>6</sup> **at a chance** – eagerly take an opportunity
- the chance of a(n) <sup>7</sup> – a chance that sb will probably never have again
- now's your chance** – you have the opportunity to do something right now
- given <sup>8</sup>** a chance – if there is any opportunity to do something

- 3 Complete the sentences with words and phrases from Exercise 2. Change the form if necessary.

- Both the mother and the father have blond hair so there is a **high** chance the child will be fair too.
- Make sure you lock the food away. \_\_\_\_\_ chance, bears will enter the campsite and eat whatever they can find.
- The Jamaican skier \_\_\_\_\_ a chance of winning a medal, but he seems to be enjoying the event.
- You could win millions! Don't miss \_\_\_\_\_. Enter our competition right now.
- Look, you said you wanted to talk to her. Well, there she is. \_\_\_\_\_ chance.
- Claire \_\_\_\_\_ the chance to earn some extra cash babysitting for her neighbours.
- Don't worry, there's \_\_\_\_\_ chance that something will go wrong. You'll be fine.
- There are only five kilometres to go in the race and Herriot is definitely \_\_\_\_\_ a chance of winning if he keeps running at this pace.
- We'd like to \_\_\_\_\_ this chance to thank you for everything you've done to help the orphanage.

### WORD STORE 4E

#### Collocations

- 4 Complete the sentences with the words in the box. Change the form if necessary. There are two extra words.

cause dress flight go  
goods launch owe property

- A major/The root/A common **cause** of unmanageable debt is overuse of credit cards.
- Something stinks! Oh no, it's these potatoes. They must \_\_\_\_\_ mouldy/off/rotten while we were away.
- We are sorry to announce that all domestic/long-haul/international \_\_\_\_\_ are cancelled until further notice.
- Which words collocate with \_\_\_\_\_? Well, there's *intellectual, private, lost* and probably several more. Pass me the dictionary, would you?
- The bizarre evening/party/wedding \_\_\_\_\_ in Lacroux's new collection are all 3D printed.
- There are plenty of consumer/stolen/electrical \_\_\_\_\_ on sale at this market if you know where to look.

## 4.4 Reading

### Banknotes • Verbs • Word families

#### Glossary

**legal tender** (phr) = coins or banknotes that people can officially use to pay for things

**durable** (adj) = staying in good condition for a long time, even if used a lot

**crucial** (adj) = extremely important because other things depend on it

**ecologically sound** (phr) = environmentally friendly

A \_\_\_\_\_

In Britain today, there are around three billion banknotes in circulation worth over 58 billion pounds. In 2013 alone, the Bank of England **issued** 760 million new banknotes and **destroyed** 845 million old ones. As well as the £5, £10, £20 and £50 notes commonly found in the nation's wallets and purses, there are just over 4,000 £1-million and £100-million notes – known as Giants and Titans – not in circulation, with a value of around £8 billion. These are used internally by banks and are not legal tender. Nevertheless, they are carefully locked away.



B \_\_\_\_\_

The average paper banknote in Britain lasts around six months before it becomes damaged or worn and must be removed from circulation. In the UK, old notes used to be burnt, but in a move to be greener, the majority are now **shredded, compacted** and then used with other organic materials to **manufacture** agricultural compost. Between 1988 and 1992 at the site where this shredding takes place, £600,000 worth of notes that were intended for destruction were stolen by three couples who worked there. The couples managed to **sidestep** security controls and remove the notes from the site by **concealing** them in their underwear.

C \_\_\_\_\_

Paper money will soon be a thing of the past in Britain as the central bank plans to introduce plastic banknotes. Australia was the first country to go plastic in 1988, and more than twenty countries, including New Zealand, Mexico and Canada, have since **switched**. Plastic notes are highly durable, lasting for around two years, or four times longer than the average paper note. Crucially, plastic money is waterproof, so can survive washing machines, rainstorms and dips in the ocean. Although polymer notes are more expensive to produce, their durability makes them cheaper and more ecologically sound over time.





- 1 Read the text quickly and choose the best title for each paragraph.

- 1 Money to burn? ☐
- 2 Can I pay with plastic? ☐
- 3 Have you got change for £100 million? ☐

- 2 Read the text again and match statements 1–4 with paragraphs A–C. One paragraph has two matching statements.

- 1 Different countries make their banknotes out of different substances. ☐
- 2 Not all banknotes are available to the general public. ☐
- 3 Despite high production costs, new British banknotes will be more cost-efficient in the long run. ☐
- 4 The way banknotes are disposed of has changed. ☐

- 3 Read the text again. For questions 1–8, choose from the paragraphs (A–C). You can choose each paragraph more than once.

Which paragraph:

- 1 talks about the average lifespan of a banknote?
- 2 explains the operation of an illegal activity?
- 3 mentions transforming banknotes into another form?
- 4 reveals the existence of many unusual banknotes?
- 5 mentions how an old process has been abandoned?
- 6 explains how a longer lifespan reduces the cost of producing banknotes?
- 7 refers to a future development?
- 8 talks about a banknote which cannot be spent like ordinary money?

- 4 Find and underline the answers to these questions in the text.

- 1 In which country were plastic banknotes first used?
- 2 How are Giants and Titans kept secure?
- 3 What makes plastic banknotes more environmentally friendly than paper ones?
- 4 For how long is the average British banknote in circulation?
- 5 What do most old banknotes in the UK eventually become?
- 6 What is the largest amount of money mentioned in the text?

- 5 Match the verbs in bold in the text with their definitions. Use the base form of the verbs.

- 0 **destroy** – damage something so badly that it no longer exists, or cannot be used or repaired
- 1 \_\_\_\_\_ – cut or tear something into small, thin pieces, e.g. paper, meat or cabbage
  - 2 \_\_\_\_\_ – hide something carefully
  - 3 \_\_\_\_\_ – change from doing or using one thing to doing or using another
  - 4 \_\_\_\_\_ – officially produce something such as new stamps, notes, passports or visas
  - 5 \_\_\_\_\_ – press something together so that it becomes smaller or more solid
  - 6 \_\_\_\_\_ – use machines to make goods or materials, usually in large numbers or amounts
  - 7 \_\_\_\_\_ – avoid dealing with something difficult

- 6 Complete the sentences with the verbs in Exercise 5. Change the form if necessary.

- 0 Many of Port-au-Prince's major buildings were **destroyed** in the earthquake that struck Haiti in 2010.
- 1 Tacos are much tastier if you \_\_\_\_\_ the pork. However, the long thin pieces do sometimes get stuck in your teeth.
- 2 This year the post office is \_\_\_\_\_ Christmas stamps featuring pictures of snowflakes taken under a microscope.
- 3 This incredible scrapyard machine can \_\_\_\_\_ a car into a cube that measures just 1m<sup>3</sup>.
- 4 The tiny town of Quiaotou in Western China \_\_\_\_\_ sixty percent of the world's buttons and eighty percent of its zips.
- 5 Cigarette producers are more interested in attracting new smokers than persuading established smokers to \_\_\_\_\_ brands.
- 6 The President has been accused of trying to \_\_\_\_\_ the rules that say the maximum time a president may serve is eight years.
- 7 There are actually recorded cases of people attempting to escape from prison using tools that were sent to them \_\_\_\_\_ inside cakes and other baked goods.



## WORD STORE 4F

### Word families

- 7 Complete the sentences with the correct form of the words in the box. Some letters are given.

enthusiasm	environment	expertise
perfection	production	tradition

- 0 Billy is an **enthusiastic** **environmentalist**.
- 1 The latest **pro**\_\_\_\_\_ of *King Lear* at the Globe Theatre is highly **tra**\_\_\_\_\_, giving the audience a real taste how it would have been performed in Shakespeare's time.
- 2 We'd like to thank you for your **ent**\_\_\_\_\_ and **exp**\_\_\_\_\_. Together we have improved the **env**\_\_\_\_\_ for the benefit of local people and wildlife alike.
- 3 The director, **pro**\_\_\_\_\_ and actors have come together to produce the **per**\_\_\_\_\_ high school comedy.
- 4 Local train **ent**\_\_\_\_\_ continue the **tra**\_\_\_\_\_ of meeting at the café in Preston station every month.
- 5 Well, I wouldn't say we've achieved **per**\_\_\_\_\_ yet, but our **exp**\_\_\_\_\_ have been working hard, and it has certainly been a very **pro**\_\_\_\_\_ year.
- 6 Like many photographers, Lind is a **per**\_\_\_\_\_ who spends days working on getting a single shot right. She's also a **tra**\_\_\_\_\_, preferring darkrooms to digital labs.

## 4.5 Grammar

### Present and past modal structures

#### SHOW WHAT YOU KNOW

- 1 Choose the correct modal structure to complete the advice.

##### Hiking in Black Bear Country

Enjoy the mountains and stay safe with these tips.

- 1 Bears are wild animals and *should* / *shouldn't* always be treated with respect.
- 2 If a bear approaches you, you *need to* / *needn't* try and stay calm.
- 3 You *must* / *mustn't* run as this may cause the bear to chase you.
- 4 You *ought to* / *ought not to* approach the bear. Instead, back away slowly and avoid eye contact.

- 2 ★ Cross out to where it is not necessary.

- 0 Everyone should to benefit from money made through the sale of our country's oil.
- 1 High taxes need to be offset by improvements in education and health care.
- 2 You'd better to avoid the dark backstreets late at night unless you want to get into trouble.
- 3 If you have a sensitive stomach, you ought not to eat hot chillies.
- 4 Visitors simply must to experience the vibrant nightlife of Rio during the week of the carnival.
- 5 With our affordable design ideas you needn't to spend a fortune to make your living room look stylish.
- 6 We ought to set off early in case there are traffic jams.

- 3 ★★ Read the post and rewrite the patients' regrets using the modal verbs in brackets.

##### Deathbed regrets

A former nurse who looked after dying patients has listed the five most common deathbed regrets.

- 1 I wish I'd had the courage to live a life true to myself, not the life others expected of me.
  - 2 I wish I hadn't worked so hard.
  - 3 I wish I'd had the courage to express my feelings.
  - 4 I wish I hadn't lost touch with my friends.
  - 5 I wish I'd let myself be happier.
- 0 I should have had (should) the courage to live a life true to myself.
- 1 I \_\_\_\_\_ (ought not) so hard.
- 2 I \_\_\_\_\_ (ought) the courage to express my feelings.
- 3 I \_\_\_\_\_ (should not) with my friends.
- 4 I \_\_\_\_\_ (should) myself be happier.

- 4 ★★★ Complete the second sentence so that it has a similar meaning to the first, using modal structures.

- 0 Why did I bother buying a big bottle of water? Denise had already packed one.  
I needn't have bothered buying a big bottle of water because Denise had already packed one.
- 1 Rod's luggage went missing, so it was necessary for him to go to the lost property office.  
Rod's luggage went missing, so he \_\_\_\_\_ to the lost property office.
- 2 Helen wishes she hadn't splashed out on a new phone. She found her old one down the back of the sofa.  
Helen \_\_\_\_\_ on a new phone as she found her old one down the back of the sofa.
- 3 Luckily, someone handed in my wallet, so it wasn't necessary to cancel my bank card.  
I \_\_\_\_\_ my bank card because someone handed in my wallet.
- 4 Dad gave me his old ski goggles, so there was no need to bother forking out for a new pair.  
I \_\_\_\_\_ forking out for a new pair of ski goggles because Dad gave me his old ones.
- 5 It would have been better not to spend so long shopping around as the first shop was the cheapest anyway.  
We \_\_\_\_\_ so long shopping around as the first shop was the cheapest anyway.
- 6 We didn't bother dressing up smartly because it wasn't necessary. It was a very casual party.  
We \_\_\_\_\_ dressing up smartly because it was a very casual party.

#### SHOW WHAT YOU'VE LEARNT

- 5 Choose the correct options.

- 1 Talent alone is not enough. Actors *need* / *needed* to have determination to make it in Hollywood.
- 2 Claire *needn't have walked* / *didn't have to walk* far before she found herself in a beautiful leafy neighbourhood.
- 3 Sarah *shouldn't have* / *didn't need to* put on a party two days before New Year's Eve. Hardly anyone came.
- 4 You *mustn't have* / *needn't have* bought milk. We like our coffee black.
- 5 You *ought not to have proposed* / *ought not to propose* a toast unless you know what you are going to say.
- 6 They *didn't need to* / *shouldn't* bother lighting candles or torches as the moonlight was so bright.



## 4.6 Speaking language practice

### Making and justifying choices

#### 1 Put the words in the correct order to complete the sentences.

- 0 only / is / option / that / the  
X is the only option that teenagers would identify with.
- 1 choice / is definitely / suitable / because / the more  
X \_\_\_\_\_ it sells a wider range of goods.
- 2 that X / main / my choice / reason / would be  
The \_\_\_\_\_ is because, as far as I'm concerned, the design is more eye-catching.
- 3 much / that / more / is / likely  
It \_\_\_\_\_ young people would shop here.
- 4 the least / option / because / is clearly / suitable  
This \_\_\_\_\_ it seems to be a store for children rather than young adults.
- 5 because / might be / but / choose it / cheaper / I wouldn't  
X \_\_\_\_\_ it appears to be really poorly made.
- 6 choice / if / the best / you / isn't / consider  
X \_\_\_\_\_ how long it will take to learn how to use it.

#### 2 Read the conversations and choose the correct options.

- 1 A: Pizza or burger?  
B: James, you just don't listen to me, do you?  
A: What?  
B: I told you I've decided to become a vegetarian.  
A: Oh right, yes ... And therefore ...?  
B: Therefore, a burger probably isn't the best.  
\*choose / choice.  
A: Of course. So ...?  
B: So, pizza! That's why I'd <sup>b</sup>opt / option for pizza, James. You're so slow sometimes.
- 2 A: This one or that one?  
B: Well, I love them both. But when you <sup>a</sup>compare / comparison the two, blue is more your colour.  
A: Yes, I guess so. And it's much more <sup>b</sup>probably / likely that I'll be able to resell this one in a couple of years' time. At least that's what I read.  
B: Yes. And another reason I wouldn't <sup>c</sup>go for / prefer the Italian one is because they are much more expensive to repair if something goes wrong.  
A: You're right. So that's it. Decided! How exciting ... I've always wanted a Porsche.
- 3 A: If I had a million euros, I'd buy a Porsche.  
B: A Porsche? No way. Porsches are pretty common, <sup>a</sup>but / because Ferraris really turn heads.  
A: Well, it's not about showing off. I prefer Porsches <sup>b</sup>likely / simply because the engineering is better.  
B: No one buys a sports car unless they want to show off!

#### 3 Complete the words in the conversation. The first letter of each word is given.

- Reya: You look nice. Is that a new top? It's gorgeous.  
Else: Thanks. Yeah, it is. I went shopping at the weekend.  
Reya: Oh, you should've called me.  
Else: Yeah, I should, sorry. The shops in this country are great. I especially love all the charity shops and second-hand shops. <sup>a</sup>When you compare them with the second-hand shops in my country, the stuff is just so much better.
- Reya: Really? Well, I suppose it depends what you are looking for. There's a lot of rubbish, and they aren't always <sup>1</sup>t \_\_\_\_\_ <sup>b</sup> \_\_\_\_\_ <sup>c</sup> \_\_\_\_\_ if you consider how long you need to spend going through all that junk to find something worth having.
- Else: Well, to be honest, that's exactly <sup>2</sup>w \_\_\_\_\_ I'd <sup>o</sup> \_\_\_\_\_ <sup>f</sup> \_\_\_\_\_ shopping there. I love searching for bargains. I've found some great designer stuff for just a few pounds.
- Reya: Clothes, you mean? Urgh! No way!  
Else: What do you mean?  
Reya: Well, second-hand clothes <sup>3</sup>m \_\_\_\_\_ be cheap, <sup>b</sup> \_\_\_\_\_ I <sup>w</sup> \_\_\_\_\_ wear them.  
Else: Why not?  
Reya: The <sup>4</sup>m \_\_\_\_\_ <sup>r</sup> \_\_\_\_\_ is <sup>t</sup> \_\_\_\_\_ someone else's body has been in them.  
Else: What? Everything is washed before it goes on sale.  
Reya: OK, but still. <sup>5</sup>A \_\_\_\_\_ <sup>r</sup> \_\_\_\_\_ I <sup>w</sup> \_\_\_\_\_ <sup>p</sup> \_\_\_\_\_ used clothes is that someone might have died in them.  
Else: Er ... what? Now you are being ridiculous. I think it's much more likely that someone would give them away because they ran out of space or that the clothes didn't fit any more or something. You liked my top, right? Well, it cost twelve pounds in a charity shop and I'm pretty sure no one died in it.
- Reya: How can you be sure? New clothes are <sup>6</sup>t \_\_\_\_\_ only <sup>o</sup> \_\_\_\_\_ <sup>t</sup> \_\_\_\_\_ guarantees you aren't wearing dead people's stuff.  
Else: Are you feeling OK, Reya? Have you been reading horror novels again?



## 4.7 Writing

### A formal email

- 1 Complete the tips for writing a formal email with the words in the box. There are two extra words.

begin complain happen ~~incident~~ informal  
narrative tenses reaction reply summarising

When writing a formal email describing an <sup>0</sup>incident and making a complaint, <sup>1</sup>\_\_\_\_\_ the introduction by saying why you are writing and end it by <sup>2</sup>\_\_\_\_\_ your complaint. In the main body of the email, use <sup>3</sup>\_\_\_\_\_ to describe the incident you are complaining about and give your <sup>4</sup>\_\_\_\_\_ to it. In the closing paragraph, say what you would like to <sup>5</sup>\_\_\_\_\_, make a final statement and mention that you expect a(n) <sup>6</sup>\_\_\_\_\_.

- 2 Match 1–6 with a–g to make phrases.

- |                       |                                     |  |
|-----------------------|-------------------------------------|--|
| 0 I am writing        | <input checked="" type="checkbox"/> | a to reconsider your policies.                 |
| 1 I am particularly   | <input type="checkbox"/>            | b to treat paying customers in this way.       |
| 2 Without doubt,      | <input type="checkbox"/>            | c upset because ...                            |
| 3 We urge you         | <input type="checkbox"/>            | d to contact you and complain ...              |
| 4 It is simply unfair | <input type="checkbox"/>            | e to your response.                            |
| 5 We decided          | <input type="checkbox"/>            | f the worst part of the whole incident was ... |
| 6 I look forward      | <input type="checkbox"/>            | g to draw your attention to ...                |

- 3 Complete the words in this email of complaint. Some letters are given.

Dear Sir or Madam,

I am writing to make a <sup>0</sup>formal complaint about an incident that <sup>1</sup>t\_\_\_\_\_ <sup>pl</sup>\_\_\_\_\_ earlier today at the Westgate Centre branch of your clothing store. I am extremely unhappy with the service I received.

I bought a top from the store last weekend but when I got home, I discovered it had a hole in the sleeve that I had not noticed while I was trying it on. I had kept my receipt and so returned to the store this morning to exchange the top.

At the store, I <sup>2</sup>app\_\_\_\_\_ one of the assistants (whose name was Lydia, according to her badge) and explained the situation. She looked at the hole and said there was no way it had been sold like that and <sup>3</sup>acc\_\_\_\_\_ me of making the hole! I tried to <sup>4</sup>rea\_\_\_\_\_ <sup>w</sup>\_\_\_\_\_ her, but she would not listen. She said it was the customers' responsibility to check for damage before leaving the shop. To <sup>5</sup>m\_\_\_\_\_ ma\_\_\_\_\_ wo\_\_\_\_\_, she raised her voice and attracted the attention of several of the other customers in the store. In the end, I left the shop feeling absolutely <sup>6</sup>hu\_\_\_\_\_, extremely annoyed and without a new top.

I trust you understand why I have <sup>7</sup>de\_\_\_\_\_ to c\_\_\_\_\_ you and c\_\_\_\_\_. I <sup>8</sup>a\_\_\_\_\_ that you in\_\_\_\_\_ the ma\_\_\_\_\_ and that you replace the damaged top. It is <sup>9</sup>s\_\_\_\_\_ unf\_\_\_\_\_ to tr\_\_\_\_\_ paying customers in this way.

I <sup>10</sup>l\_\_\_\_\_ fo\_\_\_\_\_ to your re\_\_\_\_\_.

Yours faithfully,  
Emma Jennings

- 4 Complete the sentences with **so** or **such** (a/an).

- I have never been so embarrassed in my life.
- I can't remember the last time I received \_\_\_\_\_ unfriendly service.
- It is hard to believe that someone working in customer service could be \_\_\_\_\_ rude.
- How can you charge £20 for \_\_\_\_\_ poor product?
- To be honest, I have never had \_\_\_\_\_ awful meal.
- We had waited \_\_\_\_\_ long to be served that in the end we got up and left the restaurant.

- 5 Replace the underlined phrases in the sentences with the correct form of the words in the box. Add any necessary words.

accuse behalf disappointment  
fact humiliated threat urge

- When we said angrily that we would call the manager, the waiter told us to go ahead and said he didn't care. threatened to
- The manager said we were guilty of trying to leave the restaurant without paying the bill.
- The restaurant was so disappointing that our celebration was ruined.
- What is true is that the restaurant was half empty, so the kitchen can't have been as busy as the waiter claimed it was.
- We strongly recommend that you reconsider your policies when it comes to reservations.
- It was such humiliating experience that we never want to eat there again.
- I am writing in the name of myself and my friends.





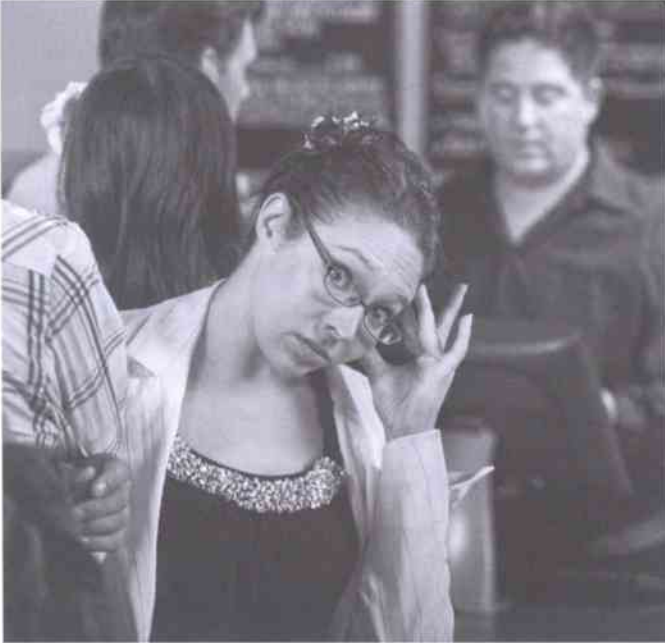
## 4.8 Language in focus

### Modality – alternative structures

#### SHOW WHAT YOU'VE LEARNT

- 6 Read the writing task. Before you start writing, note down some ideas and plan your email.

You went to a restaurant with your friends to celebrate finishing your exams. Unfortunately, your celebration was spoiled by the poor quality of the service. Write a formal email of complaint of 140–190 words. Describe the situation and your expectations of what action should be taken by the recipient.



#### SHOW THAT YOU'VE CHECKED

In my email:

- in the first paragraph, I have informed the recipient of the reason for my complaint. ☐
- in the main part, I have described the situation and my reaction, using a range of narrative tenses. ☐
- in the last paragraph, I have informed the recipient of my expectations and that I am expecting a reply. ☐
- I have used formal language. ☐
- I have not used contractions (e.g. *I'm*, *aren't*, *that's*). ☐
- I have not used emoticons (e.g. 😊) or abbreviations (e.g. *info*, *CU*, *gr8*). ☐
- I have used an appropriate formal ending (e.g. *Yours faithfully*). ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

- 1 Choose the correct options.

- 1 Sarah was *forbidden* / *allowed* to take part in the auction because she wasn't eighteen.
- 2 Kelly is *unlikely* / *certain* to run out of money if she doesn't start earning soon.
- 3 If you have signed a contract, the company is *obliged* / *permitted* to pay you as promised.
- 4 The price of seafood is *required* / *sure* to rise as fish shortages increase.
- 5 The bank is *meant* / *unable* to lend you any more money until you pay your current debts.
- 6 We *succeeded in* / *were able to* selling everything we advertised on eBay.

- 2 Complete the announcements with the correct form of the verbs in brackets.

- 0 We are sorry to inform passengers that, due to weather conditions, we are unlikely to arrive (arrive) on time.
- 1 Patients are banned from \_\_\_\_\_ (wear) outdoor shoes within the hospital building.
- 2 Children under the age of twelve are only permitted \_\_\_\_\_ (use) the pool when accompanied by an adult.
- 3 Giant darts! Fun for all the family, folks! Win a pound for every target you succeed in \_\_\_\_\_ (hit).
- 4 New students are required \_\_\_\_\_ (report) to the registration office before 4 p.m. today.
- 5 Be sure \_\_\_\_\_ (visit) the gift shop and buy a souvenir before you head home.
- 6 Dogs are forbidden from \_\_\_\_\_ (enter) the children's play area.

- 3 Read the advice and match the underlined words with the words in the box with similar meanings.

aren't able   bound   unlikely   forbidden  
obliged   permitted   supposed

#### How to survive ... your first car boot sale

- 0 Get there early. Sellers are often banned/forbidden from setting up after a certain time – usually very early!
- 1 Take some cash. You are usually required/\_\_\_\_\_ to pay a small seller's fee to the organisers.
- 2 Check what you can and can't sell. Rules differ. For example, sale of food is often not allowed/\_\_\_\_\_.
- 3 Prepare plenty of change. You are certain/\_\_\_\_\_ to be presented with notes by customers.
- 4 Set realistic prices. It is not probable/\_\_\_\_\_ that customers will pay more than a few pounds for any single item.
- 5 Don't worry if you don't manage/\_\_\_\_\_ to sell everything; it's rare that anyone leaves with an empty car boot.
- 6 Don't take it too seriously – car boot sales are meant / \_\_\_\_\_ to be fun!

## 4.9 Use of English

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

### A good example

Most people would think that a 'social business' is a contradiction. Surely, a business <sup>0</sup>benefits the owners and not society? However, there is now a <sup>1</sup>\_\_\_\_\_ of wonderful sandwich shops in Scotland which shows that a business really can help society. It's called Social Bite and was <sup>2</sup>\_\_\_\_\_ by a couple, Josh Littlejohn and Alice Thompson in 2012, after Josh had <sup>3</sup>\_\_\_\_\_ a Nobel Prize winner talking about using businesses to help solve social problems. Social Bite has an excellent menu designed by a top chef and serves delicious coffee and food for good <sup>4</sup>\_\_\_\_\_.

Now this is the part where it gets interesting. Twenty-five percent of its employees used to be homeless and all <sup>5</sup>\_\_\_\_\_ from the business go to charity. In addition to this, customers can <sup>6</sup>\_\_\_\_\_ in advance for a meal for homeless people. At the moment more than 100 homeless people receive a free meal every day through donations from customers at the different <sup>7</sup>\_\_\_\_\_ in Glasgow and Edinburgh. The business is run on the principle that the highest salaries for any staff, including managers, will never be more than seven times the salary of the lowest paid worker. Perhaps more businesses should <sup>8</sup>\_\_\_\_\_ this example.

- |              |                   |               |            |
|--------------|-------------------|---------------|------------|
| 0 A owes     | <b>B benefits</b> | C saves       | D earns    |
| 1 A list     | B chain           | C range       | D store    |
| 2 A released | B supplied        | C made        | D launched |
| 3 A heard    | B attended        | C listened    | D noticed  |
| 4 A cost     | B price           | C value       | D discount |
| 5 A cash     | B profits         | C price       | D amounts  |
| 6 A charge   | B give            | C provide     | D pay      |
| 7 A centres  | B branches        | C departments | D markets  |
| 8 A take     | B risk            | C imitate     | D follow   |

### TIPS:

Question 1: Read both this sentence and the next sentence carefully to be sure of the correct option.

Question 3: Only one option fits with the words that follow the gap.

Question 6: You need the verb that is followed by *for*.





2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Influences

What influences our <sup>0</sup>decisions when we buy clothes? Is it what our friends are wearing, what celebrities buy or is it advertising in magazines and on TV? <sup>1</sup>\_\_\_\_\_, I have to admit that I like to be <sup>2</sup>\_\_\_\_\_ and in particular, I look out for trends that celebrities buy into. Of course, I don't have the money to get the expensive <sup>3</sup>\_\_\_\_\_ clothes that actors and singers have, but I check out more <sup>4</sup>\_\_\_\_\_ options on the High Street or online. I guess you could say that the clothes in my wardrobe are quite <sup>5</sup>\_\_\_\_\_. I also like clothes that are a little <sup>6</sup>\_\_\_\_\_! I think it's important to show your personality through your clothes. Luckily, I have a part-time job as an <sup>7</sup>\_\_\_\_\_ in a clothes shop. I see all the new clothes as soon as they come in and working there <sup>8</sup>\_\_\_\_\_ me to get good discounts too!

- DECIDE
- PERSON
- FASHION
- DESIGN
- AFFORD
- STYLE
- QUIRK
- ASSIST
- ABLE

TIPS:




- Question 1: You need to make this word into an adverb.
- Question 3: How can you make this word collocate with clothes?
- Question 8: You need to make this into a verb and then think about whether it should be singular or plural.



# 4.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

-  = I understand and can help a friend.
-  = I understand and can do it by myself.
-  = I understand some, but have some questions.
-  = I do not understand.

							Need help?
4.1	Vocabulary	I can talk about money and shopping.					Students' Book pages 54–55 Word Store page 9 Workbook pages 50–51
4.2	Grammar	I can use question tags and reply questions.					Students' Book page 56 Workbook page 52
4.3	Listening	I can understand specific details in an interview.					Students' Book page 57 Workbook page 53
4.4	Reading	I can find specific details in short texts.					Students' Book pages 58–59 Workbook pages 54–55
4.5	Grammar	I can give advice, criticise past actions and talk about past necessity.					Students' Book page 60 Workbook page 56
4.6	Speaking	I can evaluate options and justify choices.					Students' Book page 61 Workbook page 57
4.7	Writing	I can describe an incident and make a complaint about it in writing.					Students' Book pages 62–63 Workbook pages 58–59

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



# 4.11 Self-check

## 1 Choose the correct options.

- 1 Have you seen Alex's amazing new car? It must have cost / paid a fortune!
- 2 That meat I bought yesterday has gone off / out already. Why? It was in the fridge all the time.
- 3 There's a sale on at the department store – you might manage to knock / pick up a bargain if you're lucky.
- 4 The sound system David bought must have cost an eye / arm and a leg.
- 5 A number of small shops closed when a new chain / key of supermarkets opened.

/5

## 2 Complete the sentences with the correct form of the words in the box. There is one extra word.

[broke burn conceal launch niche shop]

- 1 By setting up beauty parlours and spas for pets, they've found a \_\_\_\_\_ market. I'm sure it's going very well.
- 2 We had to pay for some emergency repairs to our roof, so now we're completely \_\_\_\_\_.
- 3 Do you know when the company is going to \_\_\_\_\_ a new smart watch?
- 4 Before you choose a new laptop, it's a good idea to \_\_\_\_\_ around a bit so that you know what's available.
- 5 The Collins must have loads of money to \_\_\_\_\_ if they go on luxurious cruises three times a year.

/5

## 3 Complete the conversations with question tags and reply questions.

- 1 A: John seems to be having problems with his new online shop.  
B: \_\_\_\_\_? I thought he's a real expert in IT.
- 2 A: Do you know that Phoebe is going to be the main photographer at Christie's wedding?  
B: \_\_\_\_\_? That sounds great.
- 3 A: My computer has broken down and I have to finish my Chemistry project by tomorrow.  
B: Amy has got a new laptop, \_\_\_\_\_? Let's find out if she's willing to lend you hers.
- 4 A: Don't forget to pay the electricity bill, \_\_\_\_\_?  
B: I won't. I've already put it in my handbag.
- 5 A: I've inherited a house with an orchard but I don't have a clue how to go about it, especially the garden.  
B: Dan used to grow fruit and vegetables in his garden, \_\_\_\_\_? So maybe ask him for help.

/5

## 4 Choose the correct options.

- 1 I think in the USA you are obliged / allowed to tip people like taxi drivers. It's expected of you.
- 2 Diane needn't bring / have brought so many outfits to the wedding. It was only a short reception.
- 3 Children under the age of ten are banned / required from entering the exhibition.
- 4 Matthew is unlikely / meant to be on time. He never is.
- 5 I think you might / should keep the receipt in case the tablet stops working and you want to get a refund.

/5

## 5 Complete the text with one word in each gap.

My most memorable visit to a street market was to La Boqueria in Barcelona. As soon as I entered the market, I was approached by a stallholder, who saw my surprised face and said, 'You've never been here before, <sup>1</sup> \_\_\_\_\_ you? Come and taste some of my produce.'

I was allowed to <sup>2</sup> \_\_\_\_\_ myself to some samples of his finest hams, cheeses and seafood. I learnt that many of Barcelona's top chefs buy their produce in the market because the food sold there is good value <sup>3</sup> \_\_\_\_\_ money and of high quality. Although prices are quite reasonable, if you bargain, you may even <sup>4</sup> \_\_\_\_\_ a few euros off the original price.

So, you <sup>5</sup> \_\_\_\_\_ better plan a visit to La Boqueria when you're next in Barcelona. I'm sure it'll be an amazing experience.

/5

## 6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 It was wrong of you to waste so much money on accessories. **OUGHT**  
You \_\_\_\_\_ so much money on accessories.
- 2 The accountant should have transferred all the salaries last week, but she didn't. **SUPPOSED**  
The accountant \_\_\_\_\_ transferred all the salaries last week, but she didn't.
- 3 You can't withdraw more than £100 a day. **ALLOWED**  
You \_\_\_\_\_ more than £100 a day.
- 4 You should get to the sales early so that you can quickly get all the bargains! **SNAP**  
You should get to the sales early so that you can \_\_\_\_\_ all the bargains!
- 5 I'm not spending all that money on a DVD! **FORKING**  
I \_\_\_\_\_ all that money for a DVD!

/5

Total /30

# 5

## THE WORLD AT YOUR FEET

### 5.1 Vocabulary

Employment • Phrasal verbs • Collocations • Word families

#### SHOW WHAT YOU KNOW

1 Put the words in the box under an appropriate heading.

critic entertainer judge tour guide physiotherapist police officer  
presenter tour leader prison guard psychologist surgeon travel agent

Tourism

Law enforcement

Music/TV/Film

Medicine

critic

2 Complete words in the article. The first and last letter of each word is given.

#### What to expect in a job interview

Even though you have submitted a CV, your potential employer may ask more about how you fit the job <sup>0</sup>requirements during the interview:

- How do you think your <sup>1</sup>q\_\_\_\_\_s will help you in the job?
- Have you had any other <sup>2</sup>t\_\_\_\_\_g and what was the most useful thing you learned?
- What relevant work <sup>3</sup>e\_\_\_\_\_e do you have?

You should ask your potential employer about the <sup>4</sup>t\_\_\_\_\_s and conditions:

- What is the <sup>5</sup>s\_\_\_\_\_y and is overtime paid?
- What are the <sup>6</sup>w\_\_\_\_\_g hours?
- Will I be able to eat/park/store my uniform/etc. at my <sup>7</sup>p\_\_\_\_\_e of work?

previous < Page 4 > next

#### WORD STORE 5A

Phrasal verbs – employment

3 Complete the phrasal verbs in the text. Use the meanings in brackets to help you.

#### Who will replace Jarvis?

Poly-fi Records' efforts to <sup>0</sup>keep Jarvis Harvey **on** (retain) as the lead singer of boy band No Direction have apparently failed. Reports say Harvey <sup>1</sup>\_\_\_\_\_ **down from** (left) his job last week and none of the other band members has shown an interest in <sup>2</sup>\_\_\_\_\_ **up** (accepting) the role. Critics say this confirms the rumour that Harvey was the only one who could actually sing.

The group's managers have now <sup>3</sup>\_\_\_\_\_ **up** (prepared) a shortlist of possible replacements and are apparently most interested in <sup>4</sup>\_\_\_\_\_ **Pop Factor** winner Kyle Clarence **on** (employing) as the new face of No Direction. Clarence, who <sup>5</sup>\_\_\_\_\_ his singing skills **up** (learnt) from his mother, the famous soul singer Dionne Clarence, has not yet commented.

#### WORD STORE 5B

Collocations – employment

4 Complete the extracts from emails with the correct form of the words in the box.

expense ~~expire~~ express fill  
process responsible sense young

0

We regret to inform you that once your current contract expires, we will no longer be able to offer you work.

1

Thank you for \_\_\_\_\_ interest in working for our company. We will contact you again soon regarding the progress of your application.

2

We are sorry to inform you that all vacancies have now been \_\_\_\_\_.

3

In addition to your salary, you will receive €500 monthly towards living \_\_\_\_\_.

4

Please find below a list of your primary \_\_\_\_\_ and the methods by which your performance will be measured.

5

We are pleased to inform you that you have progressed to the next stage of our recruitment selection \_\_\_\_\_.

6

Your primary role will be to target the \_\_\_\_\_ market through social media and mobile applications.

7

While we appreciate your travel experience and \_\_\_\_\_ of adventure, we are unable to offer you the job due to your lack of qualifications.



## WORD STORE 5C

### Collocations – employment

#### 5 Cross out the option that is not possible for each collocation.

- 1 target the college sector / the pre-school market / the terms and conditions
- 2 salary / primary / collective responsibilities
- 3 living standards / positions / expenses
- 4 train / create / fill a vacancy
- 5 a passport / a date / a contract expires
- 6 express concern about something / interest in something / qualifications in something
- 7 accommodation / application / selection process
- 8 a sense of achievement / employment / adventure

#### 6 Complete the sentences with collocations from Exercise 5. Change the form if necessary.

- 0 Placing adverts on campuses is the easiest way to target the college sector.
- 1 There are few things as rewarding as the \_\_\_\_\_ you get from passing your driving test.
- 2 I'm sorry sir, but as your \_\_\_\_\_ yesterday, we cannot allow you to leave the country.
- 3 I am writing to \_\_\_\_\_ the plans to build a car park where Longford's children's playground currently stands.
- 4 Fortunately for the general population, \_\_\_\_\_ have increased dramatically since the country gained its freedom.
- 5 The university has a long and complicated \_\_\_\_\_. To begin with, the form itself is over twenty pages long and must be filled in by hand.
- 6 Fire safety is the \_\_\_\_\_ of all the students living in university halls.
- 7 Sir Alex's departure as manager has \_\_\_\_\_ at the top of one of the world's best football clubs.
- 8 I don't think advertisers should be allowed to \_\_\_\_\_ with adverts for unhealthy sugary snacks. Such young children are vulnerable to advertisers' messages.

## WORD STORE 5D

### Word families – employment

#### 7 Complete the pairs of headlines/titles with the correct form of the words in bold.

##### 0 APPLY

- Record number of **applicants** for UK university places.
- World's funniest **application** forms. Would you employ these people?

##### 1 CAMPAIGN

- Conservatives spend £50 million on election \_\_\_\_\_.
- Nine anti-whaling \_\_\_\_\_ arrested in Trafalgar Square.

##### 2 EMPLOY

- Ryanair \_\_\_\_\_ strike over pay dispute.
- LG is one of the town's biggest \_\_\_\_\_, providing over a quarter of all jobs.

## SHOW WHAT YOU'VE LEARNT

#### 8 Choose the correct answer, A, B or C.

- 1 Polly did so well during her summer job that the company wanted to keep her \_\_\_\_\_.  
A up B on C over
- 2 We only \_\_\_\_ on the very best graduates and I'm afraid your grades just aren't good enough.  
A draw B step C take
- 3 I hope they \_\_\_\_ the vacant post quickly. There's far too much work for one person.  
A target B fill C create
- 4 The primary \_\_\_\_ of a police officer is to ensure public safety.  
A responsibility B collective C living
- 5 Olaf never tries any new activities. He has no sense of \_\_\_\_\_.  
A achievement B time C adventure
- 6 Daisy's teacher expressed concern \_\_\_\_ her attendance after she missed nearly two weeks of school.  
A in B about C on
- 7 The personality test is the final part of the \_\_\_\_ process.  
A applicant B apply C application
- 8 Scandinavian countries offer some of the best living \_\_\_\_ in the world.  
A standards B expenses C places
- 9 I'm sorry, but we only \_\_\_\_ young people over the age of eighteen.  
A employ B employer C employee
- 10 I'd like to apply \_\_\_\_ the position of summer camp activities coordinator.  
A to B with C for

/10

##### 3 INTERVIEW

- How to be the perfect \_\_\_\_\_ and land the job of your dreams.
- \_\_\_\_\_ reveal that 'large numbers of applicants fail on personal hygiene'.

##### 4 RECRUIT

- New \_\_\_\_\_ say army training is inadequate preparation for battle.
- \_\_\_\_\_ agencies say most CVs are poorly written and missing vital information.

##### 5 REVIEW

- Government will \_\_\_\_\_ MPs' salaries.
- Top \_\_\_\_\_ say Murakami's latest novel is a 'masterpiece'.

## 5.2 Grammar

### Reported Speech

#### SHOW WHAT YOU KNOW

##### 1 Complete the reported statements.

- 1 'I'm babysitting for my neighbours.'  
She said she \_\_\_\_\_ for her neighbours.
- 2 'I work for my aunt.'  
He told me he \_\_\_\_\_ for his aunt.

- 3 'Dad's left the office.'  
Mum said Dad \_\_\_\_\_ the office.
- 4 'The doctor was on duty all night.'  
They said the doctor \_\_\_\_\_ on duty all night.

##### 2 ★ Read the conversation and choose the correct options.

MZ = Madam Zuzu, M = Maud, D = Derek

MZ: Welcome to Madam Zuzu's Spiritual Contacts. Who would you like to contact?

M: My poor departed husband Derek, please.

MZ: I can feel a presence. Derek, are you there?

D: Yes, I'm standing next to Maud.

MZ: He says he <sup>1</sup>is / was standing right next to you.

M: Ah! Oh my goodness! Is he OK?

MZ: Derek, your wife is asking whether <sup>2</sup>are you / you are OK.

D: Tell her I'm fine. Tell her she should look behind the fridge for the missing key.

M: What did he say?

MZ: He said <sup>3</sup>I am / he was fine and you should <sup>4</sup>look / have looked behind the fridge for the missing key.

M: Oh, I was wondering where that had got to.

D: Maud, don't forget to put the bin out on Thursday mornings. Tell her, please.

MZ: He said <sup>5</sup>not to / don't forget to put the bin out on Thursday mornings.

M: I thought you'd stop telling me what to do after you died, Derek!

D: Tell her I love her.

MZ: He says he loves <sup>6</sup>her / you.

M: Tell him I love him too. Wait for me, Derek!

D: What was that? What did she say?

MZ: She says she <sup>7</sup>loves / loved you too and asks you <sup>8</sup>to wait / wait for her. Oh, you two are just so sweet!

##### 3 ★ ★ Put the words in brackets in the correct order to report the questions.

- 0 Could you draw up a shortlist?  
They asked us if we could draw up (draw up / we / could / if / us) a shortlist.
- 1 Has the company filled the vacancy?  
I asked \_\_\_\_\_ (whether / him / filled / had / the company) the vacancy.
- 2 Do you have a sense of adventure?  
She asked \_\_\_\_\_ (me / I / had / if) a sense of adventure.
- 3 Did you both apply for the same job?  
They asked \_\_\_\_\_ (whether / had / applied / us / we / both) for the same job.

##### 4 ★ ★ ★ Report the comments. Only change the tenses if necessary.

- 0 'We employed Tom last month.'  
They said they had employed Tom the month before.
- 1 'The company has been attempting to target the youth market since last year.'  
She told me \_\_\_\_\_.
- 2 'Can I interview you here and now?'  
He asked \_\_\_\_\_.
- 3 'I get a real sense of achievement from my job.'  
She says \_\_\_\_\_.
- 4 'I might miss the meeting tomorrow.'  
He said \_\_\_\_\_.
- 5 'Wait here.'  
She told me \_\_\_\_\_.
- 6 'Don't forget to renew your passport next month.'  
She told me \_\_\_\_\_.
- 7 'How long had you been campaigning for a change in the law?'  
The presenter asked \_\_\_\_\_.

#### SHOW WHAT YOU'VE LEARNT

##### 5 Complete the gaps in the conversation to report the head teacher's speech.

Does everyone have a seat? OK, be quiet, please! Good morning, everyone. Last month, you all voted for a new student representative and I am pleased to announce that Philip Coen has been chosen. Some of you might not know Philip very well, but I'm sure he will make a fine representative.

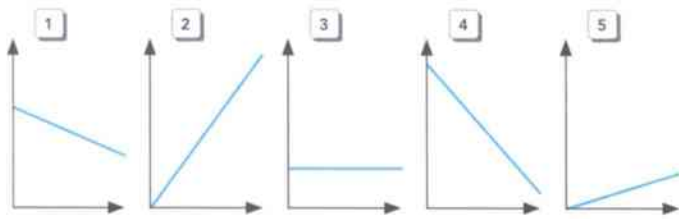
- A: I missed the meeting. Tell me what happened.  
B: The head teacher checked if everyone <sup>0</sup>had a seat then asked us all <sup>1</sup>\_\_\_\_\_ quiet.  
A: OK, OK, but what was it about?  
B: She said that <sup>2</sup>\_\_\_\_\_ all the students <sup>3</sup>\_\_\_\_\_ for a new representative ...  
A: I know that! Who won?  
B: ... and that Philip Coen <sup>4</sup>\_\_\_\_\_.  
A: Who? I didn't vote for him.  
B: She said that some of us <sup>5</sup>\_\_\_\_\_ not know Phillip very well, but he would make a fine representative.  
A: Do you know him?  
B: No, but if the head teacher says he <sup>6</sup>\_\_\_\_\_ make a fine representative, then hopefully, she's right.



## 5.3 Listening language practice

### Describing trends • Adjectives to describe jobs

#### 1 Look at the graphs and choose the correct options.



- 1 There has been an *increase* / a *drop* in the number of young people out of work.
- 2 We're expecting a *sharp* / *steady* rise in the number of teenagers entering higher education.
- 3 The number of seventeen-year-olds who work part-time will remain *constant* / *marked*.
- 4 There has been a *rapid* / *gradual* decline in the number of Poles moving to the UK.
- 5 A *steady* / *growing* number of secondary school students are seeking Saturday jobs.

#### 2 Complete the sentences with the words in the box so that they describe the graphs in Exercise 1.

gradual decline   marked increase  
sharp drop   steady rise   unchanged

- 1 There has been a(n) \_\_\_\_\_ in the number of young people out of work.
- 2 We're expecting a(n) \_\_\_\_\_ in the number of teenagers entering higher education.
- 3 The number of seventeen-year-olds who work part-time will remain \_\_\_\_\_.
- 4 There has been a(n) \_\_\_\_\_ in the number of Poles moving to the UK.
- 5 There has been a(n) \_\_\_\_\_ in the number of secondary school students seeking Saturday jobs.

#### 3 Read the extract from an interview and choose the correct answer, A, B, C or D. Then listen and check.

Extract from Students' Book recording **CD•2.25** MP3•78

- A:** Dr Atkins, what do you think the world of work will look like ten years from now?
- B:** Well, it certainly won't look the same as now. Technology now enables us to work anywhere and so there's been a steady rise <sup>1</sup> people working from home and a sharp <sup>2</sup> in the number of people commuting to work.
- A:** As technology takes over tasks that people used to do, what kind of skills will be useful for people in the future?
- B:** People will have to focus on the kind of skills that <sup>3</sup> be done by a machine or a robot, such as leadership and management jobs or caring for other humans.

- A:** So you don't think that dentists and teachers should worry about their jobs just yet?
- B:** No, definitely not. Jobs in the medical and teaching professions will be <sup>4</sup> . Many of the traditional jobs will still be necessary ten or twenty years from now – we'll always need lawyers, politicians, fire-fighters and so on. And we mustn't forget the creative industries: we'll always need artists, writers and actors. I also think there will be a marked <sup>5</sup> in jobs connected with alternative energy. [...]

- A:** So which jobs do you think are at risk in the future?
- B:** Um, I think there will be a gradual <sup>6</sup> in jobs in retail – shop assistants aren't required in the days of online shopping. Any office jobs and factory jobs that can be done by computers and robots will disappear.

- |              |             |            |
|--------------|-------------|------------|
| 1 A in       | B for       | C of       |
| 2 A constant | B drop      | C increase |
| 3 A can      | B must      | C can't    |
| 4 A gradual  | B unchanged | C sharp    |
| 5 A drop     | B decline   | C increase |
| 6 A decline  | B rise      | C increase |

#### REMEMBER BETTER

Search online for 'infographics' plus a topic that interests you and the word *trends*, e.g. *infographics music trends*. Then practise using the language from this lesson to describe trends presented in any relevant charts, graphs and diagrams you find.

#### WORD STORE 5E

##### Adjectives to describe jobs

- 4 Match the adjectives in bold in the text with their synonyms in the box. One adjective from the text has no synonym.

challenging ☒   important ☐   lucrative ☐  
monotonous ☐   rewarding ☐   stable ☐

[www.lookaheadcareers.org](http://www.lookaheadcareers.org)

**This week we're asking:**

What would you look for in a job? Money? A sense of achievement? An easy life? Or something else?

**Jen17 posted:**

I'm happy to work hard, so I wouldn't mind a <sup>1</sup>**demanding** job as long as it is also <sup>2</sup>**fulfilling**. Job satisfaction is important, I think. No matter how <sup>3</sup>**well-paid**, I wouldn't want a <sup>4</sup>**tedious** job because work takes up a lot of time and life is too short to waste it doing something boring. I don't particularly want a <sup>5</sup>**high-powered** job. In fact, I'd much rather work for myself doing something <sup>6</sup>**creative** than take all the big decisions and tell other people what to do. One thing that is important though is a steady and reliable income. Whatever I do, it has to be something <sup>7</sup>**secure**. I don't want to wake up one day and find myself out of work.

## 5.4 Reading

### Young earners • Collocations • Linking phrases

#### Glossary

**tuck shop** (n) = a shop selling snacks to young people at a school, scout group, youth centre, etc.  
**be suspended from school** (phr) = not be allowed to go to school for a limited period as a punishment for breaking the rules

1 Read the article quickly and choose the website news section that it should not appear in.

- 1 education news
- 2 technology news
- 3 business news
- 4 youth news

☐  
☐  
☐  
☐

2 In pairs, discuss whether you think Tommie's actions were right or wrong. Give reasons for your opinions.

## NEWS

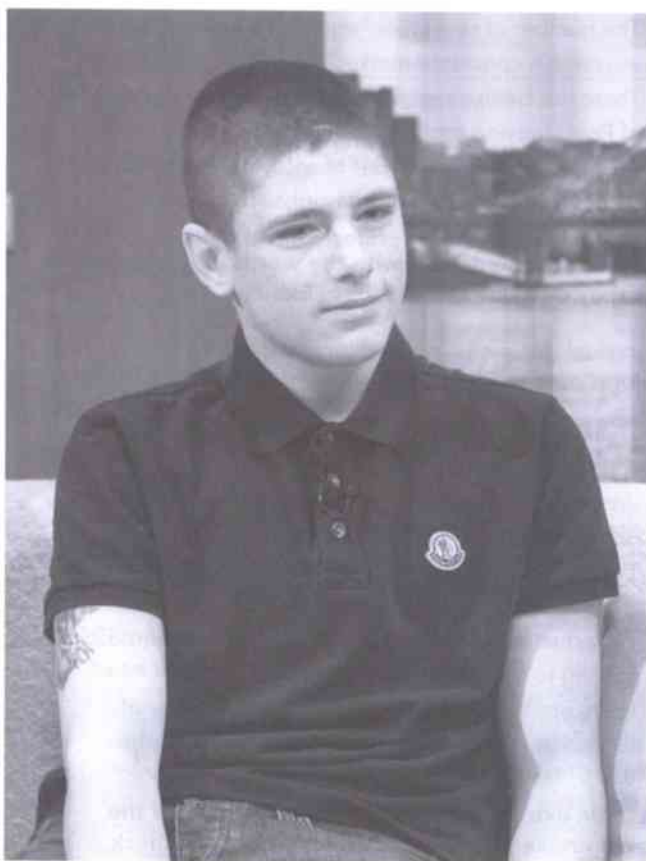
Entrepreneurial schoolboy Tommie Rose, made £14,000 towards his university fees by selling sweets from a 'black market' tuck shop at his school. Tommie, fifteen, bought chocolate, crisps and fizzy drinks in bulk from discount stores and sold them to fellow pupils at a competitive mark-up. For three years, he saved his £60 to £70 daily earnings towards the £9,000-a-year tuition fees for university, and has his eye on studying business at Oxford or Cambridge.

However, teachers at Buile Hill High School in Salford, Greater Manchester, threatened to suspend the teenager from school if he didn't shut down the unofficial tuck shop. Tommie, who lives in Salford, was suspended from his previous school for ten days for running a similar business, which he said was inspired by television shows such as *Dragons' Den* and *The Apprentice*.

His parents, Gary, thirty-three, an office worker, and Tracy, also thirty-three, a gym manager, said they would struggle to support their son through university on their own. 'He's a typical teenage boy who saw what he wanted and worked hard for it,' said Mr Rose. 'He realised that if you want to get ahead in business and in life, you have to start at a young age. I could only dream of making that sort of money at his age.'

James Inman, the head teacher at Buile Hill School, said 'We admire this pupil's entrepreneurship, but school is not the place to set up a black market for junk food. We have extremely high standards and with our healthy-eating policy, we do not allow fizzy drinks or large amounts of sweets.'

Faced with the threat of suspension, Tommie has decided to close his tuck shop business for now and donate the remaining snacks and drinks to the homeless in Manchester. However, aware of the advantages of working as he studies, Tommie plans to continue earning money and gaining valuable experience. The young entrepreneur is meeting his head teacher with a business plan for a healthy tuck shop, and has found himself back in the news again as he attempts to sell a signed bottle of a well-known energy drink online to the highest bidder. He also has plans for a new business involving T-shirts and has been offered work experience at a recruitment firm in Manchester. Tommie said, 'I have had a few other job offers since the story appeared in the media. I just love the world of business.'





3 Read article again and choose the correct answer A, B, C or D.

- 1 Tommie set up his business
  - A so that he would be accepted at Oxford or Cambridge universities.
  - B so that he would be able to afford the fees at a top university.
  - C because his school didn't provide a quality service.
  - D to prove what a good businessman he is.
- 2 Tommie's father
  - A finds it difficult to support his son's actions.
  - B admits that Tommie is not a regular teenager.
  - C says Tommie has always dreamed of making money.
  - D feels that Tommie has learned an important lesson early in his life.
- 3 Buile Hill School objects to Tommie's business because
  - A he is competing with the school's own official tuck shop.
  - B he has already been suspended from another school for running a similar business there.
  - C they are concerned about the effect of the products Tommie sells on other students.
  - D they believe Tommie is too young to run a business.
- 4 Buile Hill School's reaction has prompted Tommie to
  - A redesign his tuck shop business.
  - B start an Internet-based business selling snacks.
  - C leave school to experience working for a local business.
  - D give up his attempts to make money.
- 5 The writer emphasises
  - A the negative impacts of working while still studying at school.
  - B why earning independently is important for young people.
  - C how young people can benefit from working while still at school.
  - D how young people's attitudes to work have changed.

4 Read the article again. Are the statements true (T) or false (F)?

- 1 Tommie made enough money from his tuck shop to pay for a four-year university course at Oxford or Cambridge. ☐
- 2 Tommie's father was also a young entrepreneur. ☐
- 3 Without Tommie's tuck shop, his fellow students would not have been able to buy cola or lemonade at school. ☐
- 4 Tommie was suspended from school twice. ☐
- 5 Tommie now works as a volunteer with homeless people. ☐
- 6 He has been offered a variety of job opportunities. ☐

5 Complete the collocations from the article with prepositions. Then match them with their definitions.

- |   |  |
|---|--|
| 1 buy sth <input type="checkbox"/> bulk       | 4 be back <input type="checkbox"/> the news            |
| 2 sell sth <input type="checkbox"/> a mark-up | 5 sell sth <input type="checkbox"/> the highest bidder |
| 3 have your eye <input type="checkbox"/> sth  |  |
- a have seen something that you want and intend to get or achieve
  - b gain publicity again
  - c sell something to the person who offers the largest amount of money
  - d sell something for more money than you bought it for
  - e purchase large amounts of particular goods at one time, usually at a discounted price

6 Complete the sentences with collocations from Exercise 5. Change the verb forms if necessary.

- 1 My cousin buys flowers \_\_\_\_\_ and then sells them outside the cemetery.
- 2 Websites like eBay and Allegro allow you to advertise goods then sell them \_\_\_\_\_.
- 3 Joe bought ten cheap watches in Asia and then sold them \_\_\_\_\_. He made over 100 euros.
- 4 Graham has had \_\_\_\_\_ those trainers since he saw his favourite rapper wearing them in a music video.
- 5 After a break of some three years, the well-known pop singer \_\_\_\_\_ after destroying the hotel room where she was staying during her recent concert tour.

## WORD STORE 5F

### Linking phrases

7 Complete the linking phrases in the email so that they mean the same as the phrases in brackets.

Dear Tim,

I am writing to you with <sup>0</sup> regard to (in connection with) the unofficial tuck shop you have been running at the school over the past three years.

We do not wish to criticise you for your efforts to finance your own university education; on the <sup>1</sup> \_\_\_\_\_ (just the opposite), as a <sup>2</sup> \_\_\_\_\_ (usually) the school encourages entrepreneurialism. However, it is also our duty to consider the health of our students and the fact is, the products you are selling encourage poor eating habits. In <sup>3</sup> \_\_\_\_\_ (actually), when consumed on a daily basis, high-fat and sugary snacks can seriously affect young people's health. On <sup>4</sup> \_\_\_\_\_ of (in addition to) this, the energy drinks you are selling are designed to be used after substantial exercise and not as an everyday alternative to water or fruit juice.

Under these <sup>5</sup> \_\_\_\_\_ (because of this), we have no alternative but to insist that you close the tuck shop or face suspension from school.

Yours sincerely,  
Ian James, Head Teacher

## Reporting verbs

1 Complete the reported statements with the correct form of the reporting verbs in the box.

0 'Oh and one more thing: I think Rachel is really spoilt.'  
She **added** that she thought Rachel was really spoilt.

1 'Why don't we put on a surprise party for Nicky's birthday?'  
Alex \_\_\_\_\_ putting on a surprise party for Nicky's birthday.

2 'The coffee machine isn't working because you've forgotten to put water in it.'  
He \_\_\_\_\_ that I had forgotten to put water in the coffee machine.

3 'Giving a speech at a wedding is easy. I'll tell you how. First, say something nice about the newlyweds, then propose a toast.'

My brother \_\_\_\_\_ that first I should say something nice about the newlyweds, then propose a toast.

4 Me: 'Who's got the gift?'

Rhys: 'I have.'

Rhys \_\_\_\_\_ that he had the gift.

2 ★ Choose the correct options.

1 Nia apologised for *be* / *being* late for the interview.

2 The company refused to pay / that they would pay overtime.

3 Ella begged *them* to give / to give her the job.

4 The boss promised that he would increase / increasing their salaries.

5 His girlfriend accused him of / that caring more about his job than about her.

6 The interviewer suggested *wearing* / *to wear* smarter clothes to the second interview.

3 ★★ Add a missing word to each sentence.

0 The Jones thanked Kelly babysitting so late and gave her an extra £10.

1 The sergeant ordered his men not shoot unless they were shot at.

2 I begged her to contact my parents but she ignored me and called my mum there and then.

3 They haven't invited to the mass, so we will just go straight to the reception.

4 Taylor apologised being so grumpy and explained that she was very tired.

5 I only had a couple of pounds but thankfully, the manager insisted paying for my taxi home.

6 Jasmine didn't object spicy food as long as it wasn't ridiculously hot.

4 ★★ Report the statements using the correct form of the words in brackets. Sometimes more than one answer is possible.

0 Why don't we close the shop early today? (propose)

He proposed closing the shop early that day.

1 Don't work for free. (advise/us)

She

2 You got the job? Well done! (congratulate/me)

They

3 Please, please visit us again next month. (urge/her)

We

4 Remember to count the money tonight. (remind/them)

He

5 OK, I forgot to place the order yesterday. (admit)

He

## SHOW WHAT YOU'VE LEARNT

5 Complete the text with the correct form of the words in brackets.

Take a look at these crazy real-life court cases. Do you think the lawyers managed to convince the judges that they were right (the judges/they/be/right)?

- A surfer took another surfer to court after accusing him  
1 \_\_\_\_\_ (take) his wave. The judge refused  
2 \_\_\_\_\_ (continue) the case after deciding  
that it was impossible to put a price on the 'pain and  
suffering' caused.
- A woman sued a TV station and its weather forecaster for  
\$1,000 after he assured viewers 3 \_\_\_\_\_  
(the weather/will be) sunny and, in fact, it rained. She  
claimed 4 \_\_\_\_\_ (the forecast/cause) her to  
leave home lightly dressed and as a result, she became ill.
- A woman blamed 5 \_\_\_\_\_ (an American  
supermarket chain/cause) injuries to her feet when canned  
goods fell from a broken shopping bag. The woman's  
husband also tried to sue the supermarket chain. He  
suggested 6 \_\_\_\_\_ (he/miss) his wife's  
'comfort and attention' while she was recovering.





## 5.6 Speaking language practice

### Problem solving

- 1 Complete the words in the conversation. The first letter of each word is given.



Zack and Robbie are first year university students sharing a small flat.

- Zack: What's up, loser? I'm home.  
 Robbie: Well, that's nice. I'm so glad you're back.  
 Zack: Only joking, old buddy! How's it going?  
 Robbie: Fine, until ten minutes ago when the Internet went off.  
 Zack: Oh no. <sup>0</sup>What's up with it?  
 Robbie: I' <sup>1</sup> n <sup>2</sup> i <sup>3</sup> .  
 Zack: Perhaps <sup>4</sup> t <sup>5</sup> a p <sup>6</sup> w <sup>7</sup> the modem.  
<sup>8</sup> H <sup>9</sup> y <sup>10</sup> t <sup>11</sup> switching it off, then switching it back on?  
 Robbie: Yes.  
 Zack: And?  
 Robbie: It didn't <sup>12</sup> m <sup>13</sup> a <sup>14</sup> d <sup>15</sup> .  
 Zack: How about the 'Troubleshoot' function?  
 Robbie: Ha! I <sup>16</sup> d <sup>17</sup> that'll w <sup>18</sup> , but I <sup>19</sup> s <sup>20</sup> .  
 It says it is not possible to connect, please contact your service provider.  
 Zack: Well, we knew that.  
 Robbie: Listen, you did pay the bill this month, right?  
 Zack: The bill? Oh, erm ...  
 Robbie: <sup>21</sup> W <sup>22</sup> on <sup>23</sup> e <sup>24</sup> didn't you remember? What <sup>25</sup> a <sup>26</sup> we s <sup>27</sup> to do n <sup>28</sup> ?  
 Zack: Don't panic! I can go to the website and pay it right now.  
 Robbie: Think about it for a second, Zack.  
 Zack: What do you me- ... Oh, yeah, OK.

- 2 Match the sentence halves.

- |                                      |                          |
|--------------------------------------|--------------------------|
| 0 Every time I try to switch it on,  | <input type="checkbox"/> |
| 1 You should've                      | <input type="checkbox"/> |
| 2 Have you tried                     | <input type="checkbox"/> |
| 3 It doesn't                         | <input type="checkbox"/> |
| 4 How should                         | <input type="checkbox"/> |
| 5 What's the matter                  | <input type="checkbox"/> |
| 6 Problem                            | <input type="checkbox"/> |
| 7 What's                             | <input type="checkbox"/> |
| a plugging it in to charge?          |                          |
| b solved!                            |                          |
| c with it?                           |                          |
| d wrong?                             |                          |
| e I know?                            |                          |
| f thought about that earlier.        |                          |
| g make any difference.               |                          |
| h it beeps and then nothing happens. |                          |

- 3 Complete the conversations with words and phrases from Exercise 2.

#### Conversation 1

Kate calls her mum from home.

- Kate: Mum, help!  
 Mum: Kate? What's <sup>0</sup>wrong?  
 Kate: Oh Mum, this is impossible. I need my jeans for tonight but they are still wet and I can't get the dryer working.  
 Mum: Well, what's <sup>1</sup> \_\_\_\_\_ ?  
 Kate: How <sup>2</sup> \_\_\_\_\_ ? I've never even used it before.  
 Mum: Well, if you helped me more with the housework, you might know how to use it.  
 Kate: Mum! That doesn't help.  
 Mum: Well, then it's just like you, young lady. I suggest you wear something else tonight.  
 Kate: Mum! I want to wear my jeans – they are the only thing that matches my new top.  
 Mum: Well, you <sup>3</sup> \_\_\_\_\_ about that earlier. Put them on the radiator and they'll be dry in a couple of hours.  
 Kate: But Mum, I'm meeting Charlotte at 6 o'clock. Mum? Mum? Hello?

#### Conversation 2

- Ollie: Hello, Computer World helpline. This is Ollie. How can I help?  
 Mr Brown: Yes, hello. This is Mr Brown. I've got a problem with the computer I bought from your shop just last week.  
 Ollie: OK, Mr Brown. What's wrong?  
 Mr Brown: Every <sup>4</sup> \_\_\_\_\_ I try to switch the stupid thing on, it beeps and then nothing happens. I can't believe I paid you so much money for it and it's already faulty!  
 Ollie: OK, well let's see. It sounds like an electrical problem. Perhaps the battery is flat. Have <sup>5</sup> \_\_\_\_\_ plugging it in to charge?  
 Mr Brown: What? What did you say your name was?  
 Ollie: Ollie, sir.  
 Mr Brown: Well, Ollie, I'm not stupid, you know. I have tried that, yes, but it doesn't <sup>6</sup> \_\_\_\_\_ .  
 Ollie: I'm sorry, Mr Brown. I'm sure you are not stupid, but I have to check everything. Forgive me for asking, but is the power cable actually plugged into the back of the computer?  
 Mr Brown: What? Of course it ... Oh. Oh dear! Ollie, I think I owe you an apology.  
 Ollie: That's OK, Mr Brown. It happens all the time. And are you able to switch it on now?  
 Mr Brown: Er ... yes. Yes, that's it, problem <sup>7</sup> \_\_\_\_\_ . I think. Er, well, sorry, Ollie.  
 Ollie: No need to apologise, Mr Brown. We are here to help.

## 5.7 Writing

### An article

1 Read the article and choose from the sentences the one which fits each gap. There are two extra sentences.

- A To begin with, I strongly believe there is no justifiable reason why a child should have to work.
- B Broadly speaking, there are two main reasons child labour is still common, and unsurprisingly they are both financial.
- C Why are so many youngsters working instead of enjoying their childhood and what are the consequences for them?
- D All in all, considering how well-off certain parts of the world are today, I believe it is scandalous that so many children are working instead of going to school.
- E Most people agree that children should not work, especially not in dangerous jobs.
- F The consequences for children forced to work can be extremely severe.

#### King James School students speak up!

HOME | ARTICLES | FORUM | CONTACT

Thanks for all your letters and articles. This month's star article comes from Jennifer Stokes in Class 6E. Well done to Jennifer for tackling a serious subject in such a thoughtful way.

##### Did a child make your trainers?

Have you ever asked yourself who actually made the trainers on your feet or the TV in your living room? Sadly, there is a chance that one of the estimated 150 million children engaged in child labour around the world today was involved. <sup>1</sup> \_\_\_\_\_

<sup>2</sup> \_\_\_\_\_ The first of these is certain people's desire to make money regardless of the consequences. In almost all cases, child labour is inexpensive and therefore helps generate higher profits. Children are also forced to work because of poverty and the necessity to contribute towards their families' basic needs.

<sup>3</sup> \_\_\_\_\_ Child labour is often illegal, but where laws are not enforced, working children have no rights or protection. This can lead to exploitation through low wages, long working hours and dangerous conditions. Working environments such as mines or factories, for example, endanger children's health and possibly even their lives. Another serious outcome is that working children tend not to receive a formal education and are denied the chance to learn from or enjoy their childhood.

<sup>4</sup> \_\_\_\_\_ Without education they have little chance of ever escaping poverty and as a result, future generations are likely to find themselves in the same situation.

Jennifer Stokes (6E)



2 Underline four examples of phrases used to generalise in Exercise 1 and in the article.

3 Complete the general statements with the words in the box. There are two extra words.

[ agree cases general in on  
some speaking tends whole ]

0 Broadly speaking, it is harder for young people to find a job today than it was in the past.

1 \_\_\_\_\_ some cases jobs are harder to find because of technological advancements.

2 Where large numbers of people complete higher education, competition for jobs \_\_\_\_\_ to be stronger.

3 In \_\_\_\_\_, it is much harder to find employment during difficult economic times.

4 Most people \_\_\_\_\_ that long-term unemployment has many negative effects on young people.

5 \_\_\_\_\_ would say that unemployment causes serious depression in young people.

6 In certain \_\_\_\_\_, this depression can lead to alcohol or drug abuse.

4 Cross out the option that is not possible in each sentence. In one sentence, all the options are possible.

- 1 The most obvious result / choice / consequence of unemployment among young people is a lack of income.
- 2 The outcome of such a choice / decision / situation could be that it is even more difficult to find work.
- 3 Unemployment triggers / leads to / results low self-esteem in many young people.
- 4 As a cause / result / consequence many young people cannot afford to move out of their parents' homes.
- 5 In some cases, unemployment can even cause / outcome / result in crime as young people find themselves desperate for money.





## 5.8 Language in focus

### Phrasal verbs

5 Complete the sentences with adjectives that have a similar meaning to the adjectives in brackets. The first letter of each adjective is given.

- It is increasingly tough (difficult) for young people to find work.
- Though a s\_\_\_\_\_ (interesting) job is ideal, many young people will take whatever they can get to earn money.
- Young people with some work experience often have a g\_\_\_\_\_ (bigger) chance of finding work.
- If my generation of graduates is f\_\_\_\_\_ (lucky), the situation will improve in the near future.
- Certain jobs may be d\_\_\_\_\_ (boring), but they are generally preferable to no job at all.
- It is understandable that young people feel m\_\_\_\_\_ (very unhappy) after failing to find a job for so long.
- People who manage to find work in an area they find f\_\_\_\_\_ (very interesting) are very lucky.

### SHOW WHAT YOU'VE LEARNT

6 Read the writing task. Before you start writing, note down some ideas and plan your article.

You have seen this announcement in your college magazine.

In recent years it has become more and more difficult for high school or university graduates to find work. Why is this? What are the possible causes and consequences of unemployment for young people? Can anything be done to overcome this problem? Write an article for the magazine answering these questions.

Write your article in 140–190 words.

### SHOW THAT YOU'VE CHECKED

In my article:

- I have come up with an interesting title. ☐
- in the introduction, I have presented the topic and attracted the reader's attention. ☐
- I have organised my writing into paragraphs in which the first sentence indicates what the topic is (topic sentence). ☐
- I have addressed all the issues outlined in the task. ☐
- I have used phrases for forming general statements and describing possible consequences. ☐
- I have used plenty of interesting adjectives. ☐
- in the conclusion, I have given my opinion and given the reader something to think about. ☐
- I have used formal or neutral language. ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

1 Complete the phrasal verbs in the sentences. The first letter of each verb is given. Then mark each sentence I if the verb has an idiomatic meaning or L if it has a literal meaning.

- I failed my driving test because the engine cut out three times while I was trying to start on a hill. ☒ I
- I tried to organise a surprise party for Jake's birthday, but he guessed what I was doing, so it didn't quite c\_\_\_\_\_ off as planned. ☐
- Both players refused to g\_\_\_\_\_ in until somebody had finally won. ☐
- Our hotel room is on the top floor and I \_\_\_\_\_ down on Ludlow's central square. ☐
- Please be on time. Latecomers will h\_\_\_\_\_ up the coach and if we leave late, we'll arrive late. ☐

2 Choose the correct options.

- A: And then you'll never guess what he said next. He told her he hadn't been there at all and ...

B: Lilly, sorry to interrupt, I don't want to come through / off / across as rude, but I have lots of work to do and I really must get on / away / out with it.
- A: What a day! I'm exhausted. Do you fancy ordering pizza and watching a movie?

B: Have you forgotten that you promised to wash that huge pile of dishes in the kitchen or are you just trying to get out with / from / of doing it?

A: Forgotten? No, of course not. I'm just trying to get / put / take it off for as long as possible. I'll pay for the pizza.

B: Well, if you put it like that, I guess we can come / do / have without clean pots for another twenty-four hours. Double salami and cheese?

A: This is why you're my best friend, Tim.

3 Replace the underlined phrases in the sentences with the correct form of the phrasal verbs in the box.

fall out   ~~get away with~~   lay off   look up to  
make up   pick up   take on

- Lewis Hamilton took a risk overtaking on that corner, but he managed to do it and now he leads the Brazilian Grand Prix. got away with
- People used to respect him until he was convicted of tax fraud.
- The twins love it when their big brother invents bedtime stories in which they are the main characters.
- Fifty new workers are going to be employed at the local factory – why don't you apply?
- According to the gossip magazines, the most famous couple in the world have quarrelled and are not talking to each other.
- After Uncle Pete was made redundant, we stopped receiving such extravagant birthday presents from him.
- Fiona has a cold and thinks she caught it from the man who sat next to her on the train on Friday.

## 5.9 Use of English

- 1 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

### A great job

Before going on to university, a lot of students take a year out to earn some money. <sup>0</sup>usually, they take on rather low-paid and <sup>1</sup>\_\_\_\_\_ work. Mike Tilson, however, found his part time job so <sup>2</sup>\_\_\_\_\_ that he decided to take it up full time. What's this amazing job? Mike is a singing waiter! This is a long way from becoming an <sup>3</sup>\_\_\_\_\_, as he had originally planned! Mike had always loved singing and acting and this job showed him the possibilities of working in the <sup>4</sup>\_\_\_\_\_ industry. As a singing waiter, his job was to pretend to be a normal waiter and serve the guests at wedding receptions and other <sup>5</sup>\_\_\_\_\_. Then he would burst into song, accompanied by several other singing waiters. 'The guests are <sup>6</sup>\_\_\_\_\_ surprised when we start singing,' says Mike. 'It's brilliant to see their faces! Of course, the element of <sup>7</sup>\_\_\_\_\_ in the job is vital.' Mike now runs his own group of singing waiters and tries to use <sup>8</sup>\_\_\_\_\_ singers and actors wherever he can. He also does the accounts!

USUAL  
MONOTONY  
REWARD  
  
ACCOUNT  
  
ENTERTAIN  
  
CELEBRATE  
  
TOTAL  
  
SECRET  
  
EMPLOY

### TIPS:

Question 1: You'll need a suffix to make this into an adjective; think carefully about the spelling too.

Question 4: The word you need will complete a common noun + noun collocation.

Question 5: Think about a noun here that is logical in the sentence.





2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example.

0 I haven't got enough money to go to the concert.

**CAN'T**

I can't afford to go to the concert.

1 My colleague said it was a good idea for us to take a break.

**SUGGESTED**

My colleague \_\_\_\_\_ take a break.

2 The company employs five extra staff in the summer months.

**ON**

The company \_\_\_\_\_ five extra staff in the summer months.

3 I didn't read the notice carefully.

**SHOULD**

I \_\_\_\_\_ the notice carefully.

4 My doctor told me that I shouldn't spend too long at the computer every day.

**WARNED**

My doctor \_\_\_\_\_ too long at the computer every day.

5 I don't think Marty will reply before Friday.

**LIKELY**

I don't think Marty \_\_\_\_\_ before Friday.

6 In my opinion, some bosses push their employees too hard.

**PRESSURE**

In my opinion, some bosses \_\_\_\_\_ their employees.

**TIPS:**

Question 1: Think about the verb pattern following *suggest*.

Question 2: You're looking for a phrasal verb here.

Question 5: Think about a way to express an uncertain future action with *likely*.



## 5.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😊 = I understand and can do it by myself.

😞 = I understand some, but have some questions.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
5.1	Vocabulary	I can talk about work and employment.					Students' Book pages 68–69 Word Store page 11 Workbook pages 64–65
5.2	Grammar	I can report speech naturally and fluently, making appropriate grammatical changes.					Students' Book page 70 Workbook page 66
5.3	Listening	I can understand an interview about the future of work and people talking about their jobs.					Students' Book page 71 Workbook page 67
5.4	Reading	I can understand literary and factual texts.					Students' Book pages 72–73 Workbook pages 68–69
5.5	Grammar	I can use a range of reporting verbs correctly.					Students' Book page 74 Workbook page 70
5.6	Speaking	I can discuss problems and solutions, and express annoyance.					Students' Book page 75 Workbook page 71
5.7	Writing	I can introduce the topic of main paragraphs, generalise and discuss consequences in an article.					Students' Book pages 76–77 Workbook pages 72–73

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 5.11 Self-check

### 1 Complete the words in the sentences. The first letter of each word is given.

- My credit card **e**\_\_\_\_\_ soon and I haven't been sent a replacement one yet. I hope it arrives soon.
- They're going to **t**\_\_\_\_\_ on twenty new staff this year.
- I don't actually disagree with the manager about health and safety issues; on the **c**\_\_\_\_\_, I think he's right.
- After working there for twenty years, he was asked to **s**\_\_\_\_\_ **d**\_\_\_\_\_ from his position.
- I'm afraid it'll take us ages to find a suitable person to fill the **v**\_\_\_\_\_ as there are few people who can do that job.

/5

### 2 Complete the sentences with the correct form of the words in capitals.

- So far, they have interviewed six \_\_\_\_\_ for the job.  
**APPLY**
- Our manager called for more open \_\_\_\_\_ procedures because he claimed people were being chosen on the basis of their connections. **RECRUIT**
- I left the job just after the first month because it was so \_\_\_\_\_. I didn't do anything apart from making coffee for the boss. **MONOTONY**
- Landing a multi-million-pound contract gave Alex a real sense of \_\_\_\_\_. **ACHIEVE**
- Hundreds of \_\_\_\_\_ protested against the salary inequality between the sexes. **CAMPAIGN**

/5

### 3 Report the statements.

- I didn't take the money,' Sally said. **DENIED**  
Sally \_\_\_\_\_ the money.
- 'No, I won't work overtime tomorrow,' Jo said. **OBJECTED**  
Jo \_\_\_\_\_ overtime.
- 'Don't forget to lock the door,' he told me. **REMINDED**  
He \_\_\_\_\_ the door.
- 'It's your fault that we didn't finish the presentation on time!' Jo shouted at me. **FOR**  
Jo \_\_\_\_\_ the presentation on time.
- 'You need to rest at home,' the doctor said to me. **ADVISED**  
The doctor \_\_\_\_\_ at home.

/5

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

[ come   fall   get   lay   look ]

- She \_\_\_\_\_ across as impatient during the interview.
- I think that most people don't \_\_\_\_\_ up to politicians probably because of all the broken promises of a better life.
- I have been asked to make a speech at the school assembly and I can't think of a way to \_\_\_\_\_ out of it.
- Last year I \_\_\_\_\_ out with my colleague, who falsely accused me of stealing some important documents.
- When the recession hit, most of the staff were \_\_\_\_\_ off.

/5

### 5 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 'No, Chris. I must prepare the draft copy of the contract myself,' the manager said. **INSISTED**  
The manager \_\_\_\_\_ copy of the contract.
- 'Why don't we wear our new jumpers with the school logos?' Nina said. **SUGGESTED**  
Nina \_\_\_\_\_ with the school logos.
- 'Why did you hand in your resignation without consulting me first?' Jenny asked Bob. **HIS**  
Jenny wanted to know why \_\_\_\_\_ resignation without consulting her first.
- Leo couldn't get the drawing ready in time for the meeting because his A3 printer had stopped working. **OUT**  
Leo's A3 printer \_\_\_\_\_ and as a result, he couldn't get the drawing ready in time for the meeting.
- The office looked awful but fortunately, the people working there compensated for it. **UP**  
Fortunately, the people working in the office \_\_\_\_\_ the way it looked.

/5

### 6 Read the text and choose the correct answer, A, B, C or D.

I have always dreamt of working in electronics, so as soon as I graduated, I applied for a job in a big corporation whose products mainly <sup>1</sup> \_\_\_\_\_ young people. Many of my friends said that getting a post there <sup>2</sup> \_\_\_\_\_ be impossible because I was inexperienced. However, I wanted to prove them wrong, so I sent my CV together with a covering letter. To my surprise, I was invited to an interview.

The whole procedure took several days. Having been divided into several groups, we were given a number of tasks to complete to test our ability to <sup>3</sup> \_\_\_\_\_ stressful situations. The task I enjoyed most was the one in which we had to design adverts for new products but we were told <sup>4</sup> \_\_\_\_\_ any electronic devices. We had to be really creative.

<sup>5</sup> \_\_\_\_\_, I'd describe the selection process as nerve-racking and incredibly stressful.

- |                  |              |               |              |
|------------------|--------------|---------------|--------------|
| 1 A express      | B focus      | C create      | D target     |
| 2 A will         | B would      | C is going to | D has to     |
| 3 A get on       | B do without | C deal with   | D cut out    |
| 4 A don't use    | B not use    | C to not use  | D not to use |
| 5 A On the whole | B As a rule  |               |              |
| C In fact        | D On top of  |               |              |

/5

**Total /30**

## 6.1 Vocabulary

Truth and falsehood • Phrases with take • Compound adjectives

## SHOW WHAT YOU KNOW

1 Cross out the option that cannot be used with the word in bold.

1 blue / hazel / wide / long -eyed

4 good / untidy / blonde / fit -looking

6 broadly / elegantly /

2 pale / oval / olive / dark -skinned

5 wavy / pale / ginger / grey -haired

casually / scruffily -dressed

3 well / thin / red / round -faced

2 Label the photos with collocations from Exercise 1.

1 pale-skinned

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## WORD STORE 6A

Truth and falsehood

3 Complete the extract from a radio show. The number in brackets shows the total number of letters in the missing words. The first two letters are given.

A: Welcome to the programme. Each week on *Why I want to be a ...* we talk to young people who intend to pursue a particular career and ask them to explain their choice. As usual, we'll also be hearing about the realities of the job from experienced professionals. On this week's programme, it's journalism. Let's hear from one of our ambitious young school-leavers.

B: Hi, I'm Michaela and I'm going to study journalism at Derby University. I want to be a journalist because I think it's important to present people with <sup>0</sup>genuine (7) facts and <sup>1</sup>au (9) stories so they can form their own opinions. A lot of the news these days is <sup>2</sup>mi (10). Newspaper publishers regularly <sup>3</sup>di (7) the truth and <sup>4</sup>se (14) stories so they can sell more newspapers. Sometimes, they even use <sup>5</sup>fa (4) or <sup>6</sup>do (8) pictures to support what they write. By doing this, they also <sup>7</sup>de (7) people and <sup>8</sup>ma (10) their opinions.

A: Some interesting points there from Michaela. Dylan, who has worked as a journalist for twenty years, is with us today. Dylan, what do you think of Michaela's view?

C: Well, Michaela certainly seems to have a good understanding of some of the problems of modern journalism. And I must say I agree with a lot of what she says. I'd even add that some of the more serious newspapers are also sometimes guilty of biased coverage, even if clever wording creates the <sup>9</sup>il (8) of balanced reporting.

## WORD STORE 6B

Phrases with take

4 Complete the sentences with one word in each gap. Then choose the correct options.

- I'm sure it was a genuine compliment. You should take it with / at face value.
- Gareth is known to exaggerate, so I'd take what he says by / with a \_\_\_\_\_ of salt.
- You lost your temper and threatened Leo. Now you have to take \_\_\_\_\_ for / to your actions and apologise.
- The majority of us tend to take our health in / for \_\_\_\_\_ until we get ill.
- The politician said that his recent comments were taken out of / with \_\_\_\_\_ and that he had not intended to insult the Prime Minister.
- Some people say Cheryl is vain, but she says she just takes \_\_\_\_\_ in / of her appearance.





## WORD STORE 6C

### Compound adjectives

- 5 Choose the correct answer, A, B or C, to complete both sentences in each pair.



- Owls are often thought of as \_\_\_, but in fact, research suggests crows are the cleverest birds.  
It is often said that graduates of universities such as Oxford and Cambridge are academically gifted but not worldly-\_\_\_.  
A intelligent    B wise    C bright
- I'm going to be home late, I'm afraid. I'm \_\_\_ from finished here.  
Most of the people in the audience agreed that the film was too \_\_\_-fetched to be taken seriously.  
A long    B far    C over
- The way the \_\_\_ reflects off the water at sunset makes the view absolutely breathtaking.  
I like serious literature, but when I'm on holiday, I'd rather read something \_\_\_-hearted.  
A light    B warm    C sun
- Most of Croatia's beaches are \_\_\_ rather than sandy.  
After the amateur comedian's first 'joke', the unamused audience were \_\_\_-faced.  
A long    B stony    C red
- In most of the bars in Granada, basic tapas come \_\_\_ with a drink. You have to pay if you want something fancy though.  
Stay wrinkle-\_\_\_ with our luxurious anti-ageing moisturising balm.  
A along    B less    C free
- Counsellors \_\_\_ the couple to make time for a little more romance in their busy lives.  
Swimming immediately after a heavy meal is ill-\_\_\_.  
A advised    B suggested    C recommended

## WORD STORE 6D

### Compound adjectives

- 6 Choose the correct options to complete the news headlines.
- Government spending cuts will have *far-reaching / lasting* consequences for ordinary families
  - 'Judge was *two-faced / sided* and pretended to like me,' complains *X-Factor* loser
  - '*Ill-considered / timed* sneeze led to five-car crash,' says driver
  - Mega-rich enjoy billionaire's playgrounds in Dubai's *gluten / tax-free* zones
  - Prince tries to prove he is *streetwise / clockwise* during urban skate park visit
  - Kind / Cold*-hearted policewoman adopts seven abandoned puppies

## SHOW WHAT YOU'VE LEARNT

- 7 Read the extract from a website and choose the correct answer, A, B, C or D.

Don't take it <sup>1</sup> \_\_\_ granted that the expensive pair of trainers you are about to buy are the real thing. More and more <sup>2</sup> \_\_\_ sports shoes are hitting the shelves and even the most <sup>3</sup> \_\_\_ of shoppers can be fooled. Packaging can be <sup>4</sup> \_\_\_ as illegal manufacturers are able to make almost perfect copies of shoeboxes. If a pair of trainers which seem to be made by your favourite brand are extremely cheap, you'd be <sup>5</sup> \_\_\_ to buy them without first checking they are the real thing.

- |                  |               |                |
|------------------|---------------|----------------|
| 1 A as           | B for         | C of           |
| 2 A fake         | B genuine     | C authentic    |
| 3 A far-reaching | B tax-free    | C worldly-wise |
| 4 A misleading   | B streetwise  | C ill-timed    |
| 5 A kind-hearted | B stony-faced | C ill-advised  |

- 8 Replace the underlined phrases in the sentences with the correct form of the words in the box. Add any necessary words.

be stony-faced    create the illusion    far-fetched  
out of context    take pride in

- Taken without the rest of the information, the headline could be interpreted as homophobic.
- Don't be so negative! Focus on the positive and be proud of what you've achieved.
- Beth showed no emotion after hearing that she had been dropped from the hockey team.
- Cigarette manufacturers are trying to make a false picture that smoking is cool.
- The former wrestler's new film is yet another poorly acted, unbelievable car crime drama.

## 6.2 Grammar

### Conditional clauses – alternatives to *if*

#### SHOW WHAT YOU KNOW

#### 1 Match the sentence halves. Then choose the correct options.

- |   |                                     |
|---|-------------------------------------|
| 0 You'll miss the end of the film               | <input checked="" type="checkbox"/> |
| 1 If you read the instructions,                 | <input type="checkbox"/>            |
| 2 If you didn't know it was computer animation, | <input type="checkbox"/>            |
| 3 I wouldn't have believed it                   | <input type="checkbox"/>            |
| 4 If Pinocchio tells the truth,                 | <input type="checkbox"/>            |

- a you *wouldn't* / *would* believe it wasn't real.  
 b if I *hadn't* / *had* seen it with my own eyes.  
 c you *won't* / *'ll* be able to do it yourself.  
 d his nose *doesn't* grow / grows.  
 e if you *stay* / *don't* stay awake.

#### 2 ★ Complete the sentences with *unless* or *provided/providing*.

- 0 My little brother won't go to sleep unless my mum reads him a story.  
 1 Most cats will be perfectly OK on their own all day \_\_\_\_\_ you leave them some food.  
 2 Exams are unfair \_\_\_\_\_ you can guarantee that no one cheats.  
 3 \_\_\_\_\_ the fish actually moves, it is virtually impossible to spot him because of his camouflage.  
 4 \_\_\_\_\_ you don't look too closely, you can't tell the watch is a fake.  
 5 Mike exaggerates, but he's good company \_\_\_\_\_ you take what he says with a pinch of salt.  
 6 It's impossible to look so wrinkle-free at the age of seventy-two \_\_\_\_\_ you've had plastic surgery.

#### 3 ★ ★ Put the words in the correct order to complete the questions. Then match them with the answers.

- 0 you / imagine / could / a super-power / choose  
imagine you could choose a super-power, which would you choose? 9  
 1 been / suppose / the Apollo moon landings / had / fake  
 \_\_\_\_\_, could the space shuttle programme really have happened? ☐  
 2 I / didn't want / university / to go to / supposing  
 \_\_\_\_\_, what would you say? ☐  
 3 imagine / have to / didn't / go to school / we / today  
 \_\_\_\_\_, what would we do instead? ☐  
 4 you / been born / had / imagine / fifty years ago  
 \_\_\_\_\_, how might life be different? ☐  
 5 supposing / could / live / we / anywhere  
 \_\_\_\_\_, where would you choose? ☐  
 6 you / imagine / any job / could have  
 \_\_\_\_\_, what would you like to be? ☐  
 a To start with, there'd be no Internet or mobile phones.  
 b I doubt it. The technology to build it wouldn't have existed.  
 c Somewhere hot. Brazil, maybe?  
 d We'd stay home and watch films all day.  
 e I'd ask what you planned to do instead.  
 f A brain surgeon. Or perhaps an astronaut.  
 g To be able to fly free like a bird.

#### 4 ★ ★ ★ Rewrite the sentences using inversion.

- 0 If I had taken what he said at face value, I would have made the wrong decision.  
Had I taken what he said at face value, I would have made the wrong decision.  
 1 If I should not return, tell my family I love them.  
 \_\_\_\_\_, tell my family I love them.  
 2 If Helen wasn't so two-faced, I'd ask for her opinion.  
 \_\_\_\_\_, I'd ask for her opinion.  
 3 If the announcement hadn't been so ill-timed, fewer people would have objected.  
 \_\_\_\_\_, fewer people would have objected.  
 4 If you should see Meredith, please give her our love.  
 \_\_\_\_\_, please give her our love.  
 5 If it wasn't summer, our journey through the mountains would be impossible.  
 \_\_\_\_\_, our journey through the mountains would be impossible.

#### SHOW WHAT YOU'VE LEARNT

#### 5 Complete the text with the words in the box. There are two extra words.

had imagine not provided should  
supposing unless were would

<sup>0</sup> Supposing you were asked to define reality, what would you say? <sup>1</sup> \_\_\_\_\_ something very strange happened during the night, your world is roughly the same today as it was when you went to sleep yesterday. You are still you and the past remains unchanged.  
<sup>2</sup> \_\_\_\_\_ you looked out of your window this morning, you would have seen the same view as last night and,  
<sup>3</sup> \_\_\_\_\_ you didn't develop incredible powers of prediction as you slept, the future is still unknown, just as it was yesterday at this time. To put it another way, you woke up to reality.  
 However, <sup>4</sup> \_\_\_\_\_ you curious enough to ask a philosopher or scientist to define reality, you would probably get a rather more complicated answer. <sup>5</sup> \_\_\_\_\_ it turned out that reality was actually an illusion, how  
<sup>6</sup> \_\_\_\_\_ you feel? Well, some deep thinkers believe exactly this, and in his new book Professor Brian Sixsmith attempts to make their ideas accessible to the everyday reader.



## 6.3 Listening language practice

Prepositions • Verb patterns • Word families

- 1 Complete the extract from a conversation about British artist Banksy with *about*, *for*, *on* or *through*. Sometimes more than one answer is possible.

Extract from Students' Book recording CD•2.38 MP3•91

- A: What are you doing?  
B: I'm trying to find some information <sup>0</sup>*on* the Internet <sup>1</sup>\_\_\_\_\_ my Art project. I've got to do an essay <sup>2</sup>\_\_\_\_\_ artists who raise ethical issues <sup>3</sup>\_\_\_\_\_ their work.  
A: Oh, that sounds interesting. I did a similar module <sup>4</sup>\_\_\_\_\_ my degree. You should write <sup>5</sup>\_\_\_\_\_ street artists like Banksy who make statements <sup>6</sup>\_\_\_\_\_ society <sup>7</sup>\_\_\_\_\_ graffiti.  
B: I don't know much <sup>8</sup>\_\_\_\_\_ him. Do you?

- 2 Read the next part of the conversation and choose the correct options.

- A: He's been doing street art for twenty-five years but I've no idea how old he was when he started. Actually, it's amazing how he's **'managed** staying / to stay so enigmatic but apparently, his friends are really loyal and committed to **²helping** him remain / remaining anonymous. I don't know much about his background – nobody does – but I can tell you about his murals and his painting techniques if you like.  
B: Yes, that would be good.  
A: OK, he **³started off** to paint / painting onto walls and then later he **⁴started** using / use stencils and spray cans to speed up the painting process. When you **⁵want** your identity to remain / remaining a secret, you don't want to hang around the streets too long doing something illegal! I mean, he is breaking the law.  
B: [...] Right. Let me just **⁶finish** write / writing that down. OK, so what's he **⁷trying** to achieve / achieving with all this – what does he believe in?  
A: Well, he's quite political – he calls himself an activist and he's against authority in general. He has strong beliefs about people and the way we live our lives.  
B: So which issues is he most interested in?  
A: He's anti-war, so some of his murals **⁸show** soldiers holding / hold flowers instead of guns to make people aware of the stupidity of war.

- 3 Listen and check your answers to Exercises 1 and 2.

### REMEMBER BETTER

When you learn a new verb, try to learn the common verb patterns that follow it. As well as the information in Unit 1 (page 18) and the Grammar Focus section (page 130) of the Students' Book, you will find numerous tables of English verbs and their patterns online.

### WORD STORE 6E

#### Word families

- 4 Complete the pairs of sentences with the correct form of the words in capitals.

#### 0 STUPID

- a I think it's *stupid* to fork out fifty euros extra for the same pair of shoes in a different colour.  
b In the end, his *stupidity* cost him an arm and a leg and a lengthy prison sentence.

#### 1 BELIEVE

- a There is no concrete evidence for the \_\_\_\_\_ that Vikings wore horns on their helmets.  
b Horror films are scariest when they are \_\_\_\_\_.

#### 2 FAIR

- a To ensure \_\_\_\_\_, anyone found cheating during the exam will automatically be given a fail grade.  
b Do you really think it is \_\_\_\_\_ to steal someone's intellectual property?

#### 3 EQUAL

- a The Earth belongs to everyone and all people on it should have \_\_\_\_\_ rights.  
b Denmark has an impressive record on gender \_\_\_\_\_.

#### 4 ANONYMOUS

- a This is an \_\_\_\_\_ vote so please do not write your name on the voting paper.  
b To ensure \_\_\_\_\_, King Filipe wore a disguise and only walked through the city streets late at night.

#### 5 LOYAL

- a One \_\_\_\_\_ friend is worth a thousand acquaintances.  
b The next song I'd like to sing is about the importance of friendship and \_\_\_\_\_.

#### 6 ENIGMA

- a The disappearance of Malaysia Airlines flight 370 will remain an \_\_\_\_\_ unless the wreckage can be found.  
b Exactly how the \_\_\_\_\_ Gatsby made his money is never fully revealed.

#### 7 MYSTERY

- a How, where and when giant squid reproduce remains a \_\_\_\_\_.  
b The \_\_\_\_\_ disappearance of Lord Lucan, a British aristocrat suspected of murder, has never been solved.



## 6.4 Reading

### The man who sold the Eiffel Tower. Twice. • Compound adjectives

#### Glossary

**confidence trickster/conman** (n) = someone who plays dishonest tricks on others to get their money

**scrap metal** (phr) = metal from old cars, machines, buildings, etc. that can be used again in another way

**scam/con** (n,v) = a clever but dishonest way to get money from someone

**prey on sb** (phr v) = try to deceive or harm someone weaker than yourself

**demolish** (v) = if you demolish a building, you knock it down completely

**bid** (v) = offer to pay a particular price for something

**bribe** (n) = money or a gift you illegally give someone in order to persuade them to do something for you

**counterfeit** (v) = copy something such as money or documents exactly in order to deceive people

## The man who sold the Eiffel Tower. Twice.



'Count' Victor Lustig, born in 1890 in what is now the Czech Republic, was quite possibly the most successful confidence trickster of the twentieth century. Not only did he cheat Al Capone, one of the era's best-known gangsters, but he also managed to sell the Eiffel Tower in Paris for scrap metal, twice!

**A** — Lustig was born as Robert V. Miller in the small town of Hostinne, where his father was mayor. He was a very clever child and by the age of nineteen, spoke five languages fluently and had become a sophisticated self-confident young student at the University of Paris. <sup>1</sup> His favourite of these was 'Count'

Victor Lustig, a name he used while carrying out one of his infamous scams, known as The Money Box.

**B** — Lustig preyed on wealthy cruise ship passengers making the long journey across the Atlantic. After making friends with a likely victim on board, he steered the conversation towards the incredible 'money box' that he claimed had made him rich. <sup>2</sup> He put a genuine banknote and a blank piece of paper into one end of a box which appeared to be filled with complicated machinery and chemicals. After a 'complex' six-hour process, two apparently authentic banknotes would appear from the other end. In most cases, it didn't take long before the amazed passenger expressed an interest in buying the box, sometimes for up to \$30,000. Of course, the machine was actually a fake and had been loaded with real banknotes by Lustig before the demonstration began. Lustig would hand it over to the grateful buyer at the end of the cruise and by the time it started producing blank sheets of paper, he was long gone.

**C** —

In 1925 Lustig returned to Paris and, after noticing a newspaper article about the financial problems of the Eiffel Tower, he began work on his most famous scam. <sup>3</sup> Lustig claimed that the French authorities had decided to demolish the famous monument and encouraged the businessmen to bid for the job. Insisting that secrecy was all-important to avoid a political scandal, Lustig picked out André Poisson as his target. He persuaded Poisson to pay him a bribe of \$70,000 to win the contract. One hour later, Lustig was on the way to Austria with the money, and Poisson was left red-faced and empty-handed. In fact, Poisson was so embarrassed about what had happened to him, he didn't report it to the authorities.

**D** —

Lustig soon returned to the French capital to attempt the scam again. This time though, after the sale had been agreed, he began to suspect the buyer had spoken to the police and fled. He went to the US and

while in Chicago, contacted Al Capone. He borrowed \$50,000 from Capone to finance another con and promised to double the gangster's money in two months. <sup>4</sup> Impressed by Lustig's 'honesty,' Capone gave him \$5,000. Just as Lustig had hoped, he had gained the trust of one of America's most notorious criminals. Of course, in truth, he had never intended to use Capone's \$50,000 for anything other than this goal.

**E** —

Next was a multimillion-dollar counterfeiting operation carried out in partnership with a chemist named Tom Shaw. The pair produced huge amounts of fake banknotes until finally Lustig's luck ran out. His jealous girlfriend, who suspected him of having an affair with Shaw's mistress, made an anonymous phone call to the New York police and told them where to find him. <sup>5</sup> Eventually he was recaptured and sentenced to twenty years in Alcatraz, where in 1947 he died, leaving behind only his reputation as the greatest conman of the twentieth century.





1 Read the article and tick the true statement.

- 1 The author disapproves of Victor Lustig's actions. ☐
- 2 The author remains neutral. ☐
- 3 The author admires Victor Lustig. ☐

2 Read the article again. Choose from the sentences (A-F) the one which fits each gap. There is one extra sentence.

- A After obtaining fake documents saying he worked for the government, he invited the largest scrap-metal dealers in the city to a meeting at a luxurious hotel. ☐
- B Having finished there, he travelled widely throughout Europe and began committing petty crimes using a variety of false names. ☐
- C Lustig was arrested in 1935 but while waiting for his trial, he escaped from prison by knotting bed sheets together and climbing out of the window. ☐
- D Despite his claims, it was never clear exactly how wealthy Lustig was at the time. ☐
- E Two months later Lustig returned the money, claiming his plans had failed. ☐
- F Seeming cautious at first, Lustig eventually agreed to demonstrate it to his wealthy new friend. ☐

3 Match headings 1-7 with paragraphs A-E in the article. There are two extra headings.

- 1 Panic in Paris ☐
- 2 Jailed by jealousy ☐
- 3 A bright beginning ☐
- 4 Lustig in love ☐
- 5 Conning Capone ☐
- 6 French fakery ☐
- 7 A scam at sea ☐

## REMEMBER THIS

Compound adjectives can be made with nouns, adjectives, verbs and adverbs. They usually have a hyphen (-) between the words when they come before a noun. The following patterns are common:

**number/measurement + noun:** e.g. *twenty-four-hour*, *half-price*

**adjective + noun:** e.g. *high-speed*, *low-calorie*

**adjective/adverb + -ed/-ing participle:** e.g. *left-handed*, *slow-moving*

**self + adjective/noun:** e.g. *self-employed*, *self-service*

4 Read REMEMBER THIS and underline six examples of compound adjectives in the article.

5 Complete the sentences with compound adjectives from REMEMBER THIS.

- 0 If you need something late at night, there's a twenty-four-hour shop at the end of the road.
- 1 The Pendolino is a \_\_\_\_\_ train which can travel at over 220km per hour.
- 2 Approximately ten percent of the world's population is \_\_\_\_\_ and only one in 100 is naturally able to use both hands equally well.
- 3 We sat for ten minutes waiting for a waiter until we realised it was a \_\_\_\_\_ restaurant.
- 4 Don't miss the fifty-percent reductions in our \_\_\_\_\_ Boxing Day sale.
- 5 One way to lose weight is to follow a \_\_\_\_\_ diet.
- 6 Reports are coming in of \_\_\_\_\_ traffic on the M6 motorway between junctions 32 and 33.

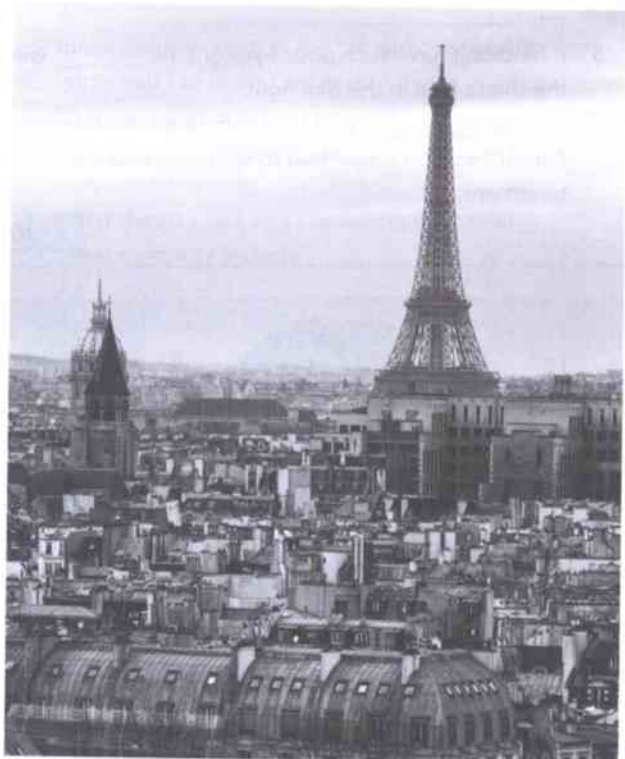
## WORD STORE 6F

### Phrasal verbs

6 Complete the sentences with a verb from the box and an appropriate particle. Change the form if necessary. Use the words in brackets to help you.

[ go look pick run settle take turn ]

- 0 By the time Luke's parents picked him up (collected) from summer camp, he had a whole new circle of friends.
- 1 One of the prisoners who \_\_\_\_\_ (escaped) that day is in the studio to talk to us about conditions in the camp.
- 2 I hope I never \_\_\_\_\_ (experience) such a horrible journey again.
- 3 Laura and her family regularly \_\_\_\_\_ (allow sb to stay) unwanted dogs until a home can be found for them.
- 4 Here is your room. Please \_\_\_\_\_ (make yourself comfortable). Dinner is served at 6 p.m.
- 5 The teacher promised Ella's parents he would \_\_\_\_\_ (investigate) what had happened to make her so upset.
- 6 Max eventually \_\_\_\_\_ (arrived) at a quarter to midnight, complaining he'd had a flat tyre.



## 6.5 Grammar

### Mixed conditionals

#### SHOW WHAT YOU KNOW

##### 1 Match the sentences with the descriptions.

- 1 If we wait for the sales, we'll probably get the same coat at a discounted price.
  - 2 If you are fair-skinned, you get sunburnt more easily than someone with darker skin.
  - 3 If she had kept the lemons in the fridge, they wouldn't have gone mouldy so quickly.
  - 4 If I had to save all my money, I wouldn't have any fun at the weekend.
- a a situation that is always true ☐
- b a possible situation in the future ☐
- c an imaginary situation in the present or future ☐
- d an imaginary situation in the past ☐

##### 2 ★ Choose the correct options to explain the meaning of the sentences in *italics*.

- 1 *If Diane hadn't had singing lessons last year, she wouldn't be in the band now.*  
Diane *had* / *didn't have* singing lessons last year.  
She *is* / *isn't* in the band now.
- 2 *If I enjoyed playing pool, I'd have met you at the pool hall last night.*  
I *enjoy* / *don't enjoy* playing pool.  
I *did* / *didn't* meet you at the pool hall last night.
- 3 *I wouldn't be able to afford to go on holiday if I'd forked out for a new laptop.*  
I *forked out* / *didn't fork out* for a new laptop.  
I *can* / *can't* afford to go on holiday.
- 4 *I might have asked Leah to dance if I wasn't so shy.*  
I *am* / *am not* shy.  
I *asked* / *didn't ask* Leah to dance.
- 5 *If I didn't like you, I wouldn't have invited you to the party.*  
I *like* / *don't like* you.  
I *invited* / *didn't invite* you to the party.

##### 3 ★★ Complete the conversations with the correct form of the verbs in brackets. Use short forms where possible.

- 0 A: I could trust you if you *weren't* (be) so two-faced.  
B: Come on, Kylie! You know I didn't mean it. I was only joking.
- 1 A: If Mr Lancaster \_\_\_\_\_ (like) football, he might not have given us homework for tonight.  
B: I know. Doesn't he realise it's the cup final?
- 2 A: We wouldn't be in this situation now if you \_\_\_\_\_ (keep) our secret.  
B: Well, it was your idea to talk to Eric about this.
- 3 A: I \_\_\_\_\_ (have) a D now too if I had copied your essay.  
B: You only got a C, which is not much better!
- 4 A: If you weren't so sweet, I \_\_\_\_\_ (leave) you a long time ago.  
B: Is that a compliment or a threat?

##### 4 ★★★ Complete the conditional sentences. Use short forms where possible.

- 0 Harry had an accident – he's got a plaster on his leg now. If Harry *hadn't had an accident*, he *wouldn't have* a plaster on his leg now.
- 1 The photograph was airbrushed – the actor looks ten years younger.  
The actor \_\_\_\_\_ ten years younger if the photograph \_\_\_\_\_.
- 2 Justine isn't eighteen – they didn't let her into the nightclub.  
If Justine \_\_\_\_\_ eighteen, they \_\_\_\_\_ into the nightclub.
- 3 Fran forgot her passport – she's not in Egypt now. Fran \_\_\_\_\_ in Egypt now if she \_\_\_\_\_ her passport.
- 4 Charles is scared of flying – we drove to the Alps. We \_\_\_\_\_ to the Alps if Charles \_\_\_\_\_ scared of flying.
- 5 Nick had plastic surgery – he has a strange-shaped nose. Nick \_\_\_\_\_ a strange-shaped nose if he \_\_\_\_\_ plastic surgery.

#### SHOW WHAT YOU'VE LEARNT

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

- 1 If Helen wasn't so gregarious, she \_\_\_\_\_ (meet) all the friends she has now.
- 2 If Stuart \_\_\_\_\_ (turn) left at those traffic lights five minutes ago, he wouldn't be stuck in traffic.
- 3 If you \_\_\_\_\_ (dress) in warmer clothes yesterday evening, you wouldn't be ill now.
- 4 If I had passed that driving test, I \_\_\_\_\_ (be) on this bus.
- 5 If he didn't have such poor eyesight, he \_\_\_\_\_ (see) the thief's face in the dim light.
- 6 If Daisy \_\_\_\_\_ (brush) her teeth regularly, her parents wouldn't have had to spend so much on dental treatment.

/6





## 6.6 Speaking language practice

### Ethical issues

- 1 Complete the comment adverbials in the sentences. The first letter of each adverbial is given.

- 0 **O** Obviously, freedom of speech applies to everyone including people whose views are generally disliked by the majority. ☒
- 1 **F** \_\_\_\_\_, I'm tired of hearing the same old arguments from pro-gun campaigners. ☐
- 2 **S** \_\_\_\_\_, the government chose to ignore nearly half a million protesters. ☐
- 3 **C** \_\_\_\_\_, there is still a lot of work to be done to change people's attitudes. ☐
- 4 To be **h** \_\_\_\_\_, I think people should be allowed to smoke in public parks as long as they are far away from children's playgrounds. ☐
- 5 **R** \_\_\_\_\_, the company cares more about making money than it does about protecting the environment. ☐

- 2 Label the sentences in Exercise 1 using these categories.

**U:** where the speaker is saying something they feel can easily be noticed or understood

**R:** where the speaker is saying what they really think about something

**W:** where the speaker is saying something they wish wasn't true

- 3 Put the words in the correct order to complete the statements. Then match them with the questions.

- 0 that / emphasise / I'd / think  
I think I'd emphasise that the vast majority of it is vandalism and has no artistic content at all.
- 1 obvious / one / is / disadvantage / that  
Well, \_\_\_\_\_ most people throw them straight in the bin without reading them.
- 2 important / I / quite / because / think  
It's \_\_\_\_\_ without the correct information, young people can't make sensible decisions.
- 3 other things / as / well / reducing their energy consumption, / include  
As \_\_\_\_\_ avoiding wasting food and minimising car travel.
- 4 don't / a strong / about / have / opinion / I  
To be honest, \_\_\_\_\_ that. This city has bigger problems to worry about than a few more shops.
- a What would you say to those people who insist that graffiti is art? ☒
- b What are the drawbacks of handing out leaflets to highlight ethical issues? ☐
- c Don't you think it's terrible that they are building another shopping centre in the city? ☐
- d How important is it to educate young people on the dangers of drugs? ☐
- e What can the general public do to reduce their impact on the environment? ☐

- 4 Complete the extract from a radio programme with the words in the box. There are two extra words.

advantage argue argued disadvantage  
explain firmly honest obviously  
regrettably significant suppose

- A:** Welcome to My View. Today we are joined by Tom Witherspoon, a youth campaigner who believes that the UK voting age should be reduced from eighteen to sixteen. Tom, welcome.
- B:** Thank you. It's a pleasure to be here.
- A:** Tom, what would you say to those people who might <sup>0</sup> argue that the average sixteen-year-old is not worldly-wise enough to vote in a general election?
- B:** I think I'd <sup>1</sup> \_\_\_\_\_ that in my view, that is an unfair generalisation. It could be <sup>2</sup> \_\_\_\_\_ that many of the people who are currently old enough to vote don't know enough to make an informed choice. <sup>3</sup> \_\_\_\_\_, a significant number of voters make their decision based on what someone looks like or how they dress or some other irrelevant detail.
- A:** And do you think a sixteen-year-old could make a more informed decision?
- B:** I <sup>4</sup> \_\_\_\_\_ believe they could. All UK teenagers attend citizenship classes at school now, so in many cases they know more about the political system than older voters. <sup>5</sup> \_\_\_\_\_, young people are also affected by the decisions of policy makers and we believe they have a right to voice their opinions. Remember that in the UK at the age of sixteen you can legally marry, have a family, work full time and join the armed forces.
- A:** And what other reasons are there, in your opinion?
- B:** Well, I think one very <sup>6</sup> \_\_\_\_\_ reason is that a sixteen- or seventeen-year-old who works full time has to pay taxes and therefore should have a say in how that money is spent. Another clear <sup>7</sup> \_\_\_\_\_ of lowering the age limit would be recognition that young people's opinions are important. I <sup>8</sup> \_\_\_\_\_ you could say that, at the moment, many sixteen- and seventeen-year-olds feel excluded from politics because they don't have the right to vote.
- A:** Well, some convincing arguments there, Tom, but of course, not everyone agrees. We are also joined today by Joanne Savage, professor of Political Studies at Derby University. Joanne, you don't believe the voting age should be reduced. Why is that?



## 6.7 Writing

### An opinion essay

#### 1 Put the parts of an opinion essay in the correct order.

- Introduce the topic and state your main opinion. ☒
- Restate your main opinion. ☐
- Say which two points of view or aspects will be discussed. ☐
- Expand the discussion by giving examples. ☐
- Include a final comment. ☐
- Use a linking phrase (e.g. *to sum up, all things considered, in conclusion*) to introduce a conclusion. ☐
- Discuss different aspects of the issue and support the main opinion you stated in the introduction. ☐

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

[ consider   considered   intention   issue   perspective   reasons   terms ]

- To explain the reasons for my opinion, I will explore this issue from both male and female viewpoints.
- It is my \_\_\_\_\_ to examine this issue in terms of causes and consequences.
- This essay will look at this question from the \_\_\_\_\_ of grandchildren and grandparents.
- In \_\_\_\_\_ of the benefits for city dwellers, I believe ...
- It is also important to \_\_\_\_\_ the issue with regard to environmental impacts.
- Another important angle on this \_\_\_\_\_ is public health.
- All things \_\_\_\_\_, the police must strike a balance between public safety and people's right to protest.

#### 3 Read the essay below and put the paragraphs in the correct order.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

#### 4 Read the essay again. Underline a sentence that expresses contrast using *while*.

- A From a parent's viewpoint, however, things may be more complicated. For example, a parent with traditional ideas about gender roles might feel comfortable with gender-specific toys, but uncomfortable if their son chooses a doll, or their daughter a train. Equally, a parent who is concerned about stereotyping may wish to discourage their child from playing with a toy that is traditionally male or female, regardless of what the child would prefer. While these attitudes are very different, they both seem unsatisfactory in one way or another.
- B Young children's toys and games are often designed specifically for either boys or girls. Some people feel this is harmful and that toys should be gender-neutral. Personally, I think that adults' attitudes are more important than toy design. To explain the reasons for my

#### 5 Join each pair of sentences in two different ways.

- Some people feel it is wrong for advertising to be aimed at children. Others are less concerned.
  - Some people feel it is wrong for advertising to be aimed at children, while others are less concerned.
  - Whereas some people feel it is wrong for advertising to be aimed specifically at children, others are less concerned.
- Adults understand that not everything is affordable. Children find this more difficult to appreciate.
  - Adults \_\_\_\_\_
  - While adults \_\_\_\_\_
- Older viewers are aware that adverts are designed to manipulate emotions. Many children are not mature enough to realise this.
  - Older viewers \_\_\_\_\_
  - Whereas older viewers \_\_\_\_\_
- Certain experts say such marketing techniques should be banned. Others admit that banning adverts will not stop children wanting things.
  - Certain experts \_\_\_\_\_
  - While \_\_\_\_\_
- Some people believe advertisers are to blame. Other people argue that it is parents' responsibility to control what their children watch.
  - Some people \_\_\_\_\_
  - Whereas \_\_\_\_\_

opinion, I will explore this issue from the point of view of children and parents.

- C To sum up, gender-neutral toys may be a good idea, but the right parental attitude is perhaps more important. Personally, I think if a child is having fun and learning, it doesn't really matter what toy they are playing with.
- D From the perspective of a young child, it probably makes no difference whether a toy is gender-neutral or gender-specific, as long as it is fun to play with. Toddlers enjoy things like role-playing, building and sorting and these can be done equally well with pink or blue toys. Through a young child's eyes, it is hard to see why boys and girls shouldn't play with dolls, trucks, toy kitchens, or toy tools.



## 6.8 Language in focus

### Word families I – suffixes

#### SHOW WHAT YOU'VE LEARNT

- 6 Read the writing task. Before you start writing, note down some ideas and plan your essay.

In your English class you have been talking about the effects of advertising. Now your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view.

*Advertising targeted at little children should be banned. Do you agree?*

#### Notes

Write about:

- toys, sweets and games
- effect on lives of parents and children
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.



#### SHOW THAT YOU'VE CHECKED

In my opinion essay:

- in the first paragraph, I have introduced the topic, stated my opinion and mentioned the two aspects of the issue which I plan to discuss. ☐
- I have used clear paragraphs, in which I discuss different aspects of the issue and try to convince the reader that my opinion is the right one. ☐
- I have given examples to back up my arguments. ☐
- I have signalled the last paragraph by starting it with an expression such as *to sum up, all in all*, etc. ☐
- in the last paragraph, I have paraphrased my opinion and given a final comment. ☐
- I have used formal language. ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐

- 1 Choose the correct answer, A, B or C.

- I know how it feels to fail a test, so I can \_\_\_ with you.  
A sympathise    B sympathetic    C sympathy
- Only the bravest visitors will dare to ride our \_\_\_ new roller coaster, The Black Hole.  
A terrify    B terrorist    C terrifying
- Lisa is a \_\_\_, so it takes her twice as long to do her homework as most people.  
A perfect    B perfection    C perfectionist
- If you suffer from backache, do some light exercise to \_\_\_ your core muscles.  
A strength    B strengthen    C strong
- As captain of the school hockey team, Helen has shown excellent \_\_\_ skills.  
A lead    B leader    C leadership
- The three fastest runners in today's race will \_\_\_ for the national championships  
A qualification    B qualify    C qualified

- 2 Complete the sentences with the correct form of the words in capitals. Underline the stressed syllables.

- The judge reminded the police officer that the law is applicable to all citizens, including members of the police force. **APPLY**
- The natural springs in this area contain water of the highest \_\_\_\_\_. **PURE**
- Although the plot was \_\_\_\_\_, the acting was very poor, I thought. **BELIEF**
- In my opinion, \_\_\_\_\_ should never be forced to join the armed forces by their country. **PEACE**
- The government ought to be spending more on the \_\_\_\_\_ of green areas in our cities. **CREATE**
- My grandfather suffers from a brain disease and is totally \_\_\_\_\_ on my grandmother. **DEPEND**
- There are very few \_\_\_\_\_ opportunities for young people in our town. **EMPLOY**

- 3 Complete the review with the correct form of the words in brackets.

memyselfandI.com

This week we review John Baxter's latest self-help book

***Uncovering a Better You* \* One star out of five 😞**

John Baxter's new book *Uncovering a Better You* is a self-help book like a thousand others. Baxter offers the same old advice on <sup>0</sup>friendship (friend) and how to <sup>1</sup>\_\_\_\_\_ (success) in romantic <sup>2</sup>\_\_\_\_\_ (relate) that we've heard over and over again from similar so-called 'experts'. He covers the <sup>3</sup>\_\_\_\_\_ (important) of honesty, the role of <sup>4</sup>\_\_\_\_\_ (trust) and the power of <sup>5</sup>\_\_\_\_\_ (communicate) in the workplace but offers nothing new or <sup>6</sup>\_\_\_\_\_ (innovate). If you have ever read a self-help book before, I'm afraid you won't be uncovering anything new here.

## 6.9 Use of English

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

### A good liar?

According <sup>0</sup>to recent research, it appears that children who <sup>1</sup>\_\_\_\_\_ lies are more likely to be successful in their later careers. I imagine this might come as a shock to the <sup>2</sup>\_\_\_\_\_ of parents who try to teach their toddlers about the importance of honesty. However, the research also suggests that lying children are not going to <sup>3</sup>\_\_\_\_\_ up to become criminals, although the way their brains work might point them in the direction of becoming very successful bankers!

The findings at Toronto University show that the percentage of children who lie <sup>4</sup>\_\_\_\_\_ from twenty percent at the age of two to almost ninety percent at the age of four! The most <sup>5</sup>\_\_\_\_\_ age is apparently twelve and nearly every child is guilty of lying then. The scientists believe that the best liars can cover <sup>6</sup>\_\_\_\_\_ their tracks and the ability to do this shows advanced cognitive abilities. So if your younger brother or sister is brilliant at <sup>7</sup>\_\_\_\_\_ believable stories to prevent you or your parents from <sup>8</sup>\_\_\_\_\_ through their lies, they may well be in line for a top job in the future!

- |                  |             |              |             |
|------------------|-------------|--------------|-------------|
| 0 A at           | <b>B to</b> | C of         | D for       |
| 1 A make         | B say       | C give       | D tell      |
| 2 A most         | B lots      | C all        | D majority  |
| 3 A grow         | B develop   | C bring      | D turn      |
| 4 A lifts        | B raises    | C becomes    | D rises     |
| 5 A unbelievable | B deceitful | C cheating   | D false     |
| 6 A on           | B in        | C up         | D down      |
| 7 A thinking     | B making    | C organising | D inventing |
| 8 A looking      | B noticing  | C seeing     | D glancing  |

### TIPS:

Question 1: Which verb do you use before a *lie*?

Question 3: Some of the options can be followed by *up* but only one fits logically.

Question 8: You need the option that completes a phrasal verb meaning 'know the truth'.





2 For questions 1–8, read the text below and think of the word which best fits each gap. There is an example at the beginning.

Memories

Separating fact <sup>0</sup>from fiction isn't always easy. I'm not talking <sup>1</sup> things like deciding what's true in news reports or stories but something much closer to home – our own memories. Our memories are <sup>2</sup> a big part of the person we are that it's shocking to learn that some things that we remember vividly did not in fact happen. <sup>3</sup> my aunt hadn't informed me otherwise, I would still believe that I <sup>4</sup> personally witnessed our house on fire when I was about four. I <sup>5</sup> still see the picture of the burning house in my mind, but I wasn't there! Apparently, I was on holiday with my aunt and uncle at the time. People had <sup>6</sup> me so much about the fire that I had created my own memory of it. This has started me wondering how <sup>7</sup> more of my early memories are false. A scary thought! <sup>8</sup> you check and cross-reference all those memories, who knows which ones the brain has made up itself?

TIPS:

- Question 2: Read the whole of the sentence carefully to find the word that introduces the result.
- Question 3: How do you introduce a conditional clause?
- Question 6: Which reporting verb is followed by a direct object?



## 6.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😊 = I understand and can do it by myself.

😞 = I understand some, but have some questions.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
6.1	Vocabulary	I can describe people and talk about the media.					Students' Book pages 82–83 Word Store page 13 Workbook pages 78–79
6.2	Grammar	I can form conditional sentences using <i>if</i> , <i>unless</i> , <i>imagine</i> , <i>provided</i> , <i>suppose</i> and <i>inversion</i> .					Students' Book page 84 Workbook page 80
6.3	Listening	I can identify specific detail in a conversation.					Students' Book page 85 Workbook page 81
6.4	Reading	I can understand the structure of a text.					Students' Book pages 86–87 Workbook pages 82–83
6.5	Grammar	I can use mixed conditionals to talk about hypothetical situations in the past or present.					Students' Book page 88 Workbook page 84
6.6	Speaking	I can express tentative opinions and add comments using adverbials.					Students' Book page 89 Workbook page 85
6.7	Writing	I can explore an issue in writing from different aspects or viewpoints.					Students' Book pages 90–91 Workbook pages 86–87

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 6.11 Self-check

- 1 Complete the extract from a story with the correct form of the words in the box. There is one extra word.

[distort fake genuine stupidity take turn]

Last week my younger brother Mike, who is very light-hearted and rather irresponsible, <sup>1</sup> \_\_\_\_\_ up at home with several paintings that looked <sup>2</sup> \_\_\_\_\_. However, the next day my father realised they were all <sup>3</sup> \_\_\_\_\_, though brilliant copies of old masters. It turned out that Mike had come across them in the house of our neighbour, who, on numerous occasions, had <sup>4</sup> \_\_\_\_\_ the truth. My father knew it was serious and that Mike's <sup>5</sup> \_\_\_\_\_ could get us into trouble. That's why he rang the police.

/5

- 2 Rewrite the sentences using conditionals.

- Mia got involved in an argument with her boss and he's very angry with her.  
Mia's boss \_\_\_\_\_ in an argument with him.
- Pamela hasn't got a wrinkle-free face; that's why she didn't get the role.  
If Pamela \_\_\_\_\_ the role.
- I am very busy and that's why I didn't send you a reply.  
If I \_\_\_\_\_ a reply.
- Neal lied about his financial situation and that's why the bank manager talked to him about his mortgage.  
Neal's bank manager \_\_\_\_\_ about his financial situation.
- The paparazzi started taking photos of us at home, so we don't feel safe there.  
If the paparazzi \_\_\_\_\_ safe there.

/5

- 3 Complete the text with one word in each gap.

Are you always in no <sup>1</sup> \_\_\_\_\_ that what you see matches reality? Have you ever questioned an experiment in which two people are shown the same picture and one of them sees two faces and the other a glass of wine? If so, you should be <sup>2</sup> \_\_\_\_\_ aware that sometimes what we see is not necessarily what really exists. This phenomenon, in which our brain is taken <sup>3</sup> \_\_\_\_\_ by stimuli such as brightness, colour, tilt or movement and tricks, is called an optical illusion. There are many examples of optical illusions in our everyday life. For instance, <sup>4</sup> \_\_\_\_\_ you to compare the speed of a plane with that of a car, which would you say was moving more quickly? We may know it's the plane, but for the brain, the car may appear to be moving faster. Another example involves film animation because <sup>5</sup> \_\_\_\_\_ a series of slightly varying images is produced in fairly slow succession, our brain will perceive them as static.

/5

- 4 Choose the correct answer, A, B or C.

- \_\_\_\_\_ you saw a UFO in your garden, what would you do?  
A Providing B Supposed C Imagine
- \_\_\_\_\_ you not competent, they wouldn't have hired you.  
A Were B Should C Had
- I wouldn't have done it \_\_\_\_\_ I knew it was worth trying.  
A suppose B provided C unless
- \_\_\_\_\_ revealed his plans to Catherine, we wouldn't have had any idea what he was going to do.  
A Leo had not B Had Leo not C Had not Leo
- I'll go \_\_\_\_\_ you come with me.  
A provided B imagine C supposing

/5

- 5 Choose the correct options.

- We used to take his stories with a bit / pinch / dash of salt; they always sounded too good to be true.
- Really, can't you see that the evidence was *deceived* / *doctored* / *airbrushed*? I'm sure she didn't steal anything.
- The city council decided to *look into* / *come across* / *pick up* the way the mayor was spending public money.
- Martin remained *ill-advised* / *far-fetched* / *stony-faced* while the judge was reading the verdict.
- You shouldn't take his reports at *brow* / *eye* / *face* value; you need to check them thoroughly.

/5

- 6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- If they break the law, we will sue them. **UNLESS**  
We won't sue them \_\_\_\_\_ the law.
- Will you go to the police if you find proof? **SUPPOSING**  
\_\_\_\_\_ proof, will you go to the police?
- You should have paid the electricity bill and then we wouldn't be sitting in the dark now! **FORGOTTEN**  
If \_\_\_\_\_ to pay the electricity bill, we wouldn't be sitting in the dark now!
- She only employed him because he was a well-respected adviser. **WOULD**  
She \_\_\_\_\_ him if he weren't a well-respected adviser.
- If she doesn't think about the whole situation, she won't understand what happened. **CONTEXT**  
If she takes everything \_\_\_\_\_, she won't understand what happened.

/5

Total /30

## 7.1 Vocabulary

Collocations to do with Internet use •

Health issues • Collocations in set phrases

## WORD STORE 7B

Health issues

## SHOW WHAT YOU KNOW

- 1 Complete the words in the on-screen messages. The first letter of each word is given.

0 Follow us on Twitter.

1 V \_\_\_\_\_ our website to find out more.

2 Payment successful!  
Your e-book is now ready to d \_\_\_\_\_.

3 C \_\_\_\_\_ on the virus scan i \_\_\_\_\_ to run a full system scan.

4 Before you o \_\_\_\_\_ this attachment, make sure that it is from a trusted source.

5 S \_\_\_\_\_ file to cloud?

6 Your email mentions an a \_\_\_\_\_ but you haven't a \_\_\_\_\_ a file or photo. S \_\_\_\_\_ email to hfapps@ukc.com anyway?

7 Install privacy app to s \_\_\_\_\_ the Internet anonymously?

8 T \_\_\_\_\_ any mobile phone for free with our free SMS app.

## WORD STORE 7A

Collocations to do with Internet use

- 2 Read the blog post and choose the correct answer, A, B, C or D.

My name is Aaron. Welcome to my blog. My gran got a laptop and asked me and my sister to teach her some basics. Here are the videos we made. Click on the links below to see short, simple, gran-friendly tutorials!

- How to \_\_\_\_\_ the Internet
- How to \_\_\_\_\_ your favourite sites
- How to \_\_\_\_\_ a link to a website with your friends
- How to \_\_\_\_\_ a comment on a website
- How to \_\_\_\_\_ your Facebook status
- How to \_\_\_\_\_ a photo to Facebook

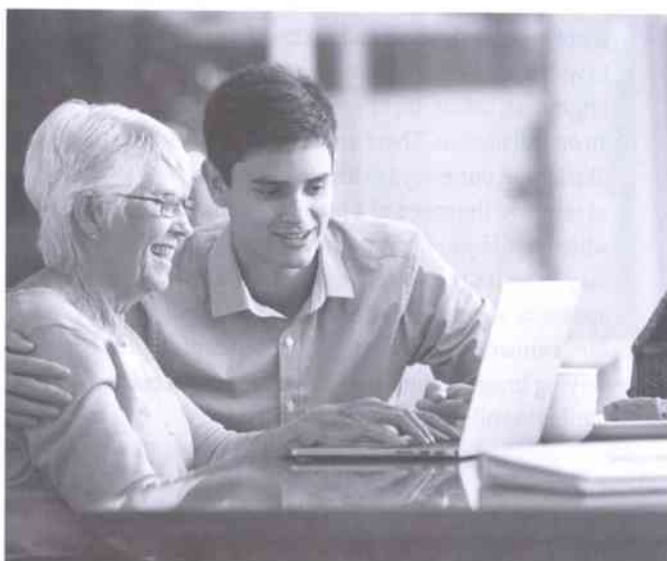
- |            |            |            |
|------------|------------|------------|
| 1 A browse | B attach   | C post     |
| 2 A book   | B bookmark | C print    |
| 3 A send   | B text     | C share    |
| 4 A visit  | B post     | C send     |
| 5 A update | B receive  | C download |
| 6 A upload | B attach   | C click    |

- 3 Read the descriptions and symptoms and write the health issues. Some letters are given.

- inability to sleep: insomnia
- too much sugar in the blood: d \_\_\_\_\_ s
- circulation problems: h \_\_\_\_\_ h b \_\_\_\_\_ d  
p \_\_\_\_\_ e
- sore wrists or elbows: r \_\_\_\_\_ e  
s \_\_\_\_\_ n i \_\_\_\_\_ y
- a need or very strong desire to do or have something: a \_\_\_\_\_ n
- sore hips, knees, etc.: j \_\_\_\_\_ t p \_\_\_\_\_ n
- sore eyes: e \_\_\_\_\_ e s \_\_\_\_\_ n
- weight gain: o \_\_\_\_\_ y

- 4 Complete the doctor's advice with the health issues from Exercise 3.

- I usually advise people suffering from obesity to join a local weight-loss group.
- Your \_\_\_\_\_ may be caused by reading in poor light.
- Lying in bed at night worrying about the next day is a common cause of \_\_\_\_\_.
- As a(n) \_\_\_\_\_ sufferer, you should be doing everything possible to control your blood sugar levels.
- The pain is probably caused by a(n) \_\_\_\_\_. Does your job or one of your hobbies involve repeated movements?
- Runners who have \_\_\_\_\_ in their knees or ankles may want to try a different type of running shoe.
- You have rather \_\_\_\_\_. Have you been experiencing chest pains at all?
- You are clearly suffering from \_\_\_\_\_ to alcohol. It is time to seek medical help.





## WORD STORE 7C

### Collocations in set phrases

#### 5 Complete the article with the phrases in the box.

address the issue    at his fingertips  
at the expense of    long attention span  
~~lost track of time~~    played a crucial role  
sedentary lifestyles    withdrawal symptoms

### Teenager dies after playing computer game non-stop for forty hours



An eighteen-year-old collapsed and died at an Internet café in Taiwan, after playing an online computer game for forty hours straight. The youth, identified only by his surname, Chuang, had reportedly lost track of time.

Chuang entered a private room at an Internet café in Tainan, southern Taiwan, at around lunchtime on 13 July and logged into an online role-playing game. With the controls to a virtual world <sup>1</sup> \_\_\_\_\_ and an incredibly <sup>2</sup> \_\_\_\_\_, he became completely lost in the game. <sup>3</sup> \_\_\_\_\_ food, he played for forty hours, but on the morning of 15 July, an attendant at the café found him asleep at the computer and woke him up. After walking just a few steps, Chuang collapsed. He never regained consciousness and was pronounced dead shortly after arriving at a local hospital.

In a chilling warning to all of us who live <sup>4</sup> \_\_\_\_\_, investigators speculated that long hours without physical movement had <sup>5</sup> \_\_\_\_\_ in creating cardiovascular problems for Chuang. This tragic story is also a reminder that gaming can be addictive and can cause obsessive behaviour and <sup>6</sup> \_\_\_\_\_ in the same way as alcohol or drugs. There have since been calls for game producers to <sup>7</sup> \_\_\_\_\_ by building enforced breaks into their games.

- a of sounding stupid, could I ask you to show me how to switch the phone on again?
- b at his disposal.
- c of a mobile phone is just eighteen months.
- d lifestyles can easily fall behind with their studies.
- e vital role in balancing the harmful effects of a sedentary job.
- f symptoms of amnesia is a shortened attention span.
- g the problem of cheating in exams?
- h track of time using their mobile phone rather than a watch.

## SHOW WHAT YOU'VE LEARNT

#### 7 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- 1 The habit of \_\_\_ abusive comments online is known as trolling.  
We would like to remind customers that, though not illegal, \_\_\_ cash is not recommended.  
A reading    B receiving    C posting
- 2 The \_\_\_ put on some Korean teenagers to do well in their exams has even led to suicides.  
I'm afraid you have extremely high blood \_\_\_. It's time for a lifestyle change.  
A stress    B pressure    C levels
- 3 Michael Jackson's early success came at the \_\_\_ of a normal childhood.  
The \_\_\_ of heli-skiing means that it's really only an option for rich winter sports fans.  
A expense    B point    C loss
- 4 It is very hard for the astronauts aboard the International Space Station to keep \_\_\_ of time.  
Olympic hopeful Jessica Watts can be found at the athletics \_\_\_ every morning at 6 a.m.  
A track    B event    C records
- 5 Isaac and Vivian are exactly the same age and have decided to have a \_\_\_ birthday party this year.  
Swimming is a good exercise for those who suffer from \_\_\_ pain.  
A large    B leg    C joint

#### 8 Choose the correct options.

- 1 Rooney ended up with *repetitive / repeating* strain injury after spending long hours at his computer.
- 2 Until there's a power cut, we forget what a crucial *problem / role* electricity plays in everyday life.
- 3 If you have everything at your *fingertips / fingernails*, this meal only takes ten minutes to prepare.
- 4 I can't go on living such a hectic *lifestyle / lifespan* – I'm exhausted!
- 5 I'm trying to *update / upload* a photo to my profile but it isn't working.

/10

## WORD STORE 7D

### Collocations

#### 6 Match the sentence halves.

- 0 Most of the people I know keep
- 1 Excuse me, but at the risk
- 2 One of the most common
- 3 How exactly do we address
- 4 Young people living such hectic
- 5 Exercise plays a
- 6 In the US, the average lifespan
- 7 James Bond always has a range of improbable gadgets

h

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☐

## 7.2 Grammar

### Advanced passive forms

#### SHOW WHAT YOU KNOW

1 Rewrite the sentences in the Passive. Add **by + agent** if necessary.

- 0 Luckily, someone showed me how to recover the file I had lost.  
Luckily, I was shown how to recover the file I had lost.
- 1 The manufacturer creates these phone cases using a 3D printer.  
These phone cases \_\_\_\_\_
- 2 Lodge Computers are designing the system.  
The system \_\_\_\_\_
- 3 By the end of the training session, we were using the software to solve a variety of problems.  
By the end of the training session, the software \_\_\_\_\_
- 4 Most of the students have completed the assignment.  
The assignment \_\_\_\_\_
- 5 We will deliver your order within forty-eight hours.  
Your order \_\_\_\_\_

2 ★ Read the extract from a sci-fi novel and choose the correct options.

The attack had come from nowhere. They were lucky to be alive. As the badly damaged craft <sup>1</sup>*approached / was approached* its home planet, it became clear there was a major problem here too. The incoming ship ought to <sup>2</sup>*be / have been* contacted by the command centre by now, but so far no message <sup>3</sup>*had been / had* received. Even more worryingly, the spaceport's tracking laser should <sup>4</sup>*be / have been* switched on by the ground crew several minutes earlier, but the battered star cruiser was still <sup>5</sup>*being / to be* controlled manually by the surviving crew.

Looking out of the forward viewing screen, no lights could <sup>6</sup>*be / have been* seen on the surface of the planet. What <sup>7</sup>*had / had been* happened down there? The growing realisation that their home planet might also <sup>8</sup>*be / have been* attacked filled the crew with horror. Their families! Their homes!

Just when it seemed that all hope was lost, there was a crackle, then a faint voice from the communication system: 'Sorry, number 6, we just popped out for a coffee and lost track of time. Is everything OK up there?'

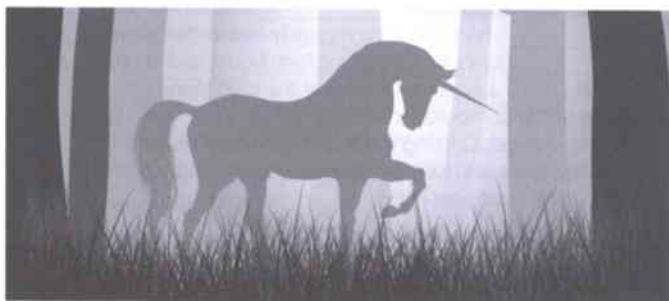
3 ★★ Complete the sentences with the correct passive form of the verbs in brackets.

- 0 Are you aware that you risk being fined (fine) if you download files illegally?
- 1 Courtney hates \_\_\_\_\_ (tell) to switch her phone off during meal times.
- 2 Tristan hopes \_\_\_\_\_ (send) somewhere hot as part of the student exchange programme.
- 3 I'm eighteen; I expect \_\_\_\_\_ (treat) like an adult.
- 4 Some scientists worry about the world \_\_\_\_\_ (take over) by intelligent machines.
- 5 Lee is keen to avoid \_\_\_\_\_ (ask) questions during lessons.
- 6 Stevie refuses \_\_\_\_\_ (beat) by a wooden puzzle!

4 ★★★ Read the conversation. Then complete the sentences below with the correct passive forms.

- Harriet: My parents sent me for riding lessons for my sixteenth birthday.
- Cynthia: Riding lessons? Bah! My father is buying me a pony.
- Felicity: Only a pony? Well, Mummy and Daddy are going to give me a horse for my birthday.
- Annabel: A horse? Do you mean a stallion? Because my uncle has promised me a stallion when I'm sixteen.
- Brian: Well, girls, listen to this. When I was sixteen, my fairy godmother offered me a unicorn she had taught to fly.
- Girls: A flying unicorn? No way! You're so lucky!
- Brian: Money can buy many things, but clearly not common sense ...

- 0 Harriet was sent for riding lessons for her sixteenth birthday.
- 1 Cynthia \_\_\_\_\_ a pony.
- 2 Felicity \_\_\_\_\_ a horse.
- 3 Annabel \_\_\_\_\_ a stallion when she's sixteen.
- 4 A unicorn \_\_\_\_\_ when he was sixteen.
- 5 The unicorn \_\_\_\_\_ to fly by Brian's fairy godmother.



#### SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the correct form of **be**.

- 0 Henry finds it difficult to sit still and be quiet for more than five minutes at a time.
- 1 The sound of gunfire could \_\_\_\_\_ heard all across the valley that night.
- 2 The computer system might \_\_\_\_\_ damaged when lightning struck the office block.
- 3 The judge \_\_\_\_\_ shown the murder weapon in court yesterday.
- 4 At the ceremony, medals \_\_\_\_\_ given to the heroic soldiers who had defended the city.
- 5 Will you agree \_\_\_\_\_ examined by a doctor?
- 6 The athlete enjoyed \_\_\_\_\_ massaged before competitions.



## 7.3 Listening language practice

### Collocations • Phrases to describe products • Electronic communication

- 1 Read the extract from a conversation and choose the correct answer, A, B, C or D. Then listen and check.

Extract from Students' Book recording CD•3.6 MP0•103

1

- A: Good afternoon. Can I help you?  
 B: Oh yes, I'm looking for a new laptop. I've got a budget <sup>1</sup> £300.  
 A: Right. You won't be looking at a top-of-the-range model for that amount, but I'm happy to show you <sup>2</sup> you can get for £300. Let's start here. This one's a basic laptop with a capacity of 500 gigabytes.  
 B: That sounds good.  
 A: Well, compared with how computers <sup>3</sup> be, it's not bad. If you just want to do word processing and social networking, it's a waste of money to buy a more powerful computer. But <sup>4</sup> you want to do gaming and store films and music, you can get the same computer with a one terabyte hard drive for just £350; that's just £50 <sup>5</sup>.  
 B: I <sup>6</sup> want to store films and music, but do I need one terabyte?  
 A: Well, you may be able to do without the extra storage now, but you need to think about the future. If you want to store music and films, it's well worth <sup>7</sup> a bit more. For just £50 you get a hard drive twice the <sup>8</sup>.  
 B: Hm, I'm not sure. I need to think it over.  
 A: Of course. If it helps you to make a decision, I'll throw in an external drive with the one terabyte model.

- |              |            |           |
|--------------|------------|-----------|
| 1 A to       | B of       | C at      |
| 2 A that     | B about    | C what    |
| 3 A would    | B could    | C used to |
| 4 A if       | B whether  | C when    |
| 5 A plus     | B more     | C over    |
| 6 A am       | B won't    | C do      |
| 7 A spending | B to spend | C spend   |
| 8 A large    | B size     | C memory  |

- 2 Complete the examples in REMEMBER THIS with adjectives from Exercise 1.

#### REMEMBER THIS

Retailers use a wide range of adjectives and nouns to describe the price, quality and other details of the products they sell.

A state-of-the-art camera can cost you several thousand pounds.

This one's a <sup>a</sup> laptop with a capacity of 500 gigabytes. You won't be looking at a <sup>b</sup> model for that amount.

- 3 Match the definitions with the words in the box.

branded custom-made cutting-edge  
 entry-level mid-range own brand  
 premium user-friendly

- |  |             |
|--|-------------|
| 0 of a lower price/quality                   | entry-level |
| 1 of a medium price/quality                  |             |
| 2 of a higher price/quality                  |             |
| 3 designed for a particular person           |             |
| 4 produced by a recognised company           |             |
| 5 produced and sold by a shop or supermarket |             |
| 6 using the latest design or technology      |             |
| 7 easy to understand or operate              |             |

- 4 Complete the adverts and signs with words from Exercise 3.

0 On a budget? Our entry-level laptops do all the basics for a very reasonable price.

1 With its cutting-edge design, the Talkon 101 makes keeping in touch as simple as 1 2 3.

2 If you are looking for the best sound money can buy, try our premium range of speakers.

3 Looking for quality at a reasonable price? Our mid-range phone is similar to the top-of-the-range handset, but it has a plastic case and a smaller screen.

4 Greenscreen's custom-made projectors use the most up-to-date technology available.

5 Pick Tesco's branded baked beans and own brand save, save, save!

6 We offer all the branded products you know and trust at discount prices.

7 Visit Regency Motors for your entry-level motorbike. If it has to be uniquely yours, choose Regency.

#### WORD STORE 7E

##### Electronic communication

- 5 Read the definitions and complete the words. The first letter of each word is given.
- A domain name is a unique name identifying a website.
  - An e d is a portable storage device that can be attached to a computer via.
  - A h n is another name for a mobile phone.
  - A s n is a system for finding the best way to a place using information from satellites.
  - A r c is a device that controls a machine such as a television from a distance.
  - A l is a phone connection that uses a metal wire cable rather than a radio connection.



## 7.4 Reading

Driverless cars • Collocations to do with driving • What the body does collocations

### Glossary

**reckless** (adj) = not caring or worrying about the possible dangerous results of your actions  
**doze off** (phr v) = fall asleep, especially when you did not intend to

**summon** (v) = order someone to come to a place  
**congestion** (n) = overcrowding on the road caused by too much traffic

1 Read the article and match headings 1–7 with paragraphs A–F. There is one extra heading.

- |              |                          |               |                          |             |                          |          |                          |
|--------------|--------------------------|---------------|--------------------------|-------------|--------------------------|----------|--------------------------|
| 1 Cost       | <input type="checkbox"/> | 3 Environment | <input type="checkbox"/> | 5 Free time | <input type="checkbox"/> | 7 Safety | <input type="checkbox"/> |
| 2 Congestion | <input type="checkbox"/> | 4 Freedom     | <input type="checkbox"/> | 6 Parking   | <input type="checkbox"/> |          |                          |

### How driverless cars will change the world

A driverless car with a top speed of 25mph has recently been revealed by a well-known tech firm. It may not look like it, but this tiny machine and its successors are going to change your life. Today futureproof.com explains how.

A \_\_\_ No matter what we like to believe, humans are unfortunately no good at driving. The fact that 1.2 million people are killed every year on roads worldwide is a shocking and sad reminder of that. Unlike us, driverless cars will never drive drunk and will not be able to break the speed limit, take reckless chances or race their mates away from traffic lights. They will never doze off, lose concentration or send a text message from behind the wheel. Nor will they get angry, frustrated or competitive. In short, they will be a lot, lot safer than we are.



B \_\_\_ Finding a place to park will no longer be our problem – our car will handle it for us. Once we arrive at our destination we will hop out at the front door and leave the car to park itself using its superior parking skills. Later, when we need it, we will be able to summon it with our smartphone. No more parking tickets, no more multiple attempts at reverse parking and no more endlessly driving in circles looking for an empty parking space.

C \_\_\_ Think how much of our time is wasted on driving. Those daily journeys to work or school soon add up to hundreds of hours a year. Sure, driving is occasionally enjoyable – the winding country road on a summer's day or the empty motorway late at night, for instance – but, unless you are Lewis Hamilton, the vast majority of the time you spend behind the wheel is likely to be tedious and frustrating. Why not read a book, watch a film, or chat with family and friends and let the car drive itself instead?

D \_\_\_ There are known to be approximately 7 billion people on our planet and it is estimated that well over a billion cars crowd our roads. For those who travel regularly on four wheels, it may sometimes seem that all of them are gathered in a never-ending traffic jam between where you are and where you need to be! Using sophisticated technology, driverless cars will be able to travel in convoys, centimetres apart, without the unnecessary braking that slows down traffic and creates jams.

E \_\_\_ If we can solve congestion, perhaps we won't need to continue digging up the country's green spaces to create huge eight-lane motorways which, in turn, encourage even more traffic. The impact of these huge roads on nature does not stop once their construction is complete, of course. Noise and light pollution seriously disturb animal populations and there is of course the danger to both animals and motorists of potential collisions. Not only could the reduction in congestion resulting from driverless cars save vast areas of our countryside, but also huge amounts of money. This money could then be spent on health, education and other more beneficial causes instead.

F \_\_\_ One great plus of driverless cars is the freedom to travel that they will bring to those who cannot drive. It is unlikely that a driving licence will be required in order to operate a driverless car, so, theoretically, children could 'drive' themselves to karate practice, Sunday football or school and Grandma could take herself to have her hair done on a Saturday morning! Provided that a trustworthy and secure system can be developed, the school run could become a thing of the past and parents could find themselves with an extra half hour of 'me-time' every morning.

The world's first large scale test of driverless cars will be carried out soon, but it may be some time before you can actually go to a car dealership and get your hands on one. There are many complex legal issues regarding their security, privacy and safety which need to be resolved first. However, it seems very likely that within our lifetime, they will be a common and very welcome sight on our roads. In years to come, rather than saying, 'I'm taking the car', we may find ourselves saying, 'The car is taking me!'



**2 Read the article again and choose the correct answer, A, B, C or D.**

- When compared to current cars, the author suggests that driverless cars will
  - be better for people's health.
  - lead to fewer driving-related deaths.
  - save their owners large amounts of money.
  - be as easy to use as a mobile phone.
- When it comes to parking, driverless cars will
  - always attempt to reverse when parking.
  - use smartphone technology to find parking spaces.
  - be better at parking than human drivers.
  - continue driving in circles until they are able to find a parking space.
- Driverless cars will help to reduce traffic congestion by
  - reducing the number of vehicles on the roads.
  - using technology to make better use of road space.
  - using a sophisticated method of detecting and avoiding traffic jams.
  - travelling faster than current cars.
- The author suggests that driverless cars
  - could indirectly reduce the destruction of green areas.
  - will require the construction of new motorways.
  - are potentially dangerous for animals living near large roads.
  - may lead to increased levels of pollution.
- According to the article, driverless cars
  - will soon be a common sight on road.
  - will only be available once relevant laws have been agreed on.
  - are already being used in some countries.
  - are currently available at certain car dealerships.
- The author's attitude to driverless cars can be summarised as follows:
  - The advantages of driverless cars outweigh the disadvantages.
  - Driverless cars will take all the pleasure out of driving.
  - The world will be a better place thanks to driverless cars.
  - Driverless cars should be treated with caution.

**3 Complete the collocations to do with driving with words from the article.**

- |                                     |   |
|-------------------------------------|---|
| 0 drive <u>drunk</u> /drunk driving | drive after consuming too much alcohol  |
| 1 _____ the speed limit             | drive faster than the law permits   |
| 2 _____ the wheel                   | driving a motor vehicle   |
| 3 _____ parking                     | reversing into a parking space  |
| 4 driving in _____                  | driving round and round because you are lost or are looking for a parking space |
| 5 _____ country roads               | small countryside roads with lots of bends                                      |
| 6 _____ motorways                   | very wide roads used to travel long distances                                   |
| 7 a car _____                       | a place where new and/or used cars are sold                                     |
| 8 a driving _____                   | a document that states you are legally qualified to drive                       |
| 9 the school _____                  | a regular car journey to take children to school or bring them home             |

**4 Complete the sentences with collocations from Exercise 3. Change the form if necessary.**

- People are often caught driving drunk/drunk driving the next morning after a big party. The alcohol stays in their system overnight.
- Finally, we made it! We've been \_\_\_\_\_ for half an hour looking for your house. The sat-nav broke.
- My handset has Bluetooth, so it connects with the car stereo and I can talk while I'm \_\_\_\_\_.
- We need to see some official ID, please – \_\_\_\_\_ or passport.
- I don't see the point in owning a huge 4x4 vehicle if the only driving you do is \_\_\_\_\_ twice a day.
- What do you think of the new car? My dad helped me choose it from the local \_\_\_\_\_. It's used, of course, but actually in very good condition.
- Some of these \_\_\_\_\_ are not wide enough for two cars, so you have to be very careful as you approach the many bends.
- Do you know why I have stopped you, sir? No? Well, you were \_\_\_\_\_ and drove past one of our speed cameras. Can I see your documents, please?
- \_\_\_\_\_ are actually safer than smaller roads because there is room for faster vehicles to overtake slower traffic.
- For me, \_\_\_\_\_ is definitely the hardest thing to master when you are learning to drive. It usually takes me at least three tries to park in the right position.

**WORD STORE 7F**

**What the body does**

**5 Complete the words in the sentences. The first letter of each word is given.**

- Sit up straight! Don't slouch. It's bad for your back.
- Would you mind c \_\_\_\_\_ an e \_\_\_\_\_ over my essay before I hand it in?
- Stella was late, so Graham b \_\_\_\_\_ the magazine section while he waited.
- The waitress b \_\_\_\_\_ at us as we were on our way out. We had left a generous tip.
- I'm exhausted after d \_\_\_\_\_ a \_\_\_\_\_ doing the Christmas shopping all day.
- Dan loves animals and can happily spend the entire day w \_\_\_\_\_ a \_\_\_\_\_ the zoo on his own.
- Young children will naturally s \_\_\_\_\_ at people until they are taught that adults consider it rude.
- Damien spends so much time f \_\_\_\_\_ that he'll have a permanently wrinkled forehead by the time he's twenty!



## 7.5 Grammar

### Passive reporting structures

#### SHOW WHAT YOU KNOW

##### 1 Choose the correct options.

- The judge *expected / told / felt* that community service was more appropriate than a prison sentence.
- Scientists *think / know / regard* we are the only intelligent beings in this universe.
- We *understand / argue / feel* there are terrorists hiding somewhere in the mountainous regions.
- The IT managers *believed / agreed / thought* to meet again after the Christmas break.
- I can't believe people *expect / know / feel* me not to be angry after the way I was treated.

##### 2 ★ Complete the radio news headlines with *it* or *there*.



Welcome to the midday news on Radio RMN. Here are the headlines. <sup>0</sup>*It is thought that* the Prime Minister will announce the date of the next general election later on today. <sup>1</sup>\_\_\_\_\_ is believed to be great pressure on her from members of her own party to go to the polls as soon as possible.

<sup>2</sup>\_\_\_\_\_ was announced at the International Climate Change Conference taking place in Rio this week that global pollution reduction targets for 2020 are now unrealistic. <sup>3</sup>\_\_\_\_\_ was suggested by the chairman of the conference that the US and Russia are largely to blame by failing to meet their own countries' targets.

<sup>4</sup>\_\_\_\_\_ is reported to have been a major explosion in Kabul, the Afghan capital. <sup>5</sup>\_\_\_\_\_ is not yet known how many people may have been killed or injured.

##### 3 ★ ★ Complete the rewritten sentences from Exercise 1 with the phrases in the box. There are two extra phrases.

am expected to be    am expected not to be  
it is thought that    it was agreed by  
~~It was felt that~~    there are understood to be  
we are thought to be

- It was felt that* community service was more appropriate than a prison sentence.
- \_\_\_\_\_ we are the only intelligent beings in this universe.
- \_\_\_\_\_ terrorists hiding somewhere in the mountainous regions.
- \_\_\_\_\_ the IT managers to meet again after the Christmas break.
- I can't believe I \_\_\_\_\_ angry after the way I was treated.

##### 4 ★ ★ ★ Read Text A. Then complete Text B with passive reporting structures.

#### Text A

##### Insomnia - a cultural history

Medical historians think that insomnia is a relatively modern problem. Of course, they know that medieval Europeans woke in the night frequently, but they don't believe they were particularly worried about it. These days we understand there are around 100 million Europeans who suffer from some kind of sleep disorder. Psychologists consider stress to be the most common reason that people find it difficult to sleep. Additionally, we think that eating too late in the evening causes many cases of sleeplessness. Some experts also say that changes in living environment or work schedule can cause insomnia.

#### Text B

<sup>0</sup>*It is thought that* insomnia is a relatively modern problem. Of course, medieval Europeans <sup>1</sup>\_\_\_\_\_ in the night frequently, but they <sup>2</sup>\_\_\_\_\_ particularly worried about it. These days <sup>3</sup>\_\_\_\_\_ around 100 million Europeans who suffer from some kind of sleep disorder. Stress <sup>4</sup>\_\_\_\_\_ the most common reason that people find it difficult to sleep. Additionally, <sup>5</sup>\_\_\_\_\_ many cases of sleeplessness <sup>6</sup>\_\_\_\_\_ eating too late in the evening. <sup>7</sup>\_\_\_\_\_ changes in living environment or work schedule can cause insomnia.



#### SHOW WHAT YOU'VE LEARNT

##### 5 Complete the sentences with the words/phrases in the box. There are three extra words/phrases.

be passing    been known    it    known    pass  
there    they have    to have    were believed

- It is not currently \_\_\_\_\_ exactly how big the Internet is.
- \_\_\_\_\_ was agreed that the new handset was more attractive than the old one.
- There \_\_\_\_\_ to be several computer viruses within the system at the time.
- The troubled company was understood \_\_\_\_\_ invested heavily in wearable technology.
- \_\_\_\_\_ are said to be many negative consequences of sedentary lifestyles.
- The Saturn Explorer craft is believed to \_\_\_\_\_ Mars as we speak.



# 7.6 Speaking language practice

## Clarification

### 1 Choose the correct options.

- 1 So, in other thoughts / ways / words, ... ☒
- 2 Sorry, I'm not with / follow / understand you. ☐
- 3 What / How / That I meant was ... ☐
- 4 I'm not sure I lost / follow / mean (you). ☐
- 5 No, that's not (quite) what I meant / knew / understood. ☐
- 6 I'm afraid you've meant / lost / known me there. ☐
- 7 If I understand / know / think correctly, you mean ..., right? ☐
- 8 I don't know what you mean / saying / tell by ... ☐
- 9 Yes, precise / precisely / precision. ☐
- 10 Yes, (that's) pretty / quite / almost much (it). ☐
- 11 Are you meaning / saying / following ...? ☐

### 2 Mark the phrases in Exercise 1 as S for signalling confusion, U for checking understanding or C for giving clarification.

### 3 Put the words in order to make phrases. Then use the phrases to complete the conversations.

#### Conversation 1

- a mean / you / what / know / I don't / by  
I don't know what you mean by
- b sure / I / I'm / follow / not / you
- c it / yes / exactly / that's

- A: Make sure you save it on the thingy as well.  
B: Er, <sup>0</sup> 'thingy'.  
A: You know, on the ... thingy! The ... er ... oh what is it called?  
B: Do you mean the external hard drive?  
A: <sup>1</sup> ! The extra hand drive.  
B: What? It's called an external hard drive.  
A: Yes, you said that.  
B: But that's not what you said.  
A: Er ... <sup>2</sup> .  
B: Henry, you said ...  
A: Hmm?  
B: You know what? Never mind.

#### Conversation 2

- a meant / I / was / what
- b you / saying / are
- c quite / not / meant / that's / I / what
- d with / I'm / you / not

- A: Oh no! The computer! Look.  
B: Oh no. It's the BSOD.  
A: Sorry, <sup>3</sup> .  
B: The BSOD. The blue screen of death!  
A: Er, so the computer has died?  
B: Probably not. That's just what they call it.  
A: So what should I do?  
B: Just reboot it.  
A: Do what? <sup>4</sup> I should hit it?  
B: No, Mum, <sup>5</sup> . Please don't hit it. <sup>6</sup> restart it.  
A: Ah-ha! OK, I see. How do I do that?

## Conversation 3

- a it / that's / much / pretty
- b lost / there / afraid / me / I'm / you've
- c understand / I / correctly / you / if / mean / you
- d other / words / in



A: Kim, are you coming to my New Year's Eve party?

B: Yes, I am.

A: Good. Can't wait to see you 😊.

B: So <sup>7</sup> you want to start the year with me?

A: Yes, <sup>8</sup> . 😊 I want to mug you at midnight.

B: Er, what? <sup>9</sup> , Anna.

A: 😊 Oh sorry. I thought you liked me?????

B: <sup>10</sup> 'hug', right?

A: Oh no! Useless auto-correct. Yes, hug!

B: That sounds much better! 😊

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

- 0 Yes, Tess is right. Let's ask them first.
- 1 \_\_\_\_\_ do you call it in English?
- 2 Sorry, where \_\_\_\_\_ you come from again?
- 3 \_\_\_\_\_ we meet outside the cinema at seven o'clock?
- 4 Are you sure we can afford \_\_\_\_\_ buy a new car?
- 5 Have you ever \_\_\_\_\_ to London?
- 6 Excuse me, may I \_\_\_\_\_ a question?



## 7.7 Writing

### A 'for and against' essay

- 1 Put the words in the correct order to complete the sentences. Add commas where necessary.

- 0 against a ban / is a strong / this / argument  
Undeniably, this is a strong argument against a ban.
- 1 are / certain / idea / there / benefits to this  
Undoubtedly, \_\_\_\_\_.
- 2 some people / may be strong / evidence / refuse to / but nevertheless / accept it  
The \_\_\_\_\_.
- 3 actually be / to make this happen / very easy / may  
It \_\_\_\_\_.
- 4 to object to this / said / reasons / there are also  
That \_\_\_\_\_.
- 5 long / as / are followed / this approach seems / acceptable / the rules  
As \_\_\_\_\_.
- 6 an effective solution / that / agrees / this appears to be / everyone  
Provided \_\_\_\_\_.

- 2 Read the paragraph plan. Then read the essay below and put the paragraphs in the correct order (1–4).

- 1 introduction: general or factual comments on the topic and a statement mentioning both sides of the issue
- 2 arguments against the issue (teaching handwriting)
- 3 arguments for the issue (teaching handwriting)
- 4 conclusion: summarising statement and opinion
- A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

- 3 Complete the essay with the words in the box. There are two extra words.

actually doubt even having long providing  
undeniable undoubtedly without yet

- 4 Choose the correct options.

- 1 Many young people prefer learning a language with an app so / due / as it is much cheaper than paying for lessons.
- 2 Due to / Since / Because of there are rarely fixed lesson times with a digital system, users can study whenever they like.
- 3 Language classes are also valuable due / because of / because they are fun and are a good way to meet like-minded people.
- 4 It is important to interact with other people since / due / because of language is used to communicate.
- 5 So / Due to / As the fact that a computer can't correct your speech and pronunciation efficiently, it is important to have a teacher when learning a language.
- 6 Due to / As / Because the portability of phones and tablets, users can study wherever they are.



A <sup>0</sup> Having said this, plenty of teachers and academics feel that handwriting should continue to be taught in schools. A strong argument for this is that learning to write by hand helps children to read by increasing their visual memory. Links have also been found between learning to write and thinking more creatively. Furthermore, supporters of handwriting would <sup>1</sup> \_\_\_\_\_ argue that the effort involved in learning to write teaches children the power of patience, perseverance and diligence.

B American schools are no longer legally obliged to teach their students how to write by hand, and <sup>2</sup> \_\_\_\_\_ several states have decided to continue to do so. Clearly, some educators and lawmakers feel handwriting is not necessary in the modern world, whereas others still view it as important.

C In summary, there are clearly solid arguments on both sides of the issue. Personally, I feel it is important to continue teaching handwriting for now. <sup>3</sup> \_\_\_\_\_ so, I believe that, sadly, the skill is very likely to die out in the near future.

D <sup>4</sup> \_\_\_\_\_ a doubt, there are reasons to abandon the teaching of handwriting. One of the strongest of these is the digitisation of our society. It is felt by many that since computers are now used for virtually everything, handwriting is no longer relevant. Another persuasive argument is that learning to write takes up valuable classroom time and these days it may <sup>5</sup> \_\_\_\_\_ make more sense to spend this time teaching children to type. <sup>6</sup> \_\_\_\_\_ children are properly trained, using a keyboard is far more efficient than writing by hand. There is also no <sup>7</sup> \_\_\_\_\_ that on-screen text is much easier to edit and correct than its handwritten equivalent.



## 7.8 Language in focus

### Easily confused words

#### SHOW WHAT YOU'VE LEARNT

- 5 Read the writing task. Before you start writing, note down some ideas and plan your essay.

In your English class you have been discussing the use of apps and websites for educational purposes. Now your English teacher has asked you to write an essay based on this statement. Write an essay using all the notes and give reasons for your point of view.

*Should students use apps and websites to enrich their learning experience?*

#### Notes

Write about:

- learning foreign languages
- contact with teachers and students
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

#### SHOW THAT YOU'VE CHECKED

In my 'for and against' essay:

- I have started with a general statement referring to the facts about the issue. ☐
- I have ended the first paragraph with a sentence presenting the two points of view. ☐
- In the next two paragraphs, I have presented arguments – first 'for' and then 'against'. ☐
- I have given examples to support and develop my arguments. ☐
- I have used phrases for expressing certainty, contrasting information and expressing condition. ☐
- I have included one or two sentences using *as*, *since* and *due to* as alternatives to the use of *because*. ☐
- I have summarised the arguments and presented my opinion in the last paragraph. ☐
- I have used formal language and therefore not used contractions (e.g. *I'm*, *aren't*, *that's*). ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐



- 1 Choose the correct answer, A, B or C.

- Have you been to the gym \_\_\_\_?   
 A later      B late      C lately
- We can't let Grandma spend New Year's Eve \_\_\_\_\_.   
 A lone      B alone      C lonely
- Since I lost weight, these trousers have become far too \_\_\_\_\_.   
 A lose      B loose      C loser
- \_\_\_\_ your hand if you would like to ask a question.   
 A Raise      B Rise      C Arise
- The exam \_\_\_\_ of four written papers and an oral test.   
 A comprises      B includes      C consists
- The \_\_\_\_ reason you are here is ... Happy birthday!   
 A really      B present      C actual

- 2 Complete the words in the conversation. Some letters are given.

- A: Can I give you some <sup>0</sup>**adv**ice to help you to swim faster?
- B: Yes, please. I've been <sup>1</sup>**pract**\_\_\_\_\_ but ...
- A: Well that's good; <sup>2</sup>**'practi**\_\_\_\_\_ makes perfect,' they say, but I think you are lifting your head too high when you <sup>3</sup>**'breat**\_\_\_\_\_. It's <sup>4</sup>\_\_\_\_\_ **ffecting** the way your body moves through the water, slowing you down.
- B: OK, so what would you <sup>5</sup>**ad**\_\_\_\_\_ me to do instead?
- A: Well, perhaps try taking a <sup>6</sup>**'breat**\_\_\_\_\_ just as your lips break the surface of the water. I guarantee you'll notice a positive <sup>7</sup>\_\_\_\_\_ **ffect** immediately.
- B: Thanks a lot!

- 3 Choose the correct options.

- The government will introduce major *economic* / *economical* reforms before the next election.
- Today will be remembered as a *historic* / *historical* day by all those interested in space exploration.
- The patient is no longer *conscientious* / *conscious* and his heart rate is dropping rapidly.
- The Queen's Day celebration in Amsterdam is a truly memorable *opportunity* / *occasion* for all involved.
- It's impossible to get my homework done with these *continual* / *continuous* interruptions.

- 4 Complete the sentences with the words in the box. Use the phrases in brackets to help you.

actually    complements    compliment  
currently    eventually    possibly

- I pretend I enjoy our family meals, but actually, (in fact) I'd rather eat watching TV.
- \_\_\_\_\_ (at the moment) I'm reading a collection of short stories by an American writer.
- I'm not sure that the red top \_\_\_\_\_ (goes well with) the orange trousers.
- \_\_\_\_\_ (in the end) you'll learn it when you're older.
- Couldn't you just \_\_\_\_\_ (say something nice about) me for once, instead of the constant criticism?
- Could you \_\_\_\_\_ (maybe) lend us your sat-nav for the weekend, Dad?

## 7.9 Use of English

- 1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

### We're watching you!

Parents worry about their children all the time and their concerns <sup>0</sup> increase once the child is old enough to drive a car. Teenagers can't wait <sup>1</sup> \_\_\_\_\_ the freedom to be able to drive by themselves and go where they want, but should their driving still be monitored? A new teen tracking <sup>2</sup> \_\_\_\_\_ has been developed to allow parents to keep an eye on their teenagers' driving <sup>3</sup> \_\_\_\_\_ and location even when they are not with them. It's linked to a <sup>4</sup> \_\_\_\_\_ which is installed in the car and allows parents <sup>5</sup> \_\_\_\_\_ to all types of information, from the speed of the car, how often and hard the driver brakes, to how far the car has travelled and where it's been. Parents <sup>6</sup> \_\_\_\_\_ it as a way to reduce accidents but as you can imagine, not all teens welcome the idea at all. Teenagers are notoriously concerned about privacy <sup>7</sup> \_\_\_\_\_ in all areas of their lives. However, they may well be talked <sup>8</sup> \_\_\_\_\_ having this system as it can reduce the cost of insurance considerably. Quite honestly, I would have been appalled had my parents ever suggested anything similar!

- |                |                   |                 |           |
|----------------|-------------------|-----------------|-----------|
| 0 A progress   | <b>B increase</b> | C develop       | D raise   |
| 1 A at         | B of              | C for           | D on      |
| 2 A attachment | B website         | C app           | D control |
| 3 A ways       | B rules           | C hobbies       | D habits  |
| 4 A drive      | B device          | C screen        | D data    |
| 5 A access     | B connection      | C view          | D control |
| 6 A think      | B hope            | C see           | D believe |
| 7 A debates    | B questions       | C interferences | D issues  |
| 8 A at         | B into            | C over          | D through |





2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Robots in the kitchen

It's very rare that a week can pass without some new technological advance making the headlines, and <sup>1</sup> \_\_\_\_\_ it's a kitchen robot that has been in the news. At a trade fair last month, the world's first robo-chef was announced.

TECHNOLOGY  
RECENT

A top chef has been working with a robotics <sup>2</sup> \_\_\_\_\_ company to develop a machine that can measure and add ingredients and cook a meal just like an expert. In <sup>3</sup> \_\_\_\_\_, the robo-chef is a pair of metal arms which has been cleverly programmed to copy a real chef's <sup>4</sup> \_\_\_\_\_ when mixing, stirring and so on, so that it can cook perfect meals again and again.

ENGINEER  
REAL  
MOVE

An obvious disadvantage is that <sup>5</sup> \_\_\_\_\_ a real person, the robot cannot taste the food! However, a good result might be a reduction in the number of <sup>6</sup> \_\_\_\_\_ strain injuries that chefs can suffer from. Will the robo-chef <sup>7</sup> \_\_\_\_\_ our way of cooking? As this branch of science progresses over the next decade, robots will <sup>8</sup> \_\_\_\_\_ invade our kitchens to some extent. But, at the current cost of £10,000, today's robo-chef is unlikely to become a fixture for the average kitchen just yet.

LIKE  
REPEAT  
REVOLUTION  
DENY



# 7.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😊 = I understand and can do it by myself.

😞 = I understand some, but have some questions.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
7.1	Vocabulary	I can talk about technology and the effects it has on people.					Students' Book pages 96–97 Word Store page 15 Workbook pages 92–93
7.2	Grammar	I can use a variety of advanced passive forms.					Students' Book page 98 Workbook page 94
7.3	Listening	I can understand the main points in news reports and conversations.					Students' Book page 99 Workbook page 95
7.4	Reading	I can understand the main points of an article.					Students' Book pages 100–101 Workbook pages 96–97
7.5	Grammar	I can use passive reporting structures to talk about general feelings or beliefs.					Students' Book page 102 Workbook page 98
7.6	Speaking	I can ask for and give clarification.					Students' Book page 103 Workbook page 99
7.7	Writing	I can express certainty, contrast and condition using formal language.					Students' Book pages 104–105 Workbook pages 100–101

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 7.11 Self-check

### 1 Choose the correct options.

- No wonder you suffer from such terrible *eyesore* / *eye strain* / *eyesight* and you can see less and less clearly! You spend hours looking at a computer screen.
- It's worrying that even kids suffer from a number of *addiction* / *repetitive* / *withdrawal* symptoms.
- I see you've *updated* / *posted* / *browsed* your status. So now everyone knows you're engaged to Mark.
- In today's world, with our *vital* / *common* / *hectic* lifestyles, we're slowly losing the ability to relax and rest.
- When Ms Maple caught me texting during a class, she *beamed* / *frowned* / *browsed* and told me off.

/5

### 2 Complete the words in the sentences. Some letters are given.

- This site looks very interesting. Why don't you **b**\_\_\_\_\_ **k** it so that you don't need to look for it again?
- I don't think many people still have a **l**\_\_\_\_\_ **e** at home. Mobile phones are much more practical.
- Have you any idea how to help Mike with his **i**\_\_\_\_\_ **a**? He hasn't slept properly for weeks.
- Why don't we **w**\_\_\_\_\_ **r** around the old town in the afternoon? The weather is perfect for walks.
- Sasha spends a lot of time in front of her computer. Her **s**\_\_\_\_\_ **y** lifestyle will make her really ill one day.

/5

### 3 Complete the sentences with the correct passive form of the verbs in brackets.

- I hate \_\_\_\_\_ (force) to buy software.
- The battery should \_\_\_\_\_ (charge) last night.
- Before the screen went blank, I \_\_\_\_\_ (send) a strange email which I accidentally opened.
- A new firewall is going \_\_\_\_\_ (install) tomorrow.
- Maria gets very tired of \_\_\_\_\_ (criticise) by her parents for her choice of career.

/5

### 4 Rewrite the sentences using passive forms.

- In the past people thought that computers would never become popular and widely available.  
In the past it \_\_\_\_\_ computers would never become popular and widely available.
- Many say that Einstein had some problems at school because of his reluctance to learn everything by heart.  
Einstein \_\_\_\_\_ some problems at school because of his reluctance to learn everything by heart.
- According to the latest estimate, last year over 200 pupils aged 13–16 had failed Maths in our town.  
Last year there \_\_\_\_\_ over 200 pupils aged 13–16 that had failed Maths in our town.
- Doctors claim that insomnia often causes depression.  
Insomnia \_\_\_\_\_ depression.
- It is known that penicillin revolutionised medicine.  
Penicillin \_\_\_\_\_ medicine.

/5

### 5 Complete the text with one word in each gap.

For a coachload of kids from a local primary school, it was supposed to <sup>1</sup>\_\_\_\_\_ a pleasant day trip to a newly-opened theme park. Unfortunately, the journey turned out to be an unpleasant lesson for everybody, and especially for the driver, <sup>2</sup>\_\_\_\_\_ had relied entirely on his sat-nav to choose the shortest route.

As a result, the kids and their teachers found themselves stuck between two walls for nearly three hours <sup>3</sup>\_\_\_\_\_ the driver's sat-nav sent his vehicle down an impassable country lane.

It took over two hours for the fire brigade to free the coach and its passengers, who <sup>4</sup>\_\_\_\_\_ reported to be suffering from dehydration and anxiety by then.

It seems that although the system has many advantages and allows you to have information about your exact location, distance and best routes at your <sup>5</sup>\_\_\_\_\_, it is still advisable to just follow common sense.

/5

### 6 Complete the text with the correct form of the words in brackets.

#### To spy or not to spy?

It's a question that <sup>1</sup>\_\_\_\_\_ (doubt) most parents of teenage children ask themselves when it comes to monitoring their kids' texts, emails or posts on social networking sites. Some parents are so concerned about their children's activities that they unplug the Internet router at a certain time in the evening or demand <sup>2</sup>\_\_\_\_\_ (limit) access to their kids' messages and social media accounts. But does this approach have a <sup>3</sup>\_\_\_\_\_ (benefit) effect on the relationships between parents and their children?

School psychologists generally believe that technology should be part of family life with a set of rules and expectations for everybody to follow. They agree that both parents and children should respect each other's <sup>4</sup>\_\_\_\_\_ (private), but at the same time it might be a good idea to place a computer in a family area and occasionally talk about potential dangers connected with the Internet. Obviously, with rapid <sup>5</sup>\_\_\_\_\_ (advance) in technology and children being incredibly savvy, adults need to keep up-to-date with new ways of communicating.

/5

Total /30



## 8.1 Vocabulary

The natural world • Pollution •  
Compound nouns

## SHOW WHAT YOU KNOW

1 Label the photos. The first letter of each word is given.



0 b ay



1 c \_\_\_\_\_



2 d \_\_\_\_\_



3 g \_\_\_\_\_



4 p \_\_\_\_\_



5 s \_\_\_\_\_

2 Complete the sentences with the correct form of the words in the box. There are two extra words.

drought float flood foothills  
fossil fuel melt mountain storm

- Some estimates say that up to 4 million people died in China in 1931, after months of cyclones and heavy rain caused massive floods.
- The warmth of your tongue \_\_\_\_\_ ice cream when you lick it.
- Between 1981 and 1984, Africa suffered a deadly \_\_\_\_\_ with over a million lives lost to the dry conditions.
- A metallic coin will \_\_\_\_\_ in liquid mercury.
- Visitors can witness the breathtaking views found only in the river valley of the glorious Himalayan \_\_\_\_\_.
- Oil, natural gas and coal are known as \_\_\_\_\_.

## WORD STORE 8A

The natural world

3 Read the text and choose the correct options.

A rock pool is a challenging place to live and any <sup>1</sup>species / prey that chooses one as its home has to cope with a constantly changing environment. As <sup>2</sup>tides / floods move in and out and waves hit the shore, <sup>3</sup>floats / currents are created that are sometimes strong enough to cause <sup>4</sup>whirlpools / droughts. Starfish, crabs and other creatures can easily be picked up and smashed on the rocks or washed out to sea. Ironically, the same movements of water also bring life to rock pools by ensuring a steady supply of <sup>5</sup>floats / nutrients.

If the creatures that live in rock pools manage to survive the hazards presented by the sea itself, they must then overcome the dangers of exposure to the sun. Even then, their problems are not over as creatures living in the shallow pools are easy <sup>6</sup>prey / fuel for seabirds. All things considered, life is hard for rock pool dwellers.

## WORD STORE 8B

Hazards and pollutants

4 Complete the extract from a radio programme with the words in the box.

acid contaminants hazard  
industrial rubbish tips sewage



Welcome to *Green Focus*. On today's programme we'll be hearing from the Danish environment minister about his country's plans for limiting the damage caused to forests by <sup>0</sup>acid rain. We've got a special report from Mumbai, where Rajesh Narlikar is examining the action

being taken to reduce health risks caused by the lack of hygienic toilets and the presence of <sup>1</sup>\_\_\_\_\_ in streets of the city's poorest districts. And moving closer to home, we'll be looking at how tighter limits on the amount of rubbish now collected from UK homes have led to increased demand for <sup>2</sup>\_\_\_\_\_.

But first, <sup>3</sup>\_\_\_\_\_ waste in Asia. With so much manufacturing taking place in China, and relatively little focus on environmental protection, <sup>4</sup>\_\_\_\_\_ in the country's water supply have reached worrying levels. Tap water is now thought by some to be a serious health <sup>5</sup>\_\_\_\_\_ in certain cities. Lin Ho reports from Beijing.



## WORD STORE 8C

### Compound nouns

5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- There's a new \_\_\_ of cut-price coffee shops challenging more established brands in cities all over the UK.  
The extinction of creatures at the top of the food \_\_\_ can be disastrous for those lower down.  
A chain      B pile      C branch
- The ice \_\_\_ at the top and bottom of the planet are left over from the previous ice age.  
Corey sells baseball shirts and \_\_\_ outside the stadium every Saturday before the game.  
A bats      B hats      C caps
- We are marching to protest against plans for a new \_\_\_ fill (1 word) site near our village.  
Due to bad weather, the flight from Munich is delayed and will now \_\_\_ at 15.30.  
A arrive      B land      C out
- A new \_\_\_ field (1 word) has been discovered deep under the Arctic ice, but ecologists say that drilling it will ruin the untouched environment.  
When frying, use vegetable \_\_\_ as a healthier alternative to animal fats such as butter.  
A athletics      B fat      C oil
- The sea \_\_\_ has risen significantly in the last decade as a result of global warming.  
Kieran is very good at video games and completed the top \_\_\_ of Dragon Quest after just six days.  
A water      B level      C score

## WORD STORE 8D

### Compound nouns

6 Complete the words in the newspaper headlines. Some letters are given.

0 Disaster! Unsinkable Titanic sinks after hitting North Atlantic iceberg!



1 Unhygienic city pizzeria to close after being blamed for twenty cases of food p\_\_\_\_\_ in December



2 100-metre jet of flames rises above Iraqi desert as o\_\_\_ wells targeted by terrorist bomb



3 Many killed and injured as Brazilian village is buried in mud after heavy rains cause huge land \_\_\_\_\_



4 Low tide reveals millions of tiny crabs have arrived on local sea \_\_\_\_\_



## SHOW WHAT YOU'VE LEARNT

7 Choose the correct answer, A, B or C.

- Seabirds use warm air \_\_\_ to save energy while flying long distances at sea.  
A winds      B waves      C currents
- Despite their bad reputation, most \_\_\_ of snakes are neither poisonous nor aggressive.  
A species      B hazards      C prey
- Oceanographers say a giant \_\_\_ discovered in the warm Caribbean waters is rotating clockwise and growing in size.  
A whirlpool      B oil well      C iceberg
- Scientists found both the air and water were filled with \_\_\_ from the local power station.  
A poisoning      B contaminants      C hazards
- The poorest families sort through the waste at these \_\_\_ looking for anything they might eat or sell.  
A oilfields      B rubbish tips      C industrial waste
- \_\_\_ falls into rivers and lakes, making the water toxic for fish and other aquatic animals.  
A Sewage      B Acid rain      C Fossil fuel
- Made of 8,100km<sup>2</sup> of frozen water, Iceland's Vatnajökull is the largest \_\_\_ in Europe.  
A whirlpool      B tide      C ice cap
- A \_\_\_ chain shows what each living thing eats, and how energy is passed from creature to creature.  
A prey      B nutrient      C food
- I love walking along the \_\_\_ exploring the beautiful rock pools.  
A sea level      B sea shore      C tide
- With no tree roots remaining to hold the earth together, \_\_\_ are common in areas of deforestation.  
A landslides      B landfills      C foothills

/10

## 8.2 Grammar

Unreal past and regrets • *wish, if only, it's time and would rather*

### SHOW WHAT YOU KNOW

- Complete the sentences with the correct form of the verbs in brackets.
  - I wish I had (have) a longer attention span but I ... Oh, er, sorry, what was I saying?
  - If only there \_\_\_\_\_ (be) a pill people could take to get rid of addictions.
  - Sarah wishes her boyfriend \_\_\_\_\_ (not upload) photos of her without asking first.
  - I wish I \_\_\_\_\_ (not suffer) from insomnia before tests and exams.
  - If only my parents \_\_\_\_\_ (buy) a sat-nav, we might not get lost so often!
- ★ Choose the correct options to explain the meaning of the sentences in *italics*.
  - If only I had taken on the new role at work.*  
The speaker *did* / *didn't* take on the new role at work.
  - I wish the living expenses in this city weren't so high.*  
The living expenses in the city *are* / *aren't* high.
  - I wish I'd performed better at the interview.*  
The speaker *performed* / *didn't perform* well at the interview.
  - If only my job wasn't so monotonous.*  
The speaker's job *is* / *isn't* monotonous.
  - I wish my contract hadn't expired.*  
The speaker's contract *has* / *hasn't* expired.
- ★ ★ Complete the second sentence so that it has a similar meaning to the first.
  - I think you should go home now.  
It's time you went home.
  - I would like you to drive instead of me today.  
I'd rather you \_\_\_\_\_ today.
  - I really should have set my alarm an hour earlier.  
If only \_\_\_\_\_ my alarm an hour earlier.
  - You really should buy your girlfriend some flowers.  
It's high time \_\_\_\_\_ flowers.
  - I regret that I didn't learn to swim when I was a child.  
I wish I \_\_\_\_\_ when I was a child.
  - I'd prefer not to sit at the table right next to the toilets.  
I'd rather \_\_\_\_\_ at the table right next to the toilets.

### REMEMBER THIS

We don't say *I wish I would*.  
*I wish I would* could stay a bit longer.

- ★ ★ Complete the second sentence with the correct form of the underlined verb in the first sentence.
  - If only I was more outgoing.  
If only I had been more outgoing when I was at school.
  - I wish I could go on holiday.  
I wish I \_\_\_\_\_ on holiday last summer.
  - If only we lived in a big city now.  
If only we \_\_\_\_\_ in a big city when we were children.
  - I wish I hadn't lived alone at university.  
I wish I \_\_\_\_\_ alone now.
  - If only I hadn't been so tired that night.  
If only I \_\_\_\_\_ so tired now.

- ★ ★ ★ Complete the messages with the correct form of the verbs in the box.

[begin can explore invest make spend]

If you love the sea, then [oceanfans.com](http://oceanfans.com) is the website for you.

#### Sea, not space – jellyfish99 writes:

It's high time we <sup>0</sup>explored the world's oceans more thoroughly. Amazingly, ninety-five percent of our water remains unseen by human eyes. I would rather governments <sup>1</sup>\_\_\_\_\_ in this than in developing weapons, for example. I wish we <sup>2</sup>\_\_\_\_\_ concentrate on learning more about what is here on the Earth and how to preserve it. The answer to many of our environmental problems could lie beneath the waves – if only we <sup>3</sup>\_\_\_\_\_ the effort to look.



#### 1 Reply – ocotboy8 writes:

I couldn't agree more, jellyfish99. I wish we <sup>4</sup>\_\_\_\_\_ the billions it took to fight the wars of recent years on preserving the planet and its oceans instead. If only we <sup>5</sup>\_\_\_\_\_ developing clean energy alternatives earlier, the Earth might now be in a much better state.

### SHOW WHAT YOU'VE LEARNT

- Complete the sentences with the correct form of the verbs in brackets.
  - I wish you were (be) my girlfriend.
  - If only you \_\_\_\_\_ (remember) to lock the car properly last night.
  - It's high time you \_\_\_\_\_ (start) taking responsibility for your actions.
  - I wish I \_\_\_\_\_ (remember) what Tom said he wanted for his birthday.
  - I'd rather \_\_\_\_\_ (stay) at home today than have spent two hours in that horrible traffic jam!
  - I wish it \_\_\_\_\_ (be) Christmas already – I need a break!
  - If only you \_\_\_\_\_ (like) seaweed we could go for sushi now.



## 8.3 Listening language practice

### Interview about intelligent animals • Collocations

- 1 Complete the extract from an interview with the correct form of the words in brackets. Then listen and check.

Extract from Students' Book recording **CD•3.23** MP3•120

- A: Welcome to *Animal World*, the series in which we examine animals' <sup>0</sup> *behaviour* (behave) in their <sup>1</sup> \_\_\_\_\_ (nature) habitats. This week we're turning our attention to some of the smartest animals on the planet. Here to help us is wildlife expert and animal rights <sup>2</sup> \_\_\_\_\_ (campaign) Dr Roger Matthews. Thank you for joining us, Dr Matthews.
- B: Thank you for inviting me.
- A: Dr Matthews, if humans are intelligent, then chimpanzees must be intelligent too because they share ninety-eight percent of the same genes as humans. Is that right?
- B: Yes, it is. And when you spend time with chimpanzees, you can see how close they are to humans in so many ways: they embrace and kiss and hug each other and they laugh when they're playing. They experience <sup>3</sup> \_\_\_\_\_ (adolescent) and develop <sup>4</sup> \_\_\_\_\_ (power) mother and child bonds. They are also similar to humans in that they attack and kill rival gangs of chimpanzees when they want to extend their territory.
- A: Oh, that really is quite <sup>5</sup> \_\_\_\_\_ (shock). I thought chimps were like humans, but nicer.
- B: It's the same with dolphins. When you think of dolphins, words like *friendly, gentle, playful, intelligent* come to mind. Well, they are <sup>6</sup> \_\_\_\_\_ (doubt) intelligent – dolphins have large brains and they have a number of things in common with humans and chimpanzees. They form stable communities and live in social groups. And they're totally <sup>7</sup> \_\_\_\_\_ (depend) on their parents during <sup>8</sup> \_\_\_\_\_ (child). But they're also good at defending themselves and can be quite <sup>9</sup> \_\_\_\_\_ (compete) with one another. When they want to show who's boss or keep other males away from a female, they can be quite <sup>10</sup> \_\_\_\_\_ (aggression).

#### REMEMBER THIS

The word **mind** is widely used in collocations with verbs and adjectives, and in a large number of useful phrases.

When you think of dolphins, words like *friendly, gentle, playful, intelligent* **come to mind**. (verb + mind)

Despite his physical disabilities, Stephen Hawking has one of the most **brilliant minds** of his generation. (adjective + mind)

**There is no doubt in my mind** that you are the right person for the job. (phrase with mind)

- 2 Read **REMEMBER THIS**. Complete the collocations with the words in the box.

back closed enquiring fresh  
lose no on out of

- 0 *lose* your mind – become crazy
- 1 get sb or sth \_\_\_\_\_ your mind – stop thinking about sb or sth
- 2 a(n) \_\_\_\_\_ mind – with very fixed opinions; unwilling to change your ideas
- 3 a(n) \_\_\_\_\_ mind – curious, wanting to find out new things
- 4 there is \_\_\_\_\_ doubt in sb's mind – used when sb feels certain about sth
- 5 at the \_\_\_\_\_ of your mind – used when you are aware of sth but not completely sure or clear about it
- 6 sth is \_\_\_\_\_ in sb's mind – sb remembers sth clearly
- 7 sth is \_\_\_\_\_ sb's mind – sb worries about sth or thinks about it a lot

- 3 Complete the sentences with collocations from Exercise 2. Change the form if necessary.

- 0 *At the back of* his mind, John had a strange feeling he'd been to that house before.
- 1 The poor dog had clearly \_\_\_\_\_ its mind after being locked in the dark for so long.
- 2 With yesterday's fall \_\_\_\_\_ in his mind, Tim skied slowly and carefully.
- 3 \_\_\_\_\_ minds are always hungry for knowledge.
- 4 Jenny couldn't sleep because she had the next day's exam \_\_\_\_\_ her mind.
- 5 Kelly couldn't get the eccentric physicist she had met that morning \_\_\_\_\_ her mind.
- 6 The politician complained that the voters had \_\_\_\_\_ minds when it came to immigration.

#### WORD STORE 8E

##### Collocations

- 4 Match the sentence halves.

- 0 The best place to study animals is in their natural ☒ f
- 1 A deadly fight broke out between rival ☐
- 2 Chimpanzees and dolphins live in stable ☐
- 3 The professor thinks we ought to spend ☐
- more money on scientific ☐
- 4 It is a common ☐
- 5 Having been imprisoned together for four years, ☐
- the hostages developed a powerful

- a communities and share many types of behaviour with humans.
- b bond based on their shared experience.
- c research and less on arts projects.
- d gangs in the city centre last night.
- e misconception that Marie Antoinette said, 'Let them eat cake.'
- f habitats rather than in zoos.



## 8.4 Reading

Science news • Antonyms • Word families

### Glossary

**imminent** (adj) = happening very soon

**poaching** (n) = illegal hunting and killing of animals

**captivity** (n) = when a person or animal is kept in a prison, cage, zoo, etc.

**horn** (n) = hard, pointed thing that grows, usually in pairs, on the heads of animals such as goats

**fertility rate** (phr) = the rate at which new babies are born in a particular area

**dozen** (n) = twelve

**herbivore** (n) = an animal that eats plants only

**cull** (n) = deliberate killing of a number of animals

A

www.animalwatch.com



The recent death of an elderly northern white rhino at San Diego Zoo has brought the crucially endangered species even closer to extinction. Only five northern white rhinos are left and with

limited chances of any more being born, their imminent disappearance is almost certain, scientists said. At the time of writing (early 2015), there are just four females and one male remaining, all of them in captivity.

As late as 1960, there were more than 2,000 wild northern white rhinos, but widespread poaching had a severe impact on the population, and in 1984 only about fifteen individuals survived in their natural habitat. Demand for rhino horn, which is used in herbal medicine, has driven these large creatures to the edge of complete extinction. On the streets of major Asian cities, rhino horn sells for more than gold or platinum. Despite the widely held belief that rhino horn can cure cancer and reduce fevers, studies have revealed no medical evidence to suggest this is the case.

B

www.asiareview.com

South Koreans will be 'extinct' by 2750 if nothing is done to halt the nation's falling fertility rate, according to a study carried out in Seoul. The fertility rate fell to a new low of 1.19 children per woman in 2013, the study showed, well below the fertility rate required to maintain South Korea's current population.

The study predicts that the population will shrink to 40 million in 2056 and 10 million in 2136. According to the simulation, the last South Korean would die in 2750, making it the first national group in the world to become extinct.

The research assumes a worst-case scenario and does not consider possible changes in immigration

policy. The results do, however, underline the challenges facing a number of nations in the Asia-Pacific region. Japan,



Taiwan, Singapore and increasingly China are all experiencing growing financial pressures caused by rising health care costs and pension payments for an elderly population.

C

### Ancient giant revealed

An enormous species of dinosaur, which weighed more than a Boeing 737, has been found by scientists, who claim the beast was so large it would have 'feared nothing'. Named *Dreadnoughtus Schrani*, after the dreadnought battleships of the early twentieth century, the herbivore would have done little other than eat in order to support its vast body. Measurements of its fossilised bones suggest that the long-extinct creature measured twenty-six metres in length and weighed about sixty-five tonnes.

The ancient remains unearthed in Argentina represent by far the most complete skeleton ever recovered of a super-massive herbivore from a group known as the titanosaurs. Although partial skeletons of potentially larger cousins have previously been found, the find makes *Dreadnoughtus* the largest land animal for which a body size can be accurately estimated. Examination of the 77-million-year-old specimen suggests it may not even have been fully grown at the time it died.



D

The red squirrel has been almost entirely driven out of almost all of England and Wales after the introduction of the grey squirrel from North America in the nineteenth century. Environmentalists and nature lovers are calling for a nationwide cull of grey squirrels

in order to prevent the total extinction of the native red. There are estimated to be just 15,000 reds left in England, compared to a massive 2.5 million grey squirrels. Although experts once believed that the aggressive grey squirrel was able to out-compete the gentler red in the battle for food and habitats, many ecologists are now convinced that the decisive factor in their disappearance was actually a viral-like infection carried by the greys and passed on to the reds. The virus is probably responsible for the decline of the red squirrel over a long period of time and now the race is on to see whether environmental groups and scientists can save what remains of the population.





1 Read the texts. What is the common topic of all four?

- 1 population ☐
- 2 extinction ☐
- 3 large creatures ☐

2 Read the texts again. For questions 1–10, choose from the texts (A–D). You can choose each text more than once.

This text:

- 1 reports the discovery of a record-breaking extinct species. ☐
- 2 suggests that a common misconception is to blame for the disappearance of a species. ☐
- 3 speculates about the possible extinction of certain members of a species. ☐
- 4 is about a species which is almost certain to become extinct soon. ☐
- 5 talks about the impact of disease on a species. ☐
- 6 explains the meaning of a species' name. ☐
- 7 explains that a rival species is responsible for the problem in question. ☐
- 8 talks about humans' impact on this species' survival. ☐
- 9 says that the trend towards extinction could be reversed. ☐
- 10 suggests that this species had no enemies. ☐

3 Read the texts again. Are the statements true (T) or false (F)?

- 1 It is unlikely that there will ever be another newborn northern white rhino. ☐
- 2 There are only five northern white rhinos now living in the wild. ☐
- 3 Changes in government policy could help South Korea avoid the problem described in the article. ☐
- 4 The article predicts that the last South Korean child will be born in the next millennium. ☐
- 5 The *Dreadnoughtus* dinosaur probably ate very little considering its enormous size. ☐
- 6 It is likely that other *Dreadnoughtus* dinosaurs were even bigger than the one discovered in Argentina. ☐
- 7 The red squirrel has no hope of surviving. ☐
- 8 The grey squirrel does not die from the illness it carries. ☐

4 Match the words with their underlined opposites in the texts. Use a dictionary if necessary.

- 0 eventual/distant imminent
- 1 local/limited \_\_\_\_\_
- 2 whole \_\_\_\_\_
- 3 tiny/miniscule \_\_\_\_\_
- 4 slight/mild \_\_\_\_\_
- 5 emigration \_\_\_\_\_
- 6 carnivore \_\_\_\_\_
- 7 grow \_\_\_\_\_
- 8 modern/recent \_\_\_\_\_

5 Match words from Exercise 4 with their definitions.

- 0 about to happen very soon imminent
- 1 serious or extreme \_\_\_\_\_
- 2 happening after a long period of time \_\_\_\_\_
- 3 existing or happening in many places \_\_\_\_\_
- 4 from long ago \_\_\_\_\_
- 5 become smaller \_\_\_\_\_
- 6 extremely small \_\_\_\_\_
- 7 meat eater \_\_\_\_\_
- 8 increase in size, number, amount or strength \_\_\_\_\_
- 9 incomplete or unfinished \_\_\_\_\_
- 10 extremely large \_\_\_\_\_

WORD STORE 8F

Word families

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

challenge grow injure  
poison rag thirst vast

- 0 a The most challenging part of drilling an oil well is locating the oil so far underground.  
b The rival gangs challenged each other to a fight in the car park behind the nightclub.
- 1 a The \_\_\_\_\_ of the universe is almost impossible for the human mind to imagine.  
b Scientists have identified at least 1.9 million animal species, and still \_\_\_\_\_ numbers remain undiscovered.
- 2 a Hundreds of people were \_\_\_\_\_ in a landslide on the Indonesian island of Java yesterday.  
b The lady in the hospital bed to my right had received a serious head \_\_\_\_\_ while skiing.
- 3 a Don't throw away your old T-shirt. I can use it as a(n) \_\_\_\_\_ to clean my shoes.  
b The man's clothes were so \_\_\_\_\_ it looked as if he had found them on a rubbish tip.
- 4 a Scientific research is helping elderly people who lose their sense of \_\_\_\_\_ avoid the dangers of dehydration.  
b I'm so \_\_\_\_\_ I could drink an iceberg's worth of water!
- 5 a Human population \_\_\_\_\_ is leading to the destruction of many creatures' natural habitats.  
b A young tiger will not tackle such large prey until it is fully \_\_\_\_\_.
- 6 a Industrial waste has made this particular stream \_\_\_\_\_ to everything except these tough little frogs.  
b Venomous snakes inject \_\_\_\_\_ into their victims through their needle-like teeth, which are known as fangs.

## 8.5 Grammar

### Emphasis – cleft sentences and inversion

#### SHOW WHAT YOU KNOW

- 1 Add the words in the box to the sentences to make them more emphatic.

absolutely at all on earth  
own so the question is  
own

- 0 It's your fault you are busy now. You should've done more work last week.
- 1 If you don't do any exercise, I'm not surprised you feel unwell so often.
- 2 I'm sorry I was rude to you. I've had a difficult day.
- 3 Are you going to do it again?
- 4 I don't know why you didn't call me first to check.
- 5 I'm convinced she is telling the truth.

- 2 ★ Complete the text with the phrases in the box.

it's these kinds of achievements that  
never before has there been not only did  
~~rarely has there been~~ what is most amazing is that  
what scientists managed to do was

#### The Rosetta Mission

0 Rarely has there been such an exciting space project as the Rosetta Mission. Just in case you missed the news,  
1 \_\_\_\_\_ land a spacecraft on a comet travelling at 24,800 miles per hour 511 million km from Earth.  
2 \_\_\_\_\_ an opportunity to study a comet in such detail. 3 \_\_\_\_\_ the journey to the comet take ten years, but it cost over a billion pounds.  
4 \_\_\_\_\_ the unimaginably distant comet is only 2.5 miles wide. Scientists have compared the task to trying to land on a speeding bullet. 5 \_\_\_\_\_ remind us how advanced science has really become.

- 3 ★★ Choose the correct options.

- 1 What *was happened* / *happened was* that I forgot to log out of Facebook and Jo read my messages.
- 2 Never *have I* / *I have been* so humiliated in all my life.
- 3 *It's* / *What's* people like him that should be locked up for their own protection.
- 4 What I find most unbelievable *that is* / *is that* no one saw Becky leaving the party.
- 5 All *we are* / *are we* saying is please give us a chance to explain what happened.
- 6 What *he did was* / *did he was* wander around the streets hoping he would recognise his hotel.
- 7 Rarely *the temperatures have* / *have the temperatures* fallen so low in September.
- 8 Not only *do you* / *you do* steal money from me, but you lie about it after you have been caught.

- 4 ★★★ Rewrite the story using cleft sentences and inversion. Use the words in brackets.

- 0 Ryan lost track of time. (happened)  
What happened was that Ryan lost track of time.
- 1 He was distracted by a documentary about a man snowboarding on an iceberg. (it)  
\_\_\_\_\_
- 2 The film crew flew out to the North Atlantic by helicopter. (did)  
\_\_\_\_\_
- 3 They dropped the man onto the top of the huge iceberg. (happened)  
\_\_\_\_\_
- 4 The man only rode down it for about half a minute, but the shots were amazing. (all)  
\_\_\_\_\_
- 5 It was the first time Ryan had ever seen anyone snowboarding in such an unusual place. (never)  
\_\_\_\_\_
- 6 He found the effort that the whole team went to most impressive. (what)  
\_\_\_\_\_

#### SHOW WHAT YOU'VE LEARNT

- 5 Choose the correct answer, A, B or C.

- 1 \_\_\_ cheapest holiday they had ever been on, but also the best.  
A Not was it only the      B It was only not  
C Not only was it the
- 2 \_\_\_ identify stress as a major cause of insomnia.  
A What they did was      B It's what they did that  
C What happened was
- 3 \_\_\_ I liked her old hairstyle better and next thing, she was in tears.  
A Rarely had I      B All I said was  
C Not only did
- 4 \_\_\_ boys like him who break young girls' hearts.  
A What's      B What  
C It's
- 5 Rarely \_\_\_ visit his grandparents and then only for a very short time.  
A they do      B do they  
C are they
- 6 \_\_\_ was the cake they served during the break.  
A What I liked most      B What liked I most  
C What most I liked



## 8.6 Speaking language practice

### Giving a presentation

- 1 Complete the tips for giving a presentation with the words in the box. There are two extra words.

contact forget invite involved  
notes speed stand questions

- 0 Speak with a clear voice at a natural speed.  
1 Make eye \_\_\_\_\_ with the audience.  
2 Ask the audience questions to keep them \_\_\_\_\_.  
3 Have some \_\_\_\_\_ with you when you present but don't read them out.  
4 If you \_\_\_\_\_ something, keep going. Nobody knows what you were planning to say anyway!  
5 When you finish, thank the audience for listening and \_\_\_\_\_ questions.
- 2 Put the words in the correct order to complete the extracts from presentations. Then match them with the next thing that is said.

- 0 you / how / ever / about / thought / have  
Have you ever thought about how your mobile phone actually works? 9
- 1 why / to talk about / you / wondering / may / be / I've chosen  
\_\_\_\_\_  
British electronic music today. Well, let me explain ... ☐
- 2 probably / all / are / familiar / we / with  
\_\_\_\_\_  
the Apollo moon landing of 1969. ☐
- 3 already / you / know / may / that  
\_\_\_\_\_  
Ibiza is world famous as a party destination. ☐
- 4 that / might / know / not / you  
\_\_\_\_\_,  
according to astronauts returning from space walks, space smells like 'hot metal'. ☐
- 5 all / from / that's / me  
\_\_\_\_\_  
Thank you all for listening. ☐
- 6 to ask now / feel free / please / questions / any / anyone / has / if  
\_\_\_\_\_  
Yes, Robert. What's your question? ☐
- a Some of you may also know that certain groups believe the whole mission was faked.  
b I hope you have learnt a few new things about your own amazing brain today.  
c The island is home to some of the world's best clubs.  
d Thanks for an interesting presentation. I want to ask what your personal opinion on music piracy is.  
e Many of the most influential electronic musicians of the last thirty years come from the UK.  
f The odour has also been compared to frying steak.  
g How is it possible that this little machine in your pocket can connect you with any place or person in the world?

- 3 Complete the words in the sentences. The first letter of each word is given.

- 0 Have you ever considered what happens to all the perfectly good mobile phones that we throw away?  
1 During this presentation, I p\_\_\_\_\_ to explain why no two snowflakes are exactly the same.  
2 You may be a\_\_\_\_\_ that some monkeys have learned to communicate through sign language.  
3 Perhaps you have h\_\_\_\_\_ of Betelgeuse, one of the brightest stars in the visible sky.  
4 Most people don't r\_\_\_\_\_ that elephants are terrified of bees.  
5 Thank you for i\_\_\_\_\_.  
6 I hope you f\_\_\_\_\_ the presentation interesting.

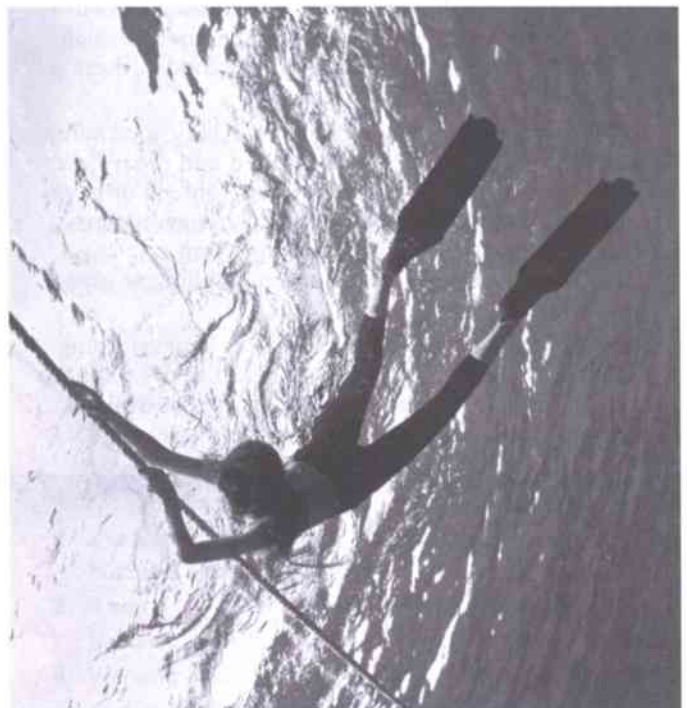
- 4 Put the extracts from the beginning and end of a presentation in a logical order.

#### Beginning

- a Have you ever tried holding your breath for more than a minute? It's not easy, is it? Well, today 1  
b but did you know that the world record holder is able to hold his breath for almost ten minutes? ☐  
c get going. Now, perhaps some of you have heard of an extreme sport called free diving. ☐  
d I plan to explain how we can all train ourselves to easily hold our breath for longer. So, let's ☐  
e You may be aware that free divers are able to stay under water for several minutes at a time, ☐

#### End

- a OK everyone, that's 1  
b please feel free to do so now. ☐  
c for listening, and I hope ☐  
d If you would like to ask any questions, ☐  
e all from me. I'd like to thank you ☐  
f that you found the presentation interesting. ☐



## 8.7 Writing

### A review of a travel destination

#### 1 Match 1–6 with a–f to make compound nouns.

- |                 |              |
|-----------------|--------------|
| 1 wildlife      | a tourism    |
| 2 natural       | b heritage   |
| 3 sustainable   | c protection |
| 4 environmental | d impact     |
| 5 diverse       | e beauty     |
| 6 cultural      | f landscapes |

#### 2 Complete the sentences with the compound nouns in Exercise 1.

- Many visitors come to this area to learn about the area's rich \_\_\_\_\_.
- The mixture of mountains, sea and beaches makes for a country of \_\_\_\_\_ like no other.
- Local activists are increasingly worried about the \_\_\_\_\_ of the theme park's thousands of visitors on the sea turtle population.
- This area of outstanding \_\_\_\_\_ acts like a magnet for animal lovers everywhere.
- The concept of having as low an impact on the environment of an area as possible is known as \_\_\_\_\_.
- One of the organisation's key goals is \_\_\_\_\_ in both coastal and mountain regions.

#### 3 Read the review and choose the correct options.

Bansko is located <sup>1</sup>*in / on* the southwest of Bulgaria, 160km <sup>2</sup>*near / from* the capital, Sofia. It lies on the <sup>3</sup>*coast / banks* of the Glazne river, at the foot of the Pirin mountain. The ski area is surrounded <sup>4</sup>*by / in* majestic mountains and Bansko's high season is <sup>5</sup>*so / such* long that parts of the mountain remain open until mid-May.

<sup>6</sup>*Whereas / Despite* a trip to Austria or France can cost a fortune, Bulgaria is much more affordable. You can get a bowl of hot soup in one of Bansko's town-centre taverns for just 60p. <sup>7</sup>*In spite of / Even though* the quality is not always fantastic, the food at these taverns is hot, filling and cheap.

In the low season, Bansko offers especially good value for money. Lift passes are discounted and regardless of the time of year, if you are under eighteen or have a student ID, you will qualify for further reductions.

<sup>8</sup>*Since / Being* there is a lot of competition, equipment-hire shops are sometimes willing to give discounts too.

<sup>9</sup>*As / Although* a winter sports holiday is never going to be really cheap, by choosing a resort such as Bansko and looking for ways to save money, it is possible to enjoy the snow for a reasonable price.

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

although	being	despite	having
since	so	such	whereas

- Although* it is small, the city of Granada offers plenty to do for free.
- Tokyo is \_\_\_\_\_ a large place it is easy for inexperienced travellers to feel overwhelmed.
- The route along the river is suitable for everyone, \_\_\_\_\_ the mountain trails are only for experienced walkers.
- \_\_\_\_\_ been to Prague in both winter and summer, I can confirm that, for those who don't mind the cold, the city is at its most beautiful when covered in a blanket of snow.
- The castle is worth visiting \_\_\_\_\_ the probability of long queues on the days when entry is free.
- \_\_\_\_\_ an outdoor type, I found the Czech mountains to be a natural theme park.
- The temperature is \_\_\_\_\_ high in the early afternoon that visitors on a budget may want to seek some free shade in the city park.
- \_\_\_\_\_ sunbathing costs nothing, a day at the beach is a great way to save money and have fun.

#### 5 Choose the correct options.

- It is *such / so* a popular beach that it can be impossible to find a spot!
- Being / Having* students, we received a discount on our tickets.
- Despite / Even though* the menu is limited, the vegetarian food in Eten Café is cheap and delicious.
- Despite / Even though* the beauty of the natural landscape, we found that our experience was spoiled by the large crowds of people on the island.
- Some of the animals in the zoo look happy enough, *while / when* others look thoroughly miserable.
- Because / Due to* the strong winds and shallow water, the bay is a favourite with windsurfers.
- Because / Because of* organised trips are so expensive, it's better to make your own way to the island using the public ferry.





## 8.8 Language in focus

### Word families – prefixes and suffixes

#### SHOW WHAT YOU'VE LEARNT

- 6 Read the writing task. Before you start writing, note down some ideas and plan your review.

You have seen this announcement on an English-language website.

Did you enjoy our article on affordable holiday destinations for young travellers? If so, our travel editor invites you to write to us describing a place you know well and would recommend as a good destination for young travellers. Describe the location of the place and offer advice on how young visitors can keep their environmental impact to a minimum while there.

Write your review in 140–190 words.

#### SHOW THAT YOU'VE CHECKED

In my review:

- in the first paragraph, I have said which destination I am writing about and why I have chosen it. ☐
- I have included a description of the destination and its location, including interesting structures. ☐
- I have included advice for young travellers on how to keep their environmental impact to a minimum while there. ☐
- in the last paragraph, I have recommended the destination using a variety of set phrases. ☐
- I have used semi-formal language and therefore not used contractions (e.g. *I'm, aren't, that's*), colloquial language or too many phrasal verbs. ☐
- I have used a wide range of linking devices for describing cause, result and expressing contrast and concession. ☐
- I have checked my spelling and punctuation. ☐
- I have written 140–190 words. ☐
- my handwriting is neat enough for someone else to read. ☐



- 1 Complete the definitions with words formed by adding a prefix to the words in bold.

- 0 multi-coloured = having many **colours**
- 1 \_\_\_\_\_ = the opposite of **allow**
- 2 \_\_\_\_\_ = after the **war**
- 3 \_\_\_\_\_ = **behave** badly
- 4 \_\_\_\_\_ = not **logical**
- 5 \_\_\_\_\_ = **build** again
- 6 \_\_\_\_\_ = **paid** too little
- 7 \_\_\_\_\_ = in favour of **democracy**
- 8 \_\_\_\_\_ = not **even**
- 9 \_\_\_\_\_ = the opposite of **fair**
- 10 \_\_\_\_\_ = **work** too much
- 11 \_\_\_\_\_ = against **corruption**
- 12 \_\_\_\_\_ = **existing** before
- 13 \_\_\_\_\_ = not **sensitive**
- 14 \_\_\_\_\_ = not **perfect**

- 2 Complete the sentences with the correct form of the words in brackets.

- 0 Refugees who have entered the country illegally (legal) are currently treated as criminals.
- 1 With the correct training techniques, even the most \_\_\_\_\_ (obey) dogs can be taught to behave.
- 2 Our English teacher says my essay will have to be \_\_\_\_\_ (write) because it is illegible.
- 3 I \_\_\_\_\_ (understand) the washing instructions for my new jumper and shrank it to half its original size.
- 4 I managed to delete most of the unnecessary apps that came \_\_\_\_\_ (install) on my phone.
- 5 If there is even the smallest \_\_\_\_\_ (perfect) in one of our products, this software will detect it.
- 6 Having mastered no fewer than five languages, Pierre is truly \_\_\_\_\_ (lingual).
- 7 If you suffer from skin problems, try our new \_\_\_\_\_ (acne) face wash and see results within a week.
- 8 Our neighbours' cat is so skinny that I think they must be \_\_\_\_\_ (feed) it.
- 9 This paragraph of your essay is completely \_\_\_\_\_ (relevant), so I think you should delete it.

- 3 Complete the sentences with the correct form of the words in capitals. You may need to add both prefixes and suffixes.

- 0 Renewable energy sources such as solar or wind power simply cannot produce enough power to meet our current needs. **NEW**
- 1 If you insist on behaving so \_\_\_\_\_, David, it is impossible for me to treat you like an adult. **RESPONSE**
- 2 My grandma remained \_\_\_\_\_ for sixty-five years before she finally met John and they decided to become husband and wife. **MARRY**
- 3 If you \_\_\_\_\_ meat, there is a risk that dangerous bacteria are left in the areas that don't get hot. **COOK**
- 4 Warning: your anti-virus programme has been \_\_\_\_\_ and your computer could be at risk. **ABLE**

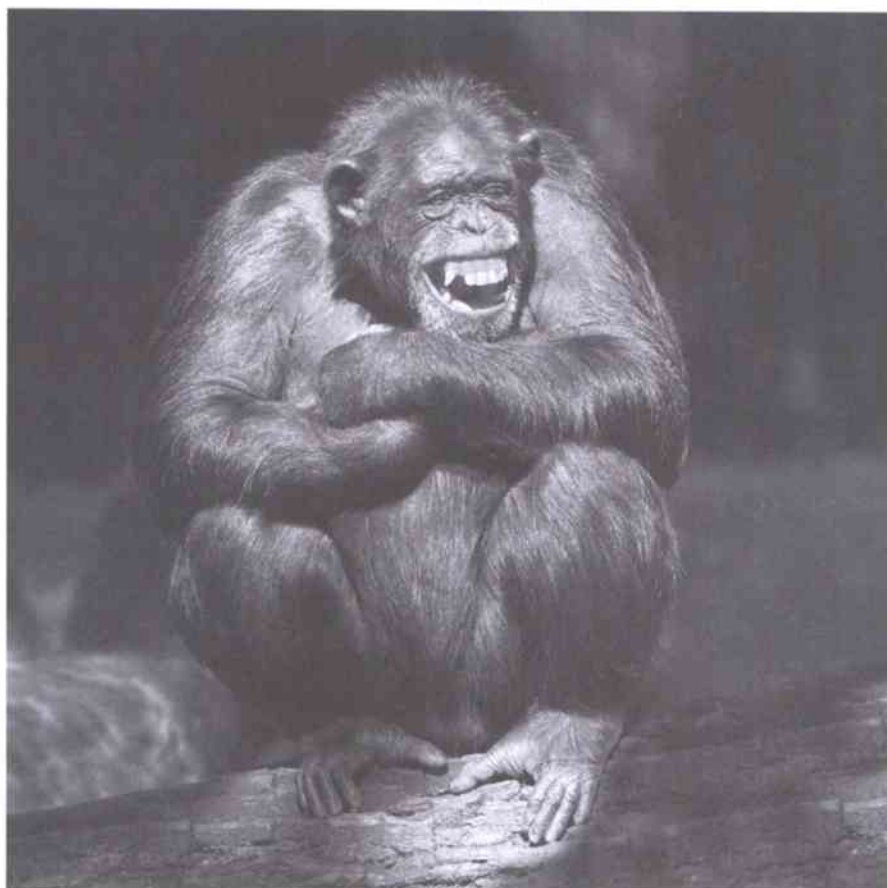
## 8.9 Use of English

- 1 For questions 1–8, read the text below and think of the word which best fits each gap. There is an example at the beginning.

### Do chimps smile?

The ability to laugh and smile is important when it comes to communication between human beings and this is thought to <sup>0</sup>have developed more than five million years ago. Smiling is a complicated procedure and involves many facial movements. Humans can smile both silently and when we laugh, and this is one of the things <sup>1</sup>\_\_\_\_\_ set us apart from other animals. However, research now tells us that chimps and humans laugh and smile in <sup>2</sup>\_\_\_\_\_ very similar way. Scientists <sup>3</sup>\_\_\_\_\_ thought that although chimps obviously laugh when they're playing, they don't smile silently at <sup>4</sup>\_\_\_\_\_ other like we do. Recent studies analysed the facial expressions of forty-six different chimps from several colonies in <sup>5</sup>\_\_\_\_\_ wild. The results show very subtle changes in the chimps' facial movements, which compare to human silent smiles.

<sup>6</sup>\_\_\_\_\_ this implies is that, like us, chimps use smiling <sup>7</sup>\_\_\_\_\_ a communication tool. Scientific research continues to provide us with evidence that chimps and humans have a lot more <sup>8</sup>\_\_\_\_\_ common than anyone had ever thought!





2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example.

0 I haven't got enough money to go to the concert.

**CAN'T**

I can't afford to go to the concert.

1 Please don't eat food in here.

**RATHER**

I \_\_\_\_\_ eat food in here.

2 I'm tired this morning because I worked very late last night.

**IF**

I wouldn't be so tired this morning \_\_\_\_\_ very late last night.

3 They studied forty-six chimps in the wild.

**DID**

What \_\_\_\_\_ forty six-chimps in the wild.

4 I was wrong to complain to the waiter about the cost of the meal.

**HAVE**

I \_\_\_\_\_ to the waiter about the cost of the meal.

5 They think that the explosion was caused by a gas leak.

**THOUGHT**

The explosion \_\_\_\_\_ caused by a gas leak.

6 We stayed at the best hotel and it was very cheap!

**ONLY**

Not \_\_\_\_\_ at the best hotel but it was very cheap too.



## 8.10 Self-assessment

1 For each learning objective, tick the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand some, but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

			😊😊	😊	😞	😞😞	Need help?
8.1	Vocabulary	I can talk about pollution and the environment.					Students' Book pages 110–111 Word Store page 17 Workbook pages 106–107
8.2	Grammar	I can express wishes and regrets using phrases like <i>it's time</i> and <i>would rather</i> .					Students' Book page 112 Workbook page 108
8.3	Listening	I can understand the main points of an interview.					Students' Book page 113 Workbook page 109
8.4	Reading	I can find specific details in a text.					Students' Book pages 114–115 Workbook pages 110–111
8.5	Grammar	I can use a variety of sentence structures to express emphasis.					Students' Book page 116 Workbook page 112
8.6	Speaking	I can give a presentation about a natural wonder.					Students' Book page 117 Workbook page 113
8.7	Writing	I can write a review of an eco-friendly travel destination and make recommendations.					Students' Book pages 118–119 Workbook pages 114–115

2 What can you remember from this unit?

New words I learned (the words you most want to remember from this unit)	Expressions and phrases I liked (any expressions or phrases you think sound nice, useful or funny)	English I heard or read outside class (e.g. from websites, books, adverts, films, music)



## 8.11 Self-check

- 1 Read the extract from an email of complaint and choose the correct options.

Firstly, it must be emphasised that our factory continues to release a high level of sulphur dioxide, which is a terrible <sup>1</sup>dump / garbage / contaminant. Once in the atmosphere, it reacts with water molecules and then falls onto the ground in the form of <sup>2</sup>acid / chemical / barren rain.

Another problem is the <sup>3</sup>hazard / sewage / fossil which is released into our river. It appears to destroy many of the <sup>4</sup>species / prey / nutrient living there. One has to remember that the <sup>5</sup>trap / dam / current is strong, so whatever is dumped there will soon pollute other parts of the river.

- 2 Complete the words in the sentences. Some letters are given.

- After spending hours walking in the heat everybody was suffering from t\_\_\_\_t and hunger.
- Some of the most powerful wh\_\_\_\_s are created in those shallow straits with fast flowing water.
- Be careful when picking mushrooms because this type of food p\_\_\_\_g may lead to death.
- Local residents are complaining about illegal rubbish t\_\_\_\_s which keep appearing in a nearby forest.
- In Kenya consuming water from unknown sources can be a real health h\_\_\_\_d.

/5

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

- In my opinion, it's high time the factory \_\_\_\_\_ (stop) polluting our city. Actually, it should be closed down.
- If only you \_\_\_\_\_ (not allow) the children to go skiing on their own. It's dark and they haven't come back yet.
- I'd rather Maria \_\_\_\_\_ (plant) more daffodils in the front garden this spring. They'll look really nice.
- Margaret wishes she \_\_\_\_\_ (not give) her dog any chocolate to eat because it's suffering terribly now.
- Don't you wish you \_\_\_\_\_ (install) new pipes when you were doing up the house?

/5

- 4 Complete the sentences with the phrases in the box.

all that happened    it was James    never before  
not only    under no circumstances

- \_\_\_\_\_ are you allowed to leave your children unattended at the zoo.
- \_\_\_\_\_ have we had worse conditions on our holiday than last year.
- It's not serious. \_\_\_\_\_ was that Kim forgot to attach the sources she used in her article.
- \_\_\_\_\_ who repaired the fence. He's excellent at all kinds of DIY jobs.
- \_\_\_\_\_ did you leave all the lights on but you also forgot to turn the TV off.

/5

- 5 Complete the text with the correct form of the words in brackets.

A number of warnings are being issued to alert everybody about weather dangers.

First of all, we should expect southern parts of the country to suffer serious <sup>1</sup>\_\_\_\_\_ (dry) because precipitation has been the lowest ever in that region for the last few months. It is likely to be one of the most devastating disasters, <sup>2</sup>\_\_\_\_\_ (compare) worse than any others that have affected the country in recent decades. It will definitely have a substantial impact on agriculture. Among some <sup>3</sup>\_\_\_\_\_ (environment) there is great concern over the condition of the animals from that area. Some fear that a large number of young may die because of possible <sup>4</sup>\_\_\_\_\_ (starve). Dry weather is also likely to contribute to a greater incidence of forest fires. Emergency services are trying to monitor the whole region, especially those forests which are <sup>5</sup>\_\_\_\_\_ (access) to emergency services and therefore rarely visited and not very well-documented.

/5

- 6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- Mark needs to feed the baby gorilla with a special milk formula first thing in the morning. **WHAT**  
\_\_\_\_\_ is feed the baby gorilla with a special milk formula first thing in the morning.
- We regret not preserving the nesting areas by the river. **WISH**  
We \_\_\_\_\_ the nesting areas by the river.
- I would like you to think about the problems of living in remote places before you decide to move there. **RATHER**  
I \_\_\_\_\_ about the problems of living in remote places before you decide to move there.
- It's a pity we can't join you on your expedition to Greenland. It sounds very interesting. **ONLY**  
If \_\_\_\_\_ on your expedition to Greenland. It sounds very interesting.
- We have never dumped any rubbish in the forest. **WE**  
Never \_\_\_\_\_ any rubbish in the forest.

/5

Total /30

# EXAM STRATEGIES

Focus provides practice of the exam tasks found in upper secondary school leaving exams, as well as international exams like PET, Cambridge English: First (FCE), Trinity and PTE (Pearson Test of English). It includes exercises which will help you prepare for all parts of a typical exam – Listening, Reading, Grammar/Use of English, Speaking and Writing. In addition, in this section you will find some useful tips to help you confidently approach different types of exam tasks.

## Listening

### General guidelines

#### Do

- Before listening to a recording, read the instructions and questions in the task carefully. Try to predict what kind of information you're going to hear (e.g. how many speakers there could be, what words/expressions they might use).
- When listening for the first time, look at the questions in the task again and note down your answers.
- Before listening to the recording the second time, read all the questions again, especially those you didn't answer the first time. Note down your new answers and check your answers from the first listening.

#### Don't

- Don't worry if you don't understand some words. You don't need to understand all of the recording to do the task.
- If you don't understand part of the text at first, don't give up listening! Remember: there will be another chance to listen and your understanding of other parts of the recording will help you the second time.
- Don't spend too much time on the questions which you don't know how to answer. You'll be able to come back to them later. Move on to the next question.
- Don't leave any questions unanswered. If you are not sure, guess!

### Multiple choice tasks

- Remember that the questions in the task are usually given in the same order as the information in the recording.
- When listening to the recording for the first time, note down your own answers to the questions. Then compare them to the options provided in the task and choose the ones which are closest in meaning to yours.
- Be careful of the answers which sound very similar to the information in the recording. They are often wrong. Pay attention to synonyms and antonyms.
- Sometimes the information needed to answer the question is not presented directly in the recording – you need to work it out based on what you've heard. If you're not sure which option to choose, use the method of elimination: start by crossing out the answers which are definitely wrong, then those you think are probably wrong, until you are left with only one option.
- Sometimes when you're answering a question or questions about a conversation, you need to remember to listen for the right speaker. The other options may be mentioned, but not by the person you are asked about.

## Sentence completion

- You may need to listen for information to complete some sentences. Usually, this will require a maximum of a couple of words. You will definitely hear the words that you need to write in the recording, but the rest of the sentence on your exam sheet will not be identical. It will be rephrased.
- If you need to write a common word, you will be expected to spell it correctly.
- Read all the sentences carefully before you listen for the first time so that you have an idea of what the recording is about. This helps when you are trying to identify the section that has the information you need.
- Try to predict from the sentences what sort of words or information you need to listen for. You might be able to guess that you need to listen for a date, a name, etc.
- Be careful about distraction in the recording. Sometimes if you think you need to listen for a date or year, there could be another date or year mentioned before or afterwards, but it will not fit the context of your sentence.

## Matching tasks

- If you need to identify a speaker or place in the task, listen for typical expressions related to people or places. Sometimes one characteristic phrase can help you to choose the right answer.
- If your task is to match particular recordings or parts of a recording with topic sentences, try to summarise the main topic of each part yourself, then choose the answer which is most similar.
- Remember that other speakers might mention words or opinions connected to the point or comment you are looking for, but it will not be exactly right. Don't be distracted or misled.
- Sometimes it can help to listen to the recordings *before* you read through the options. Then you have an idea of what the speaker is saying without confusion or preconceptions. Think about the strategy that works best for you.

## Reading

### General guidelines

#### Do

- Before you start reading the text, read the instructions for the task carefully. The task will affect the way you read the text.
- Try to identify the kind of text which is used in the task. This can help you predict what sort of information to expect.
- Use the hints in the text to help you understand the context. The title and any photos or other visuals will help you identify the main topic, and the first sentences of paragraphs often summarise their content.
- Read the text quickly to check if your predictions about its content were right. This will also help you later, to identify the parts of the text where the answers are.
- Underline parts of the text which contain language relevant to the questions (single words, phrases, sentences, paragraphs).



# EXAM STRATEGIES

## Don't

- Don't try to understand every word in a text. You don't need to know every single word to do the task. You can try to guess the meaning of unknown words using different techniques (e.g. guessing from the context or the grammatical form, noticing similarities to words in your language).
- Don't leave any questions unanswered. If you are not sure, guess!
- Don't spend too much time on any one particular task. Remember that time in the exam is limited and you should try to do all of the tasks.

## Multiple choice tasks

- Identify parts of the text which the questions refer to. Remember that these could differ in length (between one word/phrase and a whole paragraph).
- Focus on the detail of a paragraph or sentence. An incorrect answer might only differ from the correct one in a detail such as the verb tense used or information given that only partly matches the text.
- Remember the words in the correct option will not be the same as those in the text. There will be synonyms and rephrasing.
- Don't be distracted by options that use similar wording. Only one option will be exactly what you need.
- Eliminate the answers which you feel sure are wrong, then make your final choice.

## Matching tasks

- One type of matching task requires candidates to match missing sentences with gaps in a text. Remember that this type of task includes an extra sentence or option, so you will have to eliminate unnecessary items.
- When you match missing sentences with gaps in the text, skim the text first, ignoring the gaps, to get its general meaning. Then try to choose the missing information to complete the text, paying special attention to the words that come before and after the gaps.
- It can be useful to look at reference words in the missing sentence and those sentences before and after the gap. A pronoun in the option may refer back to a person in the previous sentence.
- Another type of matching task requires you to match items of information with the sections of a text in which they can be found. It is important to be able to scan the texts quickly to find the matching information.
- Remember that the information will be rephrased in the items, so don't look for the exact same words.

## Grammar/Use of English

### General guidelines

#### Do

- Before you start reading the text, read the instructions carefully. The task will affect the way you read the text.
- When a text has a title, read it carefully as this can help you predict the main idea of the text.
- Where there are gaps in the text, read it through completely without worrying about the gaps, to get the general idea.
- There will be an example for each task. Look at it carefully; it will help you understand what you need to do.

## Don't

- Don't try to understand every word in a text. You don't need to know every single word to do the task. You can try to guess the meaning of unknown words using different techniques (e.g. guessing from the context or the grammatical form, noticing similarities to words in your language).
- Don't leave any questions unanswered. If you are not sure, guess!
- Don't spend too much time on any one particular task. Remember that time in the exam is limited and you should try to do all of the tasks.

## Multiple-choice cloze

- Read the text first to have an idea what each of its parts is about. Try to understand as much as you can while ignoring the gaps.
- Different types of words are tested in this task. For example, you may need to complete a phrasal verb, choose a correct linker or choose between words with similar meanings.
- Read the gap-fill options carefully before deciding which one to choose.
- When deciding which option to use to complete a gap, look at the words before and after the gap. They will give you clues about which option is correct (e.g. look for linkers, personal and object pronouns, adjectives and adverbs).
- Remember that the option you choose must fit grammatically into the sentence and must also have the correct meaning.
- When you've finished, always reread the text to see that it follows logically.

## Open cloze

- Read the text first to have an idea what each of its parts is about. Try to understand as much as you can while ignoring the gaps.
- Different types of words are tested in this exam task. For example, you may need to complete a phrasal verb or find a correct linker, article, auxiliary verb, etc.
- When deciding which word to use to complete a gap, look at the words in before and after the gap. They will give you clues about what sort of word you are looking for.
- Remember that the word you choose must fit grammatically into the sentence and must also have the correct meaning.
- When you've finished, always reread the text to see that it follows logically.

## Word formation

- Read the text first to have an idea what each of its parts is about. Try to understand as much as you can while ignoring the gaps.
- You need to think carefully about how to change the word so that it fits grammatically into the sentence – is it an adjective, an adverb, etc.? You should also consider the meaning – for example, do you need a negative or positive meaning?
- Remember that as well as adding prefixes and suffixes to a word, you may also need to make other changes.
- When you've finished, always reread the text to see that it follows logically.

# EXAM STRATEGIES

## Key word transformations

- Make sure you read the first sentences carefully and understand the meaning. The second sentence must be as close to that meaning as possible.
- Read the parts of the second sentence which you have to complete carefully too, as parts of it will affect how you complete it. Look for any tense changes or whether you need a singular or plural verb, a negative or a question form, etc.
- Remember that there is a word limit. Always check your number of words as if you have too many, it may mean that you've gone wrong somewhere. A contraction (e.g. *don't*) counts as two words, not one.

## Writing

### General guidelines

In a typical exam at this level, you will be asked to write one or two short pieces of written English. Exam tasks include writing an article, a story, a review, a report, an essay, an informal letter or email. There is usually a word limit of between 140 and 190 words.

When writing any of the above mentioned texts, you will need to recognise the function of the piece of writing you have been asked to write and use appropriate and relevant key language in it. To help you do this, we have provided a reference section in this Workbook (FUNCTION PHRASE BANK, pages 123–127).

### Do

- Analyse carefully what kind of writing task it is. Note down in bullet points the most characteristic features of the text type required in the task before you start writing.
- Read carefully all the information that you need to include. Also write down useful words, phrases or grammatical structures that might be relevant to the information.
- Write a plan detailing the information you want to include in each paragraph. If you have time, write some key sentences too.
- Check that you have included all the information required in your writing. Remember to use linkers so that your writing is coherent and easy to follow.
- Check the style of your writing and make sure it's appropriate to the task (e.g. have you used formal or informal language as required?).
- Check that you have an introduction, a main body and a conclusion in your writing, that your paragraphs are clearly defined and that you have written an appropriate number of words.
- Finally, check your grammar and spelling.

### Don't

- Don't go over the word limit. It's better to estimate the number of words while you are writing, then shorten or extend your text, than to cross out half of the text when it's already finished. Think about the number of words you need for each paragraph when you write your plan.
- Try not to repeat the same information. By doing this, you will waste time and a lot of words from the word count for the piece.

- Try not to use the same words and phrases more than once. Use a range of vocabulary and grammatical structures.
- Do not use incomplete sentences like notes. To write a coherent text, you need to use full sentences and include linkers and subordinate clauses.

## Speaking

### General guidelines

When preparing for the oral part of an exam, you will need to understand the function of the conversation you are being asked to take part in. The FUNCTION PHRASE BANK (pages 128–130), the VOCABULARY BANK (pages 131–150) and the related PRACTICE EXERCISES (pages 151–159) will help you prepare systematically for spoken interaction tasks.

### Do

- Listen carefully to the examiner's questions. Often the questions will be written on your exam sheet.
- Try to stick to the aim of the task. Always keep the question in mind when answering.
- When you are not sure whether you have understood what the examiner has said, ask them to repeat the question.
- If you need more time to decide what to say, ask the examiner to repeat the question and then repeat or paraphrase it, then use 'filler' phrases giving you time to think (e.g. *Let me think ...*, *It's difficult to say ...*).
- Make sure you keep in mind that your partner needs to speak as well! Try not to speak too much so that you dominate the conversation or that you speak too little and don't give the examiner enough language to assess.
- Remember that the examiner has a time limit for each part of the test. If he/she stops you while you're speaking, it's because you have spoken for longer than necessary.
- Try to keep speaking rather than finish your one-minute talk or discussion early. It is better to be interrupted because you're talking too much than to say too little.
- When you are asked to discuss something with your partner, make sure you interact by asking for his/her opinion. Don't take it in turns to give your ideas. It should be a real conversation.

### Don't

- Try not to repeat the same phrases over and over. Show that you can use a range of vocabulary and grammatical structures. Don't ask the examiner to explain something. He/She can only repeat an instruction.
- If you cannot remember a word, don't panic! Try to use strategies that will help you communicate what you want to say (e.g. use a word with a similar meaning or describe the notion or idea you are trying to communicate).
- Don't try to learn whole sentences or detailed answers to things you think you might be asked about. Speak and respond as naturally as possible.



# FUNCTION PHRASE BANK, WRITING

## Agreeing

I (completely) agree that/with ...

I couldn't agree more that/with ...

That's fine with me.

I think so too.

It is true that ...

I am of the same/a similar opinion because ...

He's absolutely right.

He has a point.

## Articles

### Introduction

Did you know that ...?

Have you ever wondered why/how ...?

What would you do if ...?

### Introducing opinions

It seems/appears that ...

It would seem/appear that ...

It is believed/recognised that ...

There is little/no doubt that ...

There is some doubt ...

People often believe that ...

Some people say that ...

### Generalising

Broadly speaking/In general/On the whole, ...

In some/certain/many/most cases ...

It is rarely/sometimes/often/usually the case that ...

Many/Most people/of us feel/believe/agree ...

People tend (not) to ...

Some would say (that) ...

### Cause and result

In such countries financial difficulties are common,  
so people have fewer children.

The result/consequence/outcome/of (such a decision/  
choice could be (that) ...).

This could lead to/result in/cause/trigger ...

As a consequence/As a result/Consequently, ...

People spend most of their time online today.

Consequently, many people are losing the ability to tell  
fantasy from reality.

Before the era of antibiotics, more soldiers died due to/  
because of diseases than were killed in action.

### Introducing opposing opinion

On the one hand, the park is extremely popular with  
elderly people, but on the other (hand), they are not  
the ones who buy tickets.

Some people feel it is wrong for advertising to be aimed  
specifically at children, while others do not share  
this view.

Mark was not an exceptionally talented man. Nevertheless/  
Nonetheless, he applied for the job and, to everyone's  
surprise, was offered the post in the IT department.

However, many people say that action should be taken  
straight away.

Even though/Although many residents support the mayor  
and his policy, he also has many enemies.

In spite of/Despite winning in the local election, his real  
ambition was to work for one of the EU institutions.

### Ending

What will the future of ... be?

Let's hope (they succeed).

Hopefully, ...

For those reasons, I am with those who think ...

Perhaps in the future ...

## Closing formulas: emails and letters

### Informal phrases

Bye for now./See you.

Love,/Take care,/All the best,

### Neutral phrases

Best wishes,

Regards,

### Formal phrases

(Dear Mr/Mrs/Miss/Ms Brennon) Yours sincerely,

(Dear Sir or Madam/Editor) Yours faithfully,

## Complaining

### Describing problems

I wish to express my strong dissatisfaction with ...

I am writing to complain about ...

I am afraid I have to make a complaint.

I am writing to express my concerns about ...

I would like to complain about ...

We are particularly upset because ...

To make matters worse, ...

The truth/fact is (that) ...

Without doubt, the worst part of this whole  
incident was ...

... I/we decided to contact you and complain.

# FUNCTION PHRASE BANK, WRITING

## Suggesting solutions

One possible way to solve this problem is to ...

An alternative solution to this issue is ...

## Asking for action to be taken

I/We urge you to (reconsider your policies).

I/We ask/demand that you (investigate the matter).

## Disagreeing

I disagree that/with ...

I don't agree that/with ...

I am totally against ...

I see what you mean, but ...

I see your point of view, but ...

I'm afraid I can't agree with ...

I'm not convinced about/that ...

I don't think it's the best solution ...

I must say I do not agree/strongly disagree with ...

I am of a different/the opposite opinion because ...

Contrary to popular belief, ...

## Ending an email/a letter

### Informal phrases

It was good to hear from you.

Email me soon.

I'd better get going./ I must go now./Got to go now./  
I must be going now.

Bye for now.

Looking forward to your news/to hearing from you again.

Say hello to ...

Give my love/my regards to (everyone at home).

Have a nice (trip).

See you (soon/in the summer).

Write soon.

Keep in touch!

### Neutral phrases

I look forward to hearing from you/your reply.

I hope to hear from you soon.

### Formal phrases

I look forward to your prompt response/reply.

I wonder what other readers think about ...

I hope you will publish more articles about this problem.

I would be grateful if you could publish my letter.

## Expressing doubt

I have read the advert/about your services and/but I am not quite sure if ...

I cannot understand if ...

It is not clear to me if ...

## Expressing interest

I am interested in ...

I have been looking for ...

I am planning to ... and that is why I found this advertisement/offer/text interesting/important.

I was very interested in your (article/editorial/presentation).

## Expressing opinion

I believe/think/feel (that) ...

I really/do believe ...

In my opinion/view, ...

From my point of view/The way I see it, ...

It seems/appears to me (that) ...

To my mind, ...

My opinion is that ...

As far as I am concerned, ...

To be honest, ...

People often claim that ...

Some people argue that ...

### Saying which two aspects will be discussed

To explain the reasons for my opinion, I will  
explore this issue from the viewpoint of (an old person)  
and (a teenager).

It is my intention to examine this issue in terms of (freedom  
of speech) and (public safety).

This essay will look at this question from the  
perspective of (both) (customers) and (shop owners).

## Expressing preference

I really enjoy/like/love ... because ...

I prefer ... to ...

I'd like to .../I hope to ...

... is great because ...

I find ... boring/dull.

I don't like/I can't stand/I really hate ...

It's not really my thing.



# FUNCTION PHRASE BANK, WRITING

## For-and-against/Opinion essays

### Introduction – for-and-against

What are the arguments for and against this idea?  
What are the benefits and drawbacks of such a solution?  
What are the advantages and disadvantages of ...?  
This idea can be said to have both advantages and disadvantages.  
Let us consider the advantages and disadvantages of ...

### Introduction – opinion

Personally, I believe (that) ...  
In my opinion/To my mind, ...  
In this essay I am going to argue that ...  
Many people believe that ... Let me explain why I agree with this view.

### Introducing various points of view

The first (dis)advantage for (the young adult) is ...  
From the (teachers') point of view, ...

### Giving arguments

First and foremost, ...  
One (dis)advantage is that ...  
It is also often hoped that (the event) will ...  
It is also important/vital to consider ...  
Another benefit/drawback is that ...  
Another downside is the ...

### Expressing your own opinion

In my opinion/To my mind/In my view, (the advantages outweigh the disadvantages).  
As far as I am concerned, ...

### Expressing certainty

Undeniably, this is a positive development.  
There are undoubtedly certain drawbacks ...  
It is undeniable/There is no question that having online access to ... has many advantages.  
Without (a) doubt, there are people who believe the opposite.

### Expressing contrast

That said/Having said that, there are also drawbacks.  
Search results may be instant, but nevertheless/even so, careful reading takes time.

### Introducing unexpected or surprising contrasts

This is a positive development in many ways and yet there are also certain drawbacks.  
It may actually be very hard to find what you are looking for.

### Expressing condition

As long as /Providing/Provided that a connection is available, anyone can search the Internet.

### Conclusion

In conclusion/To conclude/To sum up/All in all/On balance,/On the whole, ...  
All things considered/Taking everything into account, ...  
For all these reasons, I am convinced that ...

## Giving examples

For example/For instance, ...  
Like/Such as ...  
Especially/In particular/Particularly, ...

### Making comparisons

In the same way, ...  
Similarly,/Equally,/Likewise, ...

## Justifying opinions

I think so because ...  
In fact/Actually, ...  
The reason why I believe so is ...

## Making recommendations

I would recommend/suggest that ...  
We hope that students will ...  
One suggestion/idea would be to ...  
We should consider ...  
It would benefit everyone if ...  
Students should now think about ...

## Making suggestions

I think I/you/we should (go to) ...  
Perhaps I/you/we could (go to) ...  
What do you think about (going to) ...?  
What/How about (going to) ...?  
How do you feel about (going to) ...?  
Would you like me to ...?  
Why don't we (go to) ...?  
Let's (go to) ...  
Shall we (go to) ...?  
Do you fancy (going to) ...?  
I (would) suggest/recommend (going to) ...  
You should pay more attention to ...  
It would be a good idea to (go to) ...

# FUNCTION PHRASE BANK, WRITING

## Opening formulas: emails and letters

### Informal phrases

Dear Margaret,

Hi Anne,

### Neutral/Formal phrases

Dear Mr and Mrs Edwards,

Dear Miss/Ms Brennon,

Dear Mr Brennon,

Dear Sir or Madam,

Dear Editor,

## Presenting arguments

### First argument

First of all, ...

First/Firstly, ...

To begin with, ...

The main/major argument in support of ... is that ...

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

One argument in favour of ... is that ...

There are numerous/potential/clear/considerable pluses/  
downsides to ...

One of the most convincing/most persuasive/strongest  
arguments for/against ... is ...

### Successive arguments

Secondly, ...

Thirdly, ...

Then/Next, ...

Another (dis)advantage is that ...

In addition/Additionally, ...

Also, ...

Apart from this, ...

Moreover/What is more/Furthermore, ...

Most importantly, ...

The first/One/A further/Another benefit/drawback of ...

### Last argument

Finally, ...

Last but not least, ...

### Discussing different aspects of the issue and supporting your main opinion

In terms of (public figures as role models),

I believe ...

It is also important to consider this issue with regard to  
(public figures' rights to privacy).

Another important angle on this issue is (public safety).

From the perspective/viewpoint of (a teenager), ...

## Recommending

### Positive opinion

You'll love it!

If you like love stories, you should definitely read it.

It is a must!

I think it's worth reading because ...

I was impressed by ...

I couldn't put it down.

It's a classic./It's a masterpiece of its kind.

The plot is believable/entertaining/thought-provoking.

It's a highly entertaining read.

It will change the way you see ...

If I were you, I wouldn't hesitate to ...

I highly recommend (reading it.) ...

I recommend it to everyone.

This destination would be ideal for ...

... is definitely worth visiting.

If you're looking for ..., then this is the place for you.

### Negative opinion

One weakness (of the book/film) is that ...

It is rather long/boring/confusing/slow.

The cast is awful/unconvincing.

The script is dull.

It is poorly/badly written.

### Adjectives

**Positive:** brilliant/spectacular/striking/impressive/powerful/  
convincing

**Negative:** violent/predictable/unconvincing/far-fetched/  
dull/bland/disappointing

**Neutral:** slow/sentimental/serious

## Reports

### Beginning your report

The purpose/aim of this report is to inform/describe ...

### Main sections

It is hoped/advised that ...

The school will fund ...

These will be organised by ...

We have decided to ...



# FUNCTION PHRASE BANK, WRITING

## Reviews

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### Introduction

The film/book tells the story of ...

The film/story is set in ...

The book/novel was written by ...

The film is directed by ...

It is a comedy/horror film/love story.

This well-written/informative/fascinating book ...

It is based on real events/on a true story/on a book.

It has been made into a film.

### Plot description

The story concerns/begins/is about/focuses on ...

The plot is (rather) boring/thrilling.

The plot has an unexpected twist.

The film reaches a dramatic climax ...

### Describing the location of a holiday destination [b head]

A reef/an island off the west coast of ...

... is a town/region/resort on the (east) coast of .../inland  
from .../to the south of .../high in the mountains ...

It is surrounded by turquoise waters/majestic mountains/  
lush forest/etc.

In the southern part of the island lies the resort of ...

Part of its coastline is sandy beach.

The region is a national park.

## Starting an email/a letter

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### Informal phrases

It was good to hear from you.

I hope you're doing well/you're fine/you're OK.

How are you (doing)?

I'm writing to tell you ...

Thanks for your letter.

I wonder if you remember/have heard ...

I wanted to tell you about ...

### Neutral/Formal phrases

I am writing in order to ...

I am writing to thank you for ...

I would like to express my ...

I am writing in connection with (the article/report) ...

I have just read the article entitled ... in Saturday's paper/  
last month's edition of ...

I am writing to ask/enquire about ...

I read/found your advertisement in ... and would like to ...

I am writing on behalf of myself and my friends ...

I am writing to draw your attention to ...

## Unit 1

### Speculating

Based on ..., I'd say ...

Judging by ..., I (don't) think ...

It looks/seems as if/as though ...

He/She/It appears/doesn't appear to be ...

The chances are (that) ...

### Showing certainty

Clearly, (there's a problem/something is wrong).

It's obvious/clear (from the expression on his/her face) that ...

He/She/It is definitely/certainly (not) ...

### Showing uncertainty

It's hard to be sure (whether/if) ...

It's not easy to say (whether/if) ...

I can't really tell (whether/if) ...

### Speculating about the situation

He/She could/might have just + (been to) ... (*recent past*)

He/She could/might be + (going to) ... (*present*)

He/She could/might be about to (start) ... (*near future*)

## Unit 2

### Introducing an anecdote

(Right, so) I'm going to tell you about (a great day out).

(OK, so) this is a story about (a day I'll never forget).

This took place about (a month ago).

### Sequencing events in an anecdote

As soon as/When/Just after (we got there, the sun came out).

Initially/To begin with, (we were the only people there).

As/While (we were sitting there). ...

Suddenly/All of a sudden, (the weather changed).

### Describing events vividly

Predictably/As expected, (other people soon started) ...

Unexpectedly/Out of the blue, (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

### Finishing an anecdote

Without a doubt, it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day out).

Strangely/Funnily enough, (the best days are often the ones you don't really plan).

## Unit 3

### Suggesting a course of action

What do you think about (going to) ... ?

Maybe we ought to (just) (go to) ...

What would you say if we (went to) ... ?

Given the choice, I'd rather (go to) ... And you?

### Objecting

No way!/Absolutely not!/You must be joking! (*informal*)

Fair? I think it's completely unfair.

(Well yeah, but) wouldn't it be better to ...?

I know/see what you mean/what you're saying, but ...

I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

### Compromising

If you agree to (pay more), I'll (take the smaller room).

We could (split the cost/go halves/share).

Why don't we compromise/meet halfway (and agree that ...)?

I guess so./I suppose that could work.

OK, that seems like a fair compromise.



# FUNCTION PHRASE BANK, SPEAKING

## Agreeing

True./Right./Absolutely./Totally.

I fully/completely agree.

You're absolutely right.

OK, that's settled then.

## Unit 4

### Comparing and contrasting

X ... but Y is ...

X is the only one/option that ...

When you compare the two/X and Y, ...

It is (much) more likely that ...

X is definitely the cheaper/better/more suitable choice.

### Choosing an option and justifying the choice

That's why I'd opt for X.

... and therefore, it's probably/clearly the best choice.

The main/Another reason (that X would be my choice) is that ...

I prefer X mainly/simply because ...

This option is (clearly) the most/least ... because ...

### Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't choose it because ...

X isn't the best choice if you consider ...

The reason I wouldn't go for/pick/choose X is because ...

## Unit 5

### Talking about a problem

What's wrong/the matter?

What's up (with it)?

I seem/appear to have lost/forgotten/broken ...

I haven't (got) a clue./I've no idea./I wish I knew.

Every time I try to ..., it ...

Perhaps there's something wrong/a problem with ...

## Talking about a solution

Have you tried (asking) ... ?

It's worth a try/a go, I suppose.

I doubt that'll work, but let's see.

Problem solved!

No, that doesn't/didn't make any difference.

## Expressing annoyance

What are we supposed to do now?

Why on earth did/didn't you ...?

How should I know?

You should've checked/asked first.

We should've thought about that earlier.

## Unit 6

### Beginning your answer

I firmly believe/I'm not convinced they ... because ...

One obvious/clear advantage/disadvantage is that ...

I think I'd emphasise/explain that/how ...

It's absolutely vital/quite important, I think, because ...

As well as (avoiding fur products), other (things that can help) include ...

I think the main/one/a significant reason is that ...

### Expressing opinions tentatively

It could be argued that ...

I don't feel particularly strongly about ...

I don't have a strong opinion about ...

I suppose you could say that ...

## Unit 7

### Signalling confusion

Sorry, I'm not with you.

I'm not sure I follow (you).

I'm afraid you've lost me there.

I don't know what you mean by ...

# FUNCTION PHRASE BANK, SPEAKING

## Checking your understanding

So, in other words, ...

Are you saying ...?

If I understand correctly, you mean ..., right?

Giving clarification

Yes, precisely/exactly.

Yes, (that's) pretty much (it).

No, that's not (quite) what I meant.

What I meant was ...

## Giving clarification

Yes, precisely/exactly.

Yes, (that's) pretty much (it).

No, that's not (quite) what I meant.

What I meant was ...

## Unit 8

### Giving a presentation

#### Introduction

Have you ever thought about/considered/wondered how/  
why/what ...?

During my/this presentation, I plan to tell you about ...

You may be wondering why I've chosen to talk about ...  
today. Well, let me explain ...

#### Introducing familiar information

You are (probably) all familiar with ...

You may be aware that ...

You may already know that ...

Perhaps you have heard of/about ...

#### Introducing surprising information

Most people aren't aware/don't realise ...

... but did you know that ...?

You might not know that ...

#### Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel free to ask now.



# VOCABULARY BANK

Translate the words and phrases.

## People

### Appearance

acne \_\_\_\_\_  
bags under the eyes \_\_\_\_\_  
bleach/dye your hair \_\_\_\_\_  
(blue-/hazel-/wide-)eyed \_\_\_\_\_  
change your hairstyle \_\_\_\_\_  
colour-change contact lenses \_\_\_\_\_  
fake \_\_\_\_\_  
features \_\_\_\_\_  
fish pedicure \_\_\_\_\_  
fine lines \_\_\_\_\_  
furrowed brow \_\_\_\_\_  
glamorous \_\_\_\_\_  
greying hair \_\_\_\_\_  
imperfections \_\_\_\_\_  
look \_\_\_\_\_  
mole/beauty spot \_\_\_\_\_  
(pale-/olive-/dark-)skinned \_\_\_\_\_  
pierce your ears \_\_\_\_\_  
plastic surgery \_\_\_\_\_  
receding hair \_\_\_\_\_  
scar \_\_\_\_\_  
shoulder-length hair \_\_\_\_\_  
tattoo \_\_\_\_\_  
(thin-/round-)faced \_\_\_\_\_  
tongue piercing \_\_\_\_\_  
(untidy)-looking \_\_\_\_\_  
waist \_\_\_\_\_  
(wavy-/ginger-/grey-/fair-)haired \_\_\_\_\_  
wear a wig \_\_\_\_\_

(well-/elegantly-)dressed \_\_\_\_\_  
wrinkle-free skin \_\_\_\_\_  
wrinkles \_\_\_\_\_  
**Clothes and shoes**  
baggy \_\_\_\_\_  
bootcut jeans \_\_\_\_\_  
brightly-coloured \_\_\_\_\_  
copper rivet \_\_\_\_\_  
cotton \_\_\_\_\_  
cropped jeans \_\_\_\_\_  
deep/rich/intense colour \_\_\_\_\_  
design \_\_\_\_\_  
distressed/artificially aged jeans \_\_\_\_\_  
evening/party/wedding dress \_\_\_\_\_  
fade \_\_\_\_\_  
feel \_\_\_\_\_  
fit well \_\_\_\_\_  
flared jeans \_\_\_\_\_  
fur \_\_\_\_\_  
high heels \_\_\_\_\_  
inside out \_\_\_\_\_  
outfit \_\_\_\_\_  
short-sleeved \_\_\_\_\_  
silk \_\_\_\_\_  
skinny jeans \_\_\_\_\_  
sleeve \_\_\_\_\_  
smelly \_\_\_\_\_  
soak \_\_\_\_\_  
starched \_\_\_\_\_  
stiff/stretch denim \_\_\_\_\_  
straight-leg \_\_\_\_\_  
suit \_\_\_\_\_  
suit sb \_\_\_\_\_  
tight \_\_\_\_\_

wardrobe \_\_\_\_\_  
**Abilities and learning styles**  
3D perception \_\_\_\_\_  
analytic \_\_\_\_\_  
bilingual \_\_\_\_\_  
brainy/bright/sharp/intelligent \_\_\_\_\_  
cognitive skills \_\_\_\_\_  
competitive \_\_\_\_\_  
conceive \_\_\_\_\_  
curiosity \_\_\_\_\_  
curious/interested \_\_\_\_\_  
deep thinker \_\_\_\_\_  
determined/single-minded \_\_\_\_\_  
diligent \_\_\_\_\_  
do your best \_\_\_\_\_  
dominance of the left hemisphere \_\_\_\_\_  
eager to learn \_\_\_\_\_  
enthusiastic \_\_\_\_\_  
excel at sth \_\_\_\_\_  
figure sth out \_\_\_\_\_  
find the right words \_\_\_\_\_  
focus on sth \_\_\_\_\_  
focused \_\_\_\_\_  
gift for sth \_\_\_\_\_  
good at sth \_\_\_\_\_  
hard-working \_\_\_\_\_  
incapable of doing sth \_\_\_\_\_  
(innate) ability to do sth \_\_\_\_\_  
inquisitive \_\_\_\_\_  
inspiration \_\_\_\_\_  
inspired by sth \_\_\_\_\_  
left-handed \_\_\_\_\_  
left-hander \_\_\_\_\_  
logical way of thinking \_\_\_\_\_

# VOCABULARY BANK

look forward to (new challenges) \_\_\_\_\_

motivate others \_\_\_\_\_

natural inclination \_\_\_\_\_

self-disciplined \_\_\_\_\_

self-motivated \_\_\_\_\_

short/limited attention span \_\_\_\_\_

soak up knowledge \_\_\_\_\_

struggle with (Maths) \_\_\_\_\_

studious \_\_\_\_\_

take sth in \_\_\_\_\_

team-player \_\_\_\_\_

thirst for knowledge \_\_\_\_\_

## Personality

aggressive \_\_\_\_\_

argumentative \_\_\_\_\_

assertive \_\_\_\_\_

attentive \_\_\_\_\_

avidity \_\_\_\_\_

bursting with confidence \_\_\_\_\_

carefree \_\_\_\_\_

caring \_\_\_\_\_

charismatic \_\_\_\_\_

charming \_\_\_\_\_

cheeky \_\_\_\_\_

cheerful \_\_\_\_\_

collected \_\_\_\_\_

communicator \_\_\_\_\_

considerate \_\_\_\_\_

cooperative \_\_\_\_\_

creative \_\_\_\_\_

decent \_\_\_\_\_

easy-going \_\_\_\_\_

ecstatic \_\_\_\_\_

emotional \_\_\_\_\_

fair-minded \_\_\_\_\_

faithful (friend) \_\_\_\_\_

fortunate \_\_\_\_\_

fun to be with \_\_\_\_\_

fun-loving \_\_\_\_\_

fussy \_\_\_\_\_

generosity \_\_\_\_\_

genial \_\_\_\_\_

gregarious/sociable \_\_\_\_\_

have your feet on the ground \_\_\_\_\_

have your priorities straight \_\_\_\_\_

honest \_\_\_\_\_

honesty \_\_\_\_\_

idle \_\_\_\_\_

immature \_\_\_\_\_

independent \_\_\_\_\_

kind-hearted \_\_\_\_\_

kindness \_\_\_\_\_

level-headed \_\_\_\_\_

liar \_\_\_\_\_

light-hearted \_\_\_\_\_

lonely \_\_\_\_\_

loyal \_\_\_\_\_

loyalty \_\_\_\_\_

mischievousness \_\_\_\_\_

morning person \_\_\_\_\_

naive \_\_\_\_\_

objective \_\_\_\_\_

outgoing personality \_\_\_\_\_

painfully shy \_\_\_\_\_

perfectionist \_\_\_\_\_

persistent \_\_\_\_\_

personal qualities \_\_\_\_\_

popular \_\_\_\_\_

positive outlook on life \_\_\_\_\_

protective \_\_\_\_\_

reassuring \_\_\_\_\_

rebellious \_\_\_\_\_

responsible/irresponsible \_\_\_\_\_

role model \_\_\_\_\_

rude \_\_\_\_\_

self-centred \_\_\_\_\_

self-confident \_\_\_\_\_

self-esteem \_\_\_\_\_

self-image \_\_\_\_\_

selfish \_\_\_\_\_

sense of humour \_\_\_\_\_

sensible/rational \_\_\_\_\_

set high standards for yourself \_\_\_\_\_

slob \_\_\_\_\_

sombre \_\_\_\_\_

spoilt brat \_\_\_\_\_

sporty \_\_\_\_\_

streetwise \_\_\_\_\_

strength \_\_\_\_\_

strict \_\_\_\_\_

stupid \_\_\_\_\_

stupidity \_\_\_\_\_

tactful \_\_\_\_\_

talkative \_\_\_\_\_

thoughtful \_\_\_\_\_

traditionalist \_\_\_\_\_

trust \_\_\_\_\_

trustworthy/reliable \_\_\_\_\_

two-faced \_\_\_\_\_

vivid imagination \_\_\_\_\_

weird \_\_\_\_\_

weirdo \_\_\_\_\_

well-behaved \_\_\_\_\_

well-organised \_\_\_\_\_

wordly-wise \_\_\_\_\_

## Feelings and emotions

appear unamused \_\_\_\_\_

be anxious to do sth \_\_\_\_\_

be ashamed to do sth \_\_\_\_\_

be in awe of sth \_\_\_\_\_

be jealous of sb \_\_\_\_\_

be passionate about sth \_\_\_\_\_



# VOCABULARY BANK

be relieved \_\_\_\_\_  
 bitterly disappointed \_\_\_\_\_  
 burst into tears \_\_\_\_\_  
 cause a stir \_\_\_\_\_  
 compassionate \_\_\_\_\_  
 confused \_\_\_\_\_  
 daydream \_\_\_\_\_  
 devastated \_\_\_\_\_  
 embarrassed \_\_\_\_\_  
 embarrassment \_\_\_\_\_  
 enthusiasm \_\_\_\_\_  
 enthusiast \_\_\_\_\_  
 enthusiastic \_\_\_\_\_  
 envious \_\_\_\_\_  
 envy \_\_\_\_\_  
 frustrated \_\_\_\_\_  
 get emotional \_\_\_\_\_  
 go red in the face \_\_\_\_\_  
 have a lot on your mind/plate \_\_\_\_\_  
 humiliated \_\_\_\_\_  
 joy \_\_\_\_\_  
 lose your temper \_\_\_\_\_  
 make sb's blood boil \_\_\_\_\_  
 miserable \_\_\_\_\_  
 mood \_\_\_\_\_  
 offended \_\_\_\_\_  
 puzzled by sth \_\_\_\_\_  
 scared \_\_\_\_\_  
 sceptical \_\_\_\_\_  
 self-doubt \_\_\_\_\_  
 sensation \_\_\_\_\_  
 sense \_\_\_\_\_  
 settle down \_\_\_\_\_  
 sob \_\_\_\_\_  
 sympathy \_\_\_\_\_  
 take pride in sth \_\_\_\_\_  
 terrified \_\_\_\_\_  
 thrilled \_\_\_\_\_  
 upset (at the thought of doing sth) \_\_\_\_\_

## Attitude, views and opinions

act your age \_\_\_\_\_  
 admire \_\_\_\_\_  
 admit your mistake \_\_\_\_\_  
 agree/disagree \_\_\_\_\_  
 appear to be \_\_\_\_\_  
 appreciate \_\_\_\_\_  
 approve \_\_\_\_\_  
 assume \_\_\_\_\_  
 be (completely) honest \_\_\_\_\_  
 be committed to sth \_\_\_\_\_  
 be in no doubt that ... \_\_\_\_\_  
 be regarded as \_\_\_\_\_  
 be wary of sth \_\_\_\_\_  
 become worldly-wise \_\_\_\_\_  
 come across as sb/sth \_\_\_\_\_  
 commitment \_\_\_\_\_  
 conclude \_\_\_\_\_  
 confirm \_\_\_\_\_  
 consider sb to be ... \_\_\_\_\_  
 contribute to a discussion \_\_\_\_\_  
 convinced \_\_\_\_\_  
 cope \_\_\_\_\_  
 distance yourself from sth \_\_\_\_\_  
 express your views through sth \_\_\_\_\_  
 hesitate \_\_\_\_\_  
 inform \_\_\_\_\_  
 keep a secret \_\_\_\_\_  
 notice \_\_\_\_\_  
 overlook \_\_\_\_\_  
 persuasive \_\_\_\_\_  
 political views \_\_\_\_\_

prove \_\_\_\_\_  
 put forward (an idea) \_\_\_\_\_  
 realise \_\_\_\_\_  
 rebel \_\_\_\_\_  
 recommend \_\_\_\_\_  
 solemn promise \_\_\_\_\_  
 solemnly promise \_\_\_\_\_  
 speak your mind \_\_\_\_\_  
 stand for sth \_\_\_\_\_  
 stony-faced \_\_\_\_\_  
 strike \_\_\_\_\_  
 strong belief \_\_\_\_\_  
 suggest \_\_\_\_\_  
 summarise \_\_\_\_\_  
 swallow your pride \_\_\_\_\_  
 sympathise \_\_\_\_\_  
 take sth at face value \_\_\_\_\_  
 take sth for granted \_\_\_\_\_  
 take sth with a pinch of salt \_\_\_\_\_  
 think sth over \_\_\_\_\_  
 trust \_\_\_\_\_  
 viewpoint/point of view \_\_\_\_\_

## Pursuing goals

aim \_\_\_\_\_  
 be involved in sth \_\_\_\_\_  
 bother \_\_\_\_\_  
 duty \_\_\_\_\_  
 intend \_\_\_\_\_  
 manage to do sth \_\_\_\_\_  
 perfect \_\_\_\_\_  
 pluck up courage \_\_\_\_\_  
 pull sth off \_\_\_\_\_  
 put sth forward \_\_\_\_\_  
 reach your goal \_\_\_\_\_  
 recognition \_\_\_\_\_

# VOCABULARY BANK

self-sacrifice \_\_\_\_\_  
 stay on top of sth \_\_\_\_\_  
 succeed in doing sth \_\_\_\_\_  
 \_\_\_\_\_  
 tackle sth \_\_\_\_\_  
 take responsibility for sth \_\_\_\_\_  
 \_\_\_\_\_

## Body language

beam \_\_\_\_\_  
 browse \_\_\_\_\_  
 cast an eye over sth \_\_\_\_\_  
 \_\_\_\_\_  
 catch sb's eye \_\_\_\_\_  
 crane your neck \_\_\_\_\_  
 \_\_\_\_\_  
 dash around \_\_\_\_\_  
 discerning eyes \_\_\_\_\_  
 frown \_\_\_\_\_  
 gaze \_\_\_\_\_  
 gesture \_\_\_\_\_  
 giggle \_\_\_\_\_  
 lock your eyes on sth \_\_\_\_\_  
 \_\_\_\_\_  
 lose sight of sb/sth \_\_\_\_\_  
 \_\_\_\_\_  
 shake your head \_\_\_\_\_  
 shrug \_\_\_\_\_  
 slouch \_\_\_\_\_  
 stare/look hard/intently/fixedly at sth \_\_\_\_\_  
 \_\_\_\_\_

strained voice \_\_\_\_\_  
 stray \_\_\_\_\_  
 suppress \_\_\_\_\_  
 suppression \_\_\_\_\_  
 wander around \_\_\_\_\_  
 yell \_\_\_\_\_

## Memory

(earliest) memory \_\_\_\_\_  
 \_\_\_\_\_  
 keep a good memory \_\_\_\_\_  
 \_\_\_\_\_  
 look back on sth \_\_\_\_\_  
 lose your memory \_\_\_\_\_

memorable \_\_\_\_\_  
 memorise \_\_\_\_\_  
 recall/remember sth vividly/in detail \_\_\_\_\_  
 \_\_\_\_\_

remember/forget doing sth \_\_\_\_\_  
 \_\_\_\_\_  
 remember/forget to do sth \_\_\_\_\_  
 \_\_\_\_\_

slip your mind \_\_\_\_\_  
 \_\_\_\_\_

## Ethical issues

anti-fur protest \_\_\_\_\_  
 \_\_\_\_\_  
 avoid fur products \_\_\_\_\_  
 \_\_\_\_\_  
 dilemma \_\_\_\_\_  
 drug abuse \_\_\_\_\_  
 gender-based stereotypes \_\_\_\_\_  
 \_\_\_\_\_  
 hunt animals for sport \_\_\_\_\_  
 \_\_\_\_\_  
 stereotyping \_\_\_\_\_  
 test cosmetics on animals \_\_\_\_\_  
 \_\_\_\_\_  
 wrong \_\_\_\_\_

## Home

### Parts of a house, furniture, household equipment

alarm clock \_\_\_\_\_  
 bathroom fittings \_\_\_\_\_  
 bathtub \_\_\_\_\_  
 bin bag \_\_\_\_\_  
 decorate \_\_\_\_\_  
 decoration \_\_\_\_\_  
 doormat \_\_\_\_\_  
 drawer \_\_\_\_\_  
 (dripping) tap \_\_\_\_\_  
 fireplace \_\_\_\_\_  
 gas fittings \_\_\_\_\_  
 hallway \_\_\_\_\_  
 household appliance \_\_\_\_\_  
 \_\_\_\_\_  
 housekeeping \_\_\_\_\_

laundry basket \_\_\_\_\_  
 lift (BrE)/elevator (AmE) \_\_\_\_\_  
 \_\_\_\_\_  
 mantelpiece \_\_\_\_\_  
 mirror \_\_\_\_\_  
 porch \_\_\_\_\_  
 shower room \_\_\_\_\_  
 \_\_\_\_\_  
 shutters \_\_\_\_\_  
 stack \_\_\_\_\_  
 (unmade) bed \_\_\_\_\_  
 wardrobe (BrE)/closet (AmE) \_\_\_\_\_  
 \_\_\_\_\_

## Location

campus \_\_\_\_\_  
 convenient \_\_\_\_\_  
 daily commute \_\_\_\_\_  
 \_\_\_\_\_  
 hometown \_\_\_\_\_  
 housing estate/(co-)housing  
 development \_\_\_\_\_  
 \_\_\_\_\_  
 neighbourly relations \_\_\_\_\_  
 \_\_\_\_\_  
 noisy \_\_\_\_\_  
 residential area \_\_\_\_\_  
 \_\_\_\_\_  
 run-down/respectable neighbourhood \_\_\_\_\_  
 \_\_\_\_\_

safe \_\_\_\_\_  
 security \_\_\_\_\_  
 within walking/cycling distance of sth \_\_\_\_\_  
 \_\_\_\_\_

## Types of houses

Freedom Ship \_\_\_\_\_  
 \_\_\_\_\_  
 hall of residence \_\_\_\_\_  
 second home \_\_\_\_\_  
 self-contained flat/house \_\_\_\_\_  
 \_\_\_\_\_  
 semi (semi-detached house) \_\_\_\_\_  
 \_\_\_\_\_  
 smart house/home \_\_\_\_\_



# VOCABULARY BANK

tall/10-storey building \_\_\_\_\_

tower block \_\_\_\_\_

## Renting/sharing accommodation

bill \_\_\_\_\_

communal house/meal/kitchen \_\_\_\_\_

communal way of living \_\_\_\_\_

do sth up \_\_\_\_\_

domestic chores \_\_\_\_\_

go halves/share/split the cost \_\_\_\_\_

household \_\_\_\_\_

included in the rental price \_\_\_\_\_

kitchen/cooking facilities \_\_\_\_\_

landlord/landlady \_\_\_\_\_

living space \_\_\_\_\_

maintain order \_\_\_\_\_

on each floor \_\_\_\_\_

privacy \_\_\_\_\_

provide accommodation \_\_\_\_\_

rent (v, n) \_\_\_\_\_

resident \_\_\_\_\_

sense of community \_\_\_\_\_

share a bedroom/flat \_\_\_\_\_

shared (fridge/bathroom) \_\_\_\_\_

size \_\_\_\_\_

unfurnished \_\_\_\_\_

untidy/messy \_\_\_\_\_

washing/laundry \_\_\_\_\_

business studies/management \_\_\_\_\_

drama \_\_\_\_\_

economics \_\_\_\_\_

engineering \_\_\_\_\_

law \_\_\_\_\_

medicine \_\_\_\_\_

nursing \_\_\_\_\_

philosophy \_\_\_\_\_

primary school teaching \_\_\_\_\_

## People at school

educationalist \_\_\_\_\_

educator \_\_\_\_\_

graduate \_\_\_\_\_

learner \_\_\_\_\_

novice \_\_\_\_\_

principal \_\_\_\_\_

school management \_\_\_\_\_

spokesperson for (a class) \_\_\_\_\_

student representative \_\_\_\_\_

tutor \_\_\_\_\_

volunteer \_\_\_\_\_

## Education and schoolwork

academic year \_\_\_\_\_

attend university/a course/a lesson \_\_\_\_\_

continuous assessment \_\_\_\_\_

deepen your knowledge of sth \_\_\_\_\_

degree \_\_\_\_\_

distraction \_\_\_\_\_

do research (into sth) \_\_\_\_\_

do well (at school/in exams) \_\_\_\_\_

drop a course/a subject \_\_\_\_\_

education model \_\_\_\_\_

exam board \_\_\_\_\_

exam paper \_\_\_\_\_

examiner \_\_\_\_\_

fail an exam/a subject \_\_\_\_\_

fall behind with (your homework) \_\_\_\_\_

feedback \_\_\_\_\_

get good/top marks \_\_\_\_\_

get on with (your homework) \_\_\_\_\_

go on (to further studies) \_\_\_\_\_

graduate \_\_\_\_\_

hand in an assignment \_\_\_\_\_

handwriting \_\_\_\_\_

(high) standard of education \_\_\_\_\_

informative \_\_\_\_\_

learn in an active way \_\_\_\_\_

learning disorders \_\_\_\_\_

learning process \_\_\_\_\_

lecture \_\_\_\_\_

memorise \_\_\_\_\_

mentor (n; v) \_\_\_\_\_

minimally invasive \_\_\_\_\_

miss the deadline \_\_\_\_\_

pass an exam \_\_\_\_\_

peer-teaching \_\_\_\_\_

period \_\_\_\_\_

problem-solving \_\_\_\_\_

## School

### University courses

accountancy \_\_\_\_\_

architecture \_\_\_\_\_

# VOCABULARY BANK

revise for exams \_\_\_\_\_

revision timetable \_\_\_\_\_

scholarship \_\_\_\_\_

sign up for a course \_\_\_\_\_

skip an exam/a lesson/a subject \_\_\_\_\_

spread ideas \_\_\_\_\_

stimulating \_\_\_\_\_

take a course/an exam/a lesson/a subject \_\_\_\_\_

take a gap year \_\_\_\_\_

take part in (interactive) activities \_\_\_\_\_

tap into a resource \_\_\_\_\_

teach yourself sth \_\_\_\_\_

teamwork \_\_\_\_\_

train hard \_\_\_\_\_

university fee \_\_\_\_\_

## School discipline

cheat \_\_\_\_\_

complain about sth \_\_\_\_\_

disruptive behaviour \_\_\_\_\_

disturb \_\_\_\_\_

fidget \_\_\_\_\_

get into trouble \_\_\_\_\_

keep still \_\_\_\_\_

pay attention in class \_\_\_\_\_

punctuality \_\_\_\_\_

unsupervised \_\_\_\_\_

## Work

### Jobs and functions

bank clerk \_\_\_\_\_

beautician \_\_\_\_\_

builder \_\_\_\_\_

caretaker \_\_\_\_\_

(chief) accountant \_\_\_\_\_

chief executive \_\_\_\_\_

civil servant \_\_\_\_\_

commentator \_\_\_\_\_

detective \_\_\_\_\_

editor \_\_\_\_\_

interpreter \_\_\_\_\_

lifestyle photographer \_\_\_\_\_

office junior \_\_\_\_\_

official ambassador \_\_\_\_\_

park ranger \_\_\_\_\_

porter \_\_\_\_\_

reviewer \_\_\_\_\_

sailor \_\_\_\_\_

software developer \_\_\_\_\_

tailor \_\_\_\_\_

wind turbine technician \_\_\_\_\_

### Recruitment

application \_\_\_\_\_

apply for sth \_\_\_\_\_

available \_\_\_\_\_

candidate/applicant \_\_\_\_\_

contract \_\_\_\_\_

create a vacancy/vacant post \_\_\_\_\_

CV \_\_\_\_\_

decline \_\_\_\_\_

draw up/prepare a shortlist of candidates \_\_\_\_\_

employ sb/take sb on/hire sb \_\_\_\_\_

employable \_\_\_\_\_

experience of (restaurant) work \_\_\_\_\_

fill a vacancy/vacant post \_\_\_\_\_

fill in a questionnaire \_\_\_\_\_

find employment \_\_\_\_\_

interview \_\_\_\_\_

interviewee \_\_\_\_\_

interviewer \_\_\_\_\_

job opportunities \_\_\_\_\_

recruit \_\_\_\_\_

recruitment \_\_\_\_\_

reference \_\_\_\_\_

(rigorous) application/selection process \_\_\_\_\_

(successful) applicant \_\_\_\_\_

suit your qualifications \_\_\_\_\_

take up/accept a post \_\_\_\_\_

target the youth market/the college sector \_\_\_\_\_

terms and conditions \_\_\_\_\_

turn sth down \_\_\_\_\_

### Work and money

living expenses \_\_\_\_\_

overpaid \_\_\_\_\_

pay packet of (\$150,000) \_\_\_\_\_

pay rise \_\_\_\_\_

per annum \_\_\_\_\_



# VOCABULARY BANK

perks \_\_\_\_\_  
 profit \_\_\_\_\_  
 profitable \_\_\_\_\_  
 prospective employer \_\_\_\_\_  
 \_\_\_\_\_  
 salary \_\_\_\_\_  
 underpaid \_\_\_\_\_  
 unemployment benefit \_\_\_\_\_  
 \_\_\_\_\_  
 wage \_\_\_\_\_  
 \_\_\_\_\_

## Career

be in charge of sth \_\_\_\_\_  
 be responsible for sth \_\_\_\_\_  
 \_\_\_\_\_  
 career adviser \_\_\_\_\_  
 \_\_\_\_\_  
 career prospects/options \_\_\_\_\_  
 \_\_\_\_\_  
 colleague \_\_\_\_\_  
 commute to work \_\_\_\_\_  
 conference \_\_\_\_\_  
 deal with sth \_\_\_\_\_  
 \_\_\_\_\_  
 dedicate yourself to sth \_\_\_\_\_  
 \_\_\_\_\_  
 department \_\_\_\_\_  
 dismiss sb/lay sb off \_\_\_\_\_  
 do an apprenticeship \_\_\_\_\_  
 \_\_\_\_\_  
 duties \_\_\_\_\_  
 efficient \_\_\_\_\_  
 efficiently \_\_\_\_\_  
 employee \_\_\_\_\_  
 employer \_\_\_\_\_  
 expire \_\_\_\_\_  
 express interest in sth/concern about sth \_\_\_\_\_  
 \_\_\_\_\_  
 gain experience \_\_\_\_\_  
 \_\_\_\_\_  
 gain skills/qualifications \_\_\_\_\_  
 \_\_\_\_\_  
 get down to work \_\_\_\_\_  
 \_\_\_\_\_

get on \_\_\_\_\_  
 hand in your resignation \_\_\_\_\_  
 \_\_\_\_\_  
 have/pursue a career \_\_\_\_\_  
 \_\_\_\_\_  
 internship \_\_\_\_\_  
 interpersonal skills \_\_\_\_\_  
 \_\_\_\_\_  
 involve sth \_\_\_\_\_  
 \_\_\_\_\_  
 keep/retain sb (on) as ... \_\_\_\_\_  
 \_\_\_\_\_  
 (key/primary) responsibilities \_\_\_\_\_  
 \_\_\_\_\_  
 living standards \_\_\_\_\_  
 long-term future \_\_\_\_\_  
 medical/teaching profession/post \_\_\_\_\_  
 \_\_\_\_\_  
 motivate yourself to do sth \_\_\_\_\_  
 \_\_\_\_\_  
 motivation \_\_\_\_\_  
 overworked \_\_\_\_\_  
 pick up new skills \_\_\_\_\_  
 \_\_\_\_\_  
 place of work \_\_\_\_\_  
 position/post \_\_\_\_\_  
 promote \_\_\_\_\_  
 \_\_\_\_\_  
 raise money \_\_\_\_\_  
 relevant (for your job) \_\_\_\_\_  
 \_\_\_\_\_  
 replace \_\_\_\_\_  
 require \_\_\_\_\_  
 requirements \_\_\_\_\_  
 retire \_\_\_\_\_  
 retired \_\_\_\_\_  
 run a competition \_\_\_\_\_  
 sense of achievement \_\_\_\_\_  
 \_\_\_\_\_  
 shake-up \_\_\_\_\_  
 specialise in sth \_\_\_\_\_  
 \_\_\_\_\_  
 stable profession \_\_\_\_\_  
 step down from/leave a job \_\_\_\_\_  
 \_\_\_\_\_

take a day off \_\_\_\_\_  
 training \_\_\_\_\_  
 understaffed \_\_\_\_\_  
 \_\_\_\_\_  
 unemployed \_\_\_\_\_  
 unemployment \_\_\_\_\_  
 VIP event \_\_\_\_\_  
 weaknesses \_\_\_\_\_  
 work freelance \_\_\_\_\_  
 \_\_\_\_\_  
 work from home \_\_\_\_\_  
 workforce \_\_\_\_\_  
 working hours \_\_\_\_\_  
 working life \_\_\_\_\_

## Adjectives to describe work and jobs

challenging/demanding \_\_\_\_\_  
 \_\_\_\_\_  
 fulfilling/rewarding \_\_\_\_\_  
 \_\_\_\_\_  
 high-powered \_\_\_\_\_  
 lucrative/well-paid \_\_\_\_\_  
 \_\_\_\_\_  
 monotonous/tedious \_\_\_\_\_  
 \_\_\_\_\_  
 overworked \_\_\_\_\_  
 part-time \_\_\_\_\_  
 permanent \_\_\_\_\_  
 poorly-paid \_\_\_\_\_  
 secure/stable \_\_\_\_\_  
 unsatisfying \_\_\_\_\_  
 unskilled \_\_\_\_\_

## Family and social life

### Family members

cousin \_\_\_\_\_  
 ex-wife/ex-boyfriend \_\_\_\_\_  
 \_\_\_\_\_  
 extended family \_\_\_\_\_  
 (distant) relative \_\_\_\_\_  
 firstborn \_\_\_\_\_  
 generation \_\_\_\_\_

# VOCABULARY BANK

godmother/godparents \_\_\_\_\_

godson \_\_\_\_\_

great-grandson/great-grandmother/  
great-grandparents \_\_\_\_\_

great-uncle \_\_\_\_\_

half-brother/half-sister \_\_\_\_\_

immediate family \_\_\_\_\_

late husband \_\_\_\_\_

only child \_\_\_\_\_

sb's flesh and blood \_\_\_\_\_

siblings \_\_\_\_\_

single mother/parent \_\_\_\_\_

spouse \_\_\_\_\_

stepchild \_\_\_\_\_

stepfather \_\_\_\_\_

widowed \_\_\_\_\_

## Life stages, life events

adolescence \_\_\_\_\_

adolescent (adj) \_\_\_\_\_

adolescent (n) \_\_\_\_\_

adulthood \_\_\_\_\_

become an adult \_\_\_\_\_

bring up/raise a child \_\_\_\_\_

childhood \_\_\_\_\_

come of age \_\_\_\_\_

die \_\_\_\_\_

divorce \_\_\_\_\_

expect a baby \_\_\_\_\_

fall in love with sb/fall for sb \_\_\_\_\_

get engaged \_\_\_\_\_

get married (to sb) \_\_\_\_\_

grow old \_\_\_\_\_

grow up \_\_\_\_\_

grown-up \_\_\_\_\_

join the army \_\_\_\_\_

leave home \_\_\_\_\_

leave school \_\_\_\_\_

turn (18) \_\_\_\_\_

vote \_\_\_\_\_

## Love and marriage

adore/worship sb \_\_\_\_\_

be attracted to sb/fancy sb \_\_\_\_\_

be madly in love with sb \_\_\_\_\_

be obsessed with sb \_\_\_\_\_

bride \_\_\_\_\_

compliment \_\_\_\_\_

couple \_\_\_\_\_

drift apart \_\_\_\_\_

embrace/hug \_\_\_\_\_

end a relationship \_\_\_\_\_

engagement \_\_\_\_\_

engagement ring \_\_\_\_\_

go out with sb \_\_\_\_\_

groom \_\_\_\_\_

heartbreak \_\_\_\_\_

heartbroken/broken-hearted \_\_\_\_\_

honeymoon \_\_\_\_\_

long-distance relationship \_\_\_\_\_

love at first sight \_\_\_\_\_

love of sb's life \_\_\_\_\_

marriage made in heaven \_\_\_\_\_

newlyweds \_\_\_\_\_

obsession \_\_\_\_\_

passion \_\_\_\_\_

propose \_\_\_\_\_

romance \_\_\_\_\_

single \_\_\_\_\_

split up (with sb)/separate \_\_\_\_\_

start seeing sb \_\_\_\_\_

strong emotions \_\_\_\_\_

unconditional \_\_\_\_\_

wedding \_\_\_\_\_

## Friends and acquaintances

casual acquaintance \_\_\_\_\_

chat \_\_\_\_\_

circle of friends \_\_\_\_\_

colleague \_\_\_\_\_

Facebook friend \_\_\_\_\_

(face-to-face) socialising \_\_\_\_\_

friendship \_\_\_\_\_

hang out with friends \_\_\_\_\_

travelling companion \_\_\_\_\_

## Family issues, gender roles

abandon \_\_\_\_\_

be reunited with sb \_\_\_\_\_

boss sb around \_\_\_\_\_

childcare/child-rearing duties \_\_\_\_\_

commitment \_\_\_\_\_

communicate \_\_\_\_\_

communication \_\_\_\_\_

compromise (n; v) \_\_\_\_\_

concern \_\_\_\_\_

divide/share the chores equally \_\_\_\_\_

do the housework/domestic work/  
domestic duties/the household  
chores/household tasks \_\_\_\_\_

dual-income/two-income family \_\_\_\_\_

embark on household tasks \_\_\_\_\_

family counselling \_\_\_\_\_

gender-neutral \_\_\_\_\_

get/have sb's undivided attention \_\_\_\_\_



# VOCABULARY BANK

give sb your attention \_\_\_\_\_

homemaker \_\_\_\_\_

kick back \_\_\_\_\_

kick/throw sb out \_\_\_\_\_

long-lost \_\_\_\_\_

neglect \_\_\_\_\_

orphan \_\_\_\_\_

orphanage \_\_\_\_\_

primary breadwinner \_\_\_\_\_

privacy \_\_\_\_\_

relax the house/household rules \_\_\_\_\_

run late \_\_\_\_\_

run the home \_\_\_\_\_

sacrifice \_\_\_\_\_

shift gender roles \_\_\_\_\_

socioeconomic background \_\_\_\_\_

spend quality time with the children \_\_\_\_\_

spoilt brat \_\_\_\_\_

stay-at-home mother \_\_\_\_\_

tell sb off \_\_\_\_\_

## Relationships

apologise for doing sth \_\_\_\_\_

argument/quarrel \_\_\_\_\_

be accustomed to sth \_\_\_\_\_

be supportive \_\_\_\_\_

beg sb to do sth \_\_\_\_\_

blame sb for sth \_\_\_\_\_

congratulate sb on sth \_\_\_\_\_

convince sb that ... \_\_\_\_\_

disagreement \_\_\_\_\_

enable sb to do sth \_\_\_\_\_

encourage sb to do sth \_\_\_\_\_

expect sb to do sth \_\_\_\_\_

familiarity \_\_\_\_\_

force sb to do sth/make sb do sth \_\_\_\_\_

form relationships \_\_\_\_\_

fulfil your wish \_\_\_\_\_

hear from sb \_\_\_\_\_

insist on doing sth \_\_\_\_\_

interaction with other people \_\_\_\_\_

invite sb to do sth \_\_\_\_\_

let sb do sth \_\_\_\_\_

look down on sb \_\_\_\_\_

look up to sb \_\_\_\_\_

lose touch \_\_\_\_\_

make a fool of sb \_\_\_\_\_

make an impression on sb \_\_\_\_\_

make up for sth \_\_\_\_\_

offer to do sth \_\_\_\_\_

overreaction \_\_\_\_\_

persuade sb to do sth \_\_\_\_\_

praise \_\_\_\_\_

prevent sb from doing sth \_\_\_\_\_

put pressure on sb \_\_\_\_\_

quarrel/fall out with sb \_\_\_\_\_

reason with sb \_\_\_\_\_

refuse to do sth \_\_\_\_\_

reject \_\_\_\_\_

rely on/upon sb \_\_\_\_\_

respect (sb/each other) \_\_\_\_\_

shower sb with praise \_\_\_\_\_

sympathetic \_\_\_\_\_

sympathise \_\_\_\_\_

sympathy \_\_\_\_\_

talk sb into doing sth \_\_\_\_\_

thank sb for doing sth \_\_\_\_\_

understanding \_\_\_\_\_

urge sb to do sth \_\_\_\_\_

white lie \_\_\_\_\_

wind sb up/annoy sb/irritate sb \_\_\_\_\_

work things out \_\_\_\_\_

## Festivals and celebrations

be the centre of attention \_\_\_\_\_

birthday cake \_\_\_\_\_

blessing \_\_\_\_\_

blow out the candles \_\_\_\_\_

carnival \_\_\_\_\_

celebrate \_\_\_\_\_

charity/social/environmental event \_\_\_\_\_

Chinese lantern \_\_\_\_\_

coming-of-age party/ceremony \_\_\_\_\_

custom \_\_\_\_\_

DJ \_\_\_\_\_

festival \_\_\_\_\_

fireworks \_\_\_\_\_

formalities \_\_\_\_\_

funeral \_\_\_\_\_

gathering \_\_\_\_\_

get dressed up \_\_\_\_\_

# VOCABULARY BANK

have a lump in your throat \_\_\_\_\_

have the time of your life \_\_\_\_\_

hen party \_\_\_\_\_

highlight \_\_\_\_\_

housewarming party \_\_\_\_\_

life and soul of the party \_\_\_\_\_

make a fuss of sb \_\_\_\_\_

make a speech \_\_\_\_\_

meet up with friends \_\_\_\_\_

moving \_\_\_\_\_

once in a lifetime experience \_\_\_\_\_

party \_\_\_\_\_

propose a toast \_\_\_\_\_

put on/have a party \_\_\_\_\_

reception \_\_\_\_\_

reunion \_\_\_\_\_

shower sb with gifts \_\_\_\_\_

spiritual side \_\_\_\_\_

tradition \_\_\_\_\_

traditional \_\_\_\_\_

unforgettable \_\_\_\_\_

worth the effort \_\_\_\_\_

## Food

### Products and dishes

biscuit (BrE)/cookie (AmE) \_\_\_\_\_

cereal \_\_\_\_\_

chocolate spread \_\_\_\_\_

dairy \_\_\_\_\_

full-fat milk \_\_\_\_\_

honey \_\_\_\_\_

loaf of bread \_\_\_\_\_

nut \_\_\_\_\_

olive \_\_\_\_\_

onion \_\_\_\_\_

scrambled eggs \_\_\_\_\_

seed \_\_\_\_\_

smoked salmon \_\_\_\_\_

Thai food \_\_\_\_\_

toast \_\_\_\_\_

wheat \_\_\_\_\_

### Adjectives describing food

bitter \_\_\_\_\_

disgusting \_\_\_\_\_

dried \_\_\_\_\_

exotic \_\_\_\_\_

fattening \_\_\_\_\_

fresh \_\_\_\_\_

greasy \_\_\_\_\_

mouth-watering \_\_\_\_\_

plain \_\_\_\_\_

poisonous \_\_\_\_\_

raw \_\_\_\_\_

ripe \_\_\_\_\_

salty \_\_\_\_\_

sour \_\_\_\_\_

spicy \_\_\_\_\_

stale \_\_\_\_\_

sweet \_\_\_\_\_

### Diet

calorie \_\_\_\_\_

fast food \_\_\_\_\_

follow a diet \_\_\_\_\_

give up (chocolate) \_\_\_\_\_

junk food \_\_\_\_\_

lose (a kilo a week) \_\_\_\_\_

lose weight \_\_\_\_\_

### Other

chew \_\_\_\_\_

dining table \_\_\_\_\_

flavourful \_\_\_\_\_

flesh \_\_\_\_\_

go mouldy/off/rotten \_\_\_\_\_

hunger \_\_\_\_\_

hungry \_\_\_\_\_

palate \_\_\_\_\_

scrape \_\_\_\_\_

serve meals \_\_\_\_\_

thirst \_\_\_\_\_

thirsty \_\_\_\_\_

## Shopping and services

### Types of shops

baker's \_\_\_\_\_

bookshop \_\_\_\_\_

boutique \_\_\_\_\_

branch \_\_\_\_\_

butcher's \_\_\_\_\_

chain of (cafés/supermarkets) \_\_\_\_\_

charity shop \_\_\_\_\_

chemist's \_\_\_\_\_

department store \_\_\_\_\_

designer shop \_\_\_\_\_

florist's \_\_\_\_\_

greengrocer's \_\_\_\_\_

hardware store \_\_\_\_\_

jeweller's \_\_\_\_\_

junk shop \_\_\_\_\_

newsagent's \_\_\_\_\_

pet shop \_\_\_\_\_

shopping mall/centre \_\_\_\_\_

### Buying and selling

advertising \_\_\_\_\_

advert/advertisement \_\_\_\_\_

attract customers \_\_\_\_\_

bar code \_\_\_\_\_

checkout \_\_\_\_\_

counter \_\_\_\_\_

deal with/serve customers \_\_\_\_\_

demand for sth \_\_\_\_\_

fill a gap in the market \_\_\_\_\_



# VOCABULARY BANK

launch/bring out/release \_\_\_\_\_  
 \_\_\_\_\_  
 member of staff \_\_\_\_\_  
 \_\_\_\_\_  
 new shopping experience \_\_\_\_\_  
 \_\_\_\_\_  
 niche market \_\_\_\_\_  
 on sale \_\_\_\_\_  
 price tag \_\_\_\_\_  
 promote a product \_\_\_\_\_  
 \_\_\_\_\_  
 purchase \_\_\_\_\_  
 range of products \_\_\_\_\_  
 reputation \_\_\_\_\_  
 retail \_\_\_\_\_  
 shop around \_\_\_\_\_  
 \_\_\_\_\_  
 shopping list \_\_\_\_\_  
 \_\_\_\_\_  
 specialise in sth \_\_\_\_\_  
 \_\_\_\_\_  
 staff/main entrance \_\_\_\_\_  
 \_\_\_\_\_  
 stock \_\_\_\_\_  
 \_\_\_\_\_  
 store/shopkeeper \_\_\_\_\_  
 \_\_\_\_\_  
 supply/monopolise the market \_\_\_\_\_  
 \_\_\_\_\_  
 trade \_\_\_\_\_  
 treat yourself to sth \_\_\_\_\_  
 \_\_\_\_\_

## Money and prices

affluent \_\_\_\_\_  
 afford sth \_\_\_\_\_  
 be short of money \_\_\_\_\_  
 \_\_\_\_\_  
 borrow \_\_\_\_\_  
 broke \_\_\_\_\_  
 cash \_\_\_\_\_  
 cash machine \_\_\_\_\_  
 charge \_\_\_\_\_  
 cheat \_\_\_\_\_  
 cost an arm and a leg \_\_\_\_\_  
 \_\_\_\_\_  
 cost of living \_\_\_\_\_  
 \_\_\_\_\_  
 cost/be worth a fortune \_\_\_\_\_  
 \_\_\_\_\_  
 credit card details \_\_\_\_\_  
 \_\_\_\_\_  
 cut/raise prices \_\_\_\_\_  
 \_\_\_\_\_  
 discounted price \_\_\_\_\_  
 earn a living \_\_\_\_\_  
 exceed the credit card limit \_\_\_\_\_  
 \_\_\_\_\_  
 fork out (£10) \_\_\_\_\_  
 \_\_\_\_\_  
 good/great value for money \_\_\_\_\_  
 \_\_\_\_\_  
 have money to burn \_\_\_\_\_  
 \_\_\_\_\_  
 hourly fee \_\_\_\_\_  
 in debt \_\_\_\_\_  
 insure \_\_\_\_\_  
 investment opportunity \_\_\_\_\_  
 \_\_\_\_\_  
 keep costs down \_\_\_\_\_  
 knock (a few pounds) off the price \_\_\_\_\_  
 \_\_\_\_\_  
 loan \_\_\_\_\_  
 make a fortune \_\_\_\_\_  
 make ends meet \_\_\_\_\_  
 \_\_\_\_\_  
 open a bank account \_\_\_\_\_  
 \_\_\_\_\_

overpriced \_\_\_\_\_  
 owe sb money \_\_\_\_\_  
 \_\_\_\_\_  
 pay a deposit \_\_\_\_\_  
 pay through the nose \_\_\_\_\_  
 \_\_\_\_\_  
 pocket money \_\_\_\_\_  
 reasonably-priced \_\_\_\_\_  
 reduce the price \_\_\_\_\_  
 rip sb off \_\_\_\_\_  
 run out of money \_\_\_\_\_  
 \_\_\_\_\_  
 save up \_\_\_\_\_  
 savings \_\_\_\_\_  
 snap up a bargain \_\_\_\_\_  
 spend a lot of money on sth \_\_\_\_\_  
 \_\_\_\_\_

splash out on sth \_\_\_\_\_  
 thirty percent off \_\_\_\_\_  
 transfer \_\_\_\_\_  
 withdraw money \_\_\_\_\_

## Goods

antiques \_\_\_\_\_  
 bracelet \_\_\_\_\_  
 brand/label \_\_\_\_\_  
 bric-a-brac \_\_\_\_\_  
 consumer goods \_\_\_\_\_  
 \_\_\_\_\_  
 designer clothes \_\_\_\_\_  
 domestic clutter \_\_\_\_\_  
 electrical goods \_\_\_\_\_  
 \_\_\_\_\_  
 fashion \_\_\_\_\_  
 garment \_\_\_\_\_  
 item \_\_\_\_\_  
 jewellery \_\_\_\_\_  
 ornament \_\_\_\_\_  
 perfume \_\_\_\_\_  
 personal belongings \_\_\_\_\_  
 pre-owned/second-hand/used goods \_\_\_\_\_  
 \_\_\_\_\_  
 vintage piece \_\_\_\_\_  
 wrapper \_\_\_\_\_

## Auctions and marketplaces

antiques market \_\_\_\_\_  
 \_\_\_\_\_  
 auction house \_\_\_\_\_  
 auctioneer \_\_\_\_\_  
 bid \_\_\_\_\_  
 car boot sale \_\_\_\_\_  
 flea market \_\_\_\_\_  
 market stall \_\_\_\_\_  
 market stallholder \_\_\_\_\_  
 \_\_\_\_\_  
 online auction \_\_\_\_\_

# VOCABULARY BANK

## Adjectives describing goods

affordable \_\_\_\_\_  
 eye-catching \_\_\_\_\_  
 fashionable \_\_\_\_\_  
 fun \_\_\_\_\_  
 hard-wearing \_\_\_\_\_  
 high quality \_\_\_\_\_  
 one-off \_\_\_\_\_  
 poorly designed \_\_\_\_\_  
 quirky \_\_\_\_\_  
 stylish \_\_\_\_\_  
 trendy \_\_\_\_\_  
 unwanted \_\_\_\_\_  
 vintage \_\_\_\_\_

## Partitives

a bottle of mouthwash \_\_\_\_\_  
 \_\_\_\_\_  
 a box of matches \_\_\_\_\_  
 \_\_\_\_\_  
 a bunch of flowers \_\_\_\_\_  
 \_\_\_\_\_  
 a can of energy drink \_\_\_\_\_  
 \_\_\_\_\_  
 a jar of anti-ageing cream \_\_\_\_\_  
 \_\_\_\_\_  
 a packet of crisps \_\_\_\_\_  
 \_\_\_\_\_  
 a pair of trainers \_\_\_\_\_  
 \_\_\_\_\_  
 a tube of toothpaste \_\_\_\_\_  
 \_\_\_\_\_

## Complaints

apologise \_\_\_\_\_  
 complain \_\_\_\_\_  
 customer service \_\_\_\_\_  
 demand \_\_\_\_\_  
 draw sb's attention to sth \_\_\_\_\_  
 \_\_\_\_\_  
 exchange \_\_\_\_\_  
 fault \_\_\_\_\_  
 incident \_\_\_\_\_  
 investigate the matter \_\_\_\_\_  
 \_\_\_\_\_

make a formal complaint about sth \_\_\_\_\_  
 \_\_\_\_\_

receipt \_\_\_\_\_  
 reconsider your policies \_\_\_\_\_  
 \_\_\_\_\_  
 refund \_\_\_\_\_  
 refund (sb/sb's money) \_\_\_\_\_  
 \_\_\_\_\_  
 refuse \_\_\_\_\_  
 replacement \_\_\_\_\_  
 response \_\_\_\_\_  
 take/send an item back \_\_\_\_\_  
 \_\_\_\_\_

## Travelling and tourism

### Cityscape, city life

aquarium \_\_\_\_\_  
 be steeped in history \_\_\_\_\_  
 \_\_\_\_\_  
 built-up/urban area \_\_\_\_\_  
 \_\_\_\_\_  
 bustling city \_\_\_\_\_  
 busy harbour \_\_\_\_\_  
 canal \_\_\_\_\_  
 casino \_\_\_\_\_  
 city's best kept secrets \_\_\_\_\_  
 \_\_\_\_\_  
 clean air \_\_\_\_\_  
 cosmopolitan \_\_\_\_\_  
 dramatic/impressive/iconic skyline \_\_\_\_\_  
 \_\_\_\_\_  
 dull/hectic/vibrant nightlife \_\_\_\_\_  
 \_\_\_\_\_  
 gleaming skyscrapers \_\_\_\_\_  
 \_\_\_\_\_  
 historical heart of the city \_\_\_\_\_  
 \_\_\_\_\_  
 industrial area \_\_\_\_\_  
 inner-city area \_\_\_\_\_  
 leafy neighbourhood \_\_\_\_\_  
 \_\_\_\_\_  
 living costs \_\_\_\_\_  
 market square \_\_\_\_\_

mouth-watering food \_\_\_\_\_  
 \_\_\_\_\_  
 multicultural population \_\_\_\_\_  
 \_\_\_\_\_  
 narrow/cobbled/quaint backstreets \_\_\_\_\_  
 \_\_\_\_\_  
 nightclub \_\_\_\_\_  
 open spaces \_\_\_\_\_  
 packed with partygoers \_\_\_\_\_  
 \_\_\_\_\_  
 pavement (BrE)/sidewalk (AmE) \_\_\_\_\_  
 \_\_\_\_\_  
 population \_\_\_\_\_  
 pride yourself on sth/boast sth \_\_\_\_\_  
 \_\_\_\_\_  
 renowned for sth \_\_\_\_\_  
 \_\_\_\_\_  
 river bank \_\_\_\_\_  
 ruined castle \_\_\_\_\_  
 salvage \_\_\_\_\_  
 sports facilities \_\_\_\_\_  
 sprawling \_\_\_\_\_  
 steep hill \_\_\_\_\_  
 welcome visitors with open arms \_\_\_\_\_  
 \_\_\_\_\_  
 wide range of (cultures/languages/food/arts) \_\_\_\_\_  
 \_\_\_\_\_  
 world-class restaurant \_\_\_\_\_  
 \_\_\_\_\_  
 youth employment \_\_\_\_\_  
 \_\_\_\_\_  
 youth-friendly \_\_\_\_\_  
 \_\_\_\_\_  
 youthful \_\_\_\_\_  
 \_\_\_\_\_  
**City transport**  
 cycle lane \_\_\_\_\_  
 easy to get around (by bike) \_\_\_\_\_  
 \_\_\_\_\_  
 multi-storey car park \_\_\_\_\_  
 \_\_\_\_\_  
 reliable network of (buses) \_\_\_\_\_  
 \_\_\_\_\_



# VOCABULARY BANK

(state-of-the-art) public transport  
system \_\_\_\_\_

streetcar/tram \_\_\_\_\_

traffic jam \_\_\_\_\_

underground (BrE)/subway (AmE) \_\_\_\_\_

## On the journey

adrift \_\_\_\_\_

aircraft \_\_\_\_\_

around the globe \_\_\_\_\_

arrive on board \_\_\_\_\_

cabin \_\_\_\_\_

cancelled flight \_\_\_\_\_

chart/plan the route \_\_\_\_\_

check in a bag \_\_\_\_\_

checked/unclaimed luggage \_\_\_\_\_

cross \_\_\_\_\_

cruise ship \_\_\_\_\_

cut out \_\_\_\_\_

domestic/long-haul/international  
flight \_\_\_\_\_

embark on a journey/voyage \_\_\_\_\_

endurance \_\_\_\_\_

fill to bursting \_\_\_\_\_

flight reservation \_\_\_\_\_

goal (of the journey) \_\_\_\_\_

have a flat tyre \_\_\_\_\_

hitchhike \_\_\_\_\_

honk the horn \_\_\_\_\_

kayak \_\_\_\_\_

lose all sense of space/time \_\_\_\_\_

lost property \_\_\_\_\_

motorway \_\_\_\_\_

navigation error \_\_\_\_\_

path \_\_\_\_\_

pedestrian \_\_\_\_\_

pull out \_\_\_\_\_

reach your destination \_\_\_\_\_

rowing boat \_\_\_\_\_

sail \_\_\_\_\_

sat-nav (satellite navigation system)/

GPS \_\_\_\_\_

set off/set out \_\_\_\_\_

speedboat \_\_\_\_\_

take off \_\_\_\_\_

tough/punishing/arduous journey \_\_\_\_\_

travel down the coast of (Mexico) \_\_\_\_\_

travel light \_\_\_\_\_

travelling companion \_\_\_\_\_

vessel \_\_\_\_\_

yacht \_\_\_\_\_

## Tourism

area of natural beauty \_\_\_\_\_

breathtaking view \_\_\_\_\_

campsite \_\_\_\_\_

facilities for tourists \_\_\_\_\_

famous monument/landmark \_\_\_\_\_

historic \_\_\_\_\_

holiday (BrE)/vacation (AmE) \_\_\_\_\_

limit tourism \_\_\_\_\_

main sights \_\_\_\_\_

picturesque \_\_\_\_\_

resort \_\_\_\_\_

sense of adventure \_\_\_\_\_

sleeping bag \_\_\_\_\_

sunscreen \_\_\_\_\_

survive \_\_\_\_\_

sustainable tourism \_\_\_\_\_

tour operator \_\_\_\_\_

tourism industry \_\_\_\_\_

tourist destination \_\_\_\_\_

travel agent \_\_\_\_\_

trip/voyage of a lifetime \_\_\_\_\_

visitor \_\_\_\_\_

## Culture

### Music

DJing workshop \_\_\_\_\_

gig \_\_\_\_\_

live music \_\_\_\_\_

put on (a concert) \_\_\_\_\_

saxophone \_\_\_\_\_

### Mass media, photography, film

airbrushed \_\_\_\_\_

cameraman \_\_\_\_\_

celebrity \_\_\_\_\_

depict \_\_\_\_\_

digital alteration \_\_\_\_\_

digitally improved \_\_\_\_\_

doctored \_\_\_\_\_

editor \_\_\_\_\_

far-fetched \_\_\_\_\_

film adaptation \_\_\_\_\_

footage \_\_\_\_\_

foreign affairs correspondent \_\_\_\_\_

front page \_\_\_\_\_

image \_\_\_\_\_

interview sb \_\_\_\_\_

manipulate the truth/public opinion \_\_\_\_\_

misleading \_\_\_\_\_

# VOCABULARY BANK

photographer \_\_\_\_\_  
 piece of news \_\_\_\_\_  
 pose for sth \_\_\_\_\_  
 review \_\_\_\_\_  
 reviewer \_\_\_\_\_  
 script \_\_\_\_\_  
 selfie \_\_\_\_\_  
 sensationalise sth \_\_\_\_\_

shot \_\_\_\_\_  
 subtitles \_\_\_\_\_  
 the press \_\_\_\_\_  
 (TV) crew \_\_\_\_\_  
 zoom in on sth \_\_\_\_\_

## Art

art exhibition \_\_\_\_\_  
 art gallery \_\_\_\_\_  
 art installation \_\_\_\_\_  
 graffiti \_\_\_\_\_  
 incredible/first-class arts and music scene \_\_\_\_\_  
 modern art \_\_\_\_\_  
 mural \_\_\_\_\_  
 museum night \_\_\_\_\_  
 paint \_\_\_\_\_  
 paintbrush \_\_\_\_\_  
 spray can \_\_\_\_\_  
 stencil \_\_\_\_\_  
 street art \_\_\_\_\_  
 watercolours \_\_\_\_\_

## Adjectives describing texts

depressing \_\_\_\_\_  
 entertaining \_\_\_\_\_  
 graphic \_\_\_\_\_  
 heart-warming \_\_\_\_\_  
 hilarious \_\_\_\_\_  
 light-hearted \_\_\_\_\_  
 moving \_\_\_\_\_  
 objective \_\_\_\_\_  
 shocking \_\_\_\_\_  
 thought-provoking \_\_\_\_\_  
 unsettling \_\_\_\_\_

## Other

cultural heritage \_\_\_\_\_  
 drama \_\_\_\_\_  
 entertainer \_\_\_\_\_  
 fame \_\_\_\_\_  
 memoir \_\_\_\_\_

## Sport

athlete \_\_\_\_\_  
 beat an opponent \_\_\_\_\_  
 break a record \_\_\_\_\_  
 come first \_\_\_\_\_  
 dive/plunge into the sea \_\_\_\_\_  
 go cycling/mountain biking \_\_\_\_\_  
 injury time \_\_\_\_\_  
 keep fit \_\_\_\_\_  
 PE kit \_\_\_\_\_  
 referee \_\_\_\_\_  
 ride a bike/a tandem \_\_\_\_\_  
 rider \_\_\_\_\_  
 score the winning goal \_\_\_\_\_  
 serve \_\_\_\_\_  
 skate \_\_\_\_\_  
 throw a ball \_\_\_\_\_  
 train \_\_\_\_\_  
 triathlon \_\_\_\_\_  
 win a game/a prize \_\_\_\_\_

## Health

### The human body

blood \_\_\_\_\_  
 brain \_\_\_\_\_  
 circulation \_\_\_\_\_  
 digest \_\_\_\_\_  
 digestive system \_\_\_\_\_

function \_\_\_\_\_  
 hip \_\_\_\_\_  
 index finger \_\_\_\_\_  
 muscle \_\_\_\_\_  
 sense of smell/taste \_\_\_\_\_  
 thumb \_\_\_\_\_  
 urine \_\_\_\_\_  
 waist \_\_\_\_\_  
 wrist \_\_\_\_\_

## Injuries

break your leg \_\_\_\_\_  
 injured \_\_\_\_\_  
 injury \_\_\_\_\_  
 repetitive strain injury \_\_\_\_\_  
 slip \_\_\_\_\_  
 sore elbow \_\_\_\_\_  
 trauma \_\_\_\_\_

## Illnesses and symptoms

anxiety \_\_\_\_\_  
 asthma \_\_\_\_\_  
 blistered \_\_\_\_\_  
 (childhood) obesity \_\_\_\_\_  
 cold \_\_\_\_\_  
 condition \_\_\_\_\_  
 diabetes \_\_\_\_\_  
 excess weight \_\_\_\_\_  
 eye strain/sore eyes \_\_\_\_\_  
 flu \_\_\_\_\_  
 food poisoning \_\_\_\_\_  
 have a frog in your throat \_\_\_\_\_  
 high blood pressure \_\_\_\_\_  
 insomnia \_\_\_\_\_  
 joint pain \_\_\_\_\_  
 (minor) ailments \_\_\_\_\_  
 obese \_\_\_\_\_  
 overweight \_\_\_\_\_  
 sleep disorder \_\_\_\_\_  
 suffer from sth \_\_\_\_\_



# VOCABULARY BANK

terminally ill \_\_\_\_\_  
weight gain \_\_\_\_\_

## Treatment

antibiotic \_\_\_\_\_  
breathe (deeply) \_\_\_\_\_  
dental patient \_\_\_\_\_  
examine \_\_\_\_\_  
health care \_\_\_\_\_  
heart rate monitor \_\_\_\_\_  
lose weight \_\_\_\_\_  
massage \_\_\_\_\_  
medical supplies \_\_\_\_\_  
recovery \_\_\_\_\_  
surgeon \_\_\_\_\_  
take a (deep) breath \_\_\_\_\_  
undergo an operation \_\_\_\_\_

## Addictions

addicted to sth \_\_\_\_\_  
addiction \_\_\_\_\_  
be hooked on sth \_\_\_\_\_  
be obsessed with sth \_\_\_\_\_  
deprive sb of sth \_\_\_\_\_  
drug addict \_\_\_\_\_  
obsessive behaviour \_\_\_\_\_  
shopaholic \_\_\_\_\_  
tear sb away from sth \_\_\_\_\_  
withdrawal symptoms \_\_\_\_\_

## Healthy lifestyle

count calories \_\_\_\_\_  
first aid course \_\_\_\_\_  
mouthwash \_\_\_\_\_  
nutrient \_\_\_\_\_  
personal hygiene \_\_\_\_\_

prevent illness \_\_\_\_\_  
sedentary lifestyle \_\_\_\_\_  
toothpaste \_\_\_\_\_

## Science and technology

### Science and scientists

AD (Anno Domini) \_\_\_\_\_  
advanced \_\_\_\_\_  
advancement \_\_\_\_\_  
analyse \_\_\_\_\_  
analysis \_\_\_\_\_  
analyst \_\_\_\_\_  
angle \_\_\_\_\_  
Arabic numerals \_\_\_\_\_  
arithmetic \_\_\_\_\_  
artificial intelligence \_\_\_\_\_  
astrology \_\_\_\_\_  
BC (Before Christ) \_\_\_\_\_  
breakthrough \_\_\_\_\_  
calculator \_\_\_\_\_  
carry out a study/an experiment \_\_\_\_\_  
chemical \_\_\_\_\_  
chemical reaction \_\_\_\_\_  
conclude \_\_\_\_\_  
conclusion \_\_\_\_\_  
contribute to sth \_\_\_\_\_  
crystal \_\_\_\_\_  
discover \_\_\_\_\_  
evidence \_\_\_\_\_  
evolution \_\_\_\_\_  
evolve \_\_\_\_\_  
expertise \_\_\_\_\_  
explode \_\_\_\_\_  
explore \_\_\_\_\_  
explorer \_\_\_\_\_  
explosion \_\_\_\_\_  
geologist \_\_\_\_\_  
groundbreaking invention \_\_\_\_\_

innovation \_\_\_\_\_  
invent \_\_\_\_\_  
investigate \_\_\_\_\_  
investigation \_\_\_\_\_  
investigator \_\_\_\_\_  
irregular shape \_\_\_\_\_  
limited/unlimited \_\_\_\_\_  
lose track of time \_\_\_\_\_  
make a discovery \_\_\_\_\_  
mathematical symbol \_\_\_\_\_  
mathematician \_\_\_\_\_  
measure \_\_\_\_\_  
methodology \_\_\_\_\_  
mineral \_\_\_\_\_  
observation \_\_\_\_\_  
observe \_\_\_\_\_  
odd/even numbers \_\_\_\_\_  
phenomenon \_\_\_\_\_  
preservation (of planet Earth) \_\_\_\_\_  
preserve \_\_\_\_\_  
proof \_\_\_\_\_  
prove \_\_\_\_\_  
researcher \_\_\_\_\_  
robotics \_\_\_\_\_  
scholar \_\_\_\_\_  
scientific expedition \_\_\_\_\_  
scientific/medical research \_\_\_\_\_  
set up an experiment \_\_\_\_\_  
technological development \_\_\_\_\_  
theory of relativity \_\_\_\_\_  
top-of-the-range technology \_\_\_\_\_  
volume \_\_\_\_\_

# VOCABULARY BANK

## Statistics

average \_\_\_\_\_

be unchanged/remain constant \_\_\_\_\_

current (demographic) trends \_\_\_\_\_

gradual drop in the number of/decline in \_\_\_\_\_

grow rapidly \_\_\_\_\_

high point \_\_\_\_\_

increase/be on the rise \_\_\_\_\_

increasing/decreasing number of sth \_\_\_\_\_

marked increase/sharp rise in sth \_\_\_\_\_

percentage \_\_\_\_\_

recent figures \_\_\_\_\_

sharp fall/drop/rapid decline in sth \_\_\_\_\_

sharp rise (in sth) \_\_\_\_\_

steady rise in/growing number of sth \_\_\_\_\_

vast/enormous amount \_\_\_\_\_

## Electronic communication

access information/knowledge \_\_\_\_\_

access to (the Internet/online content) \_\_\_\_\_

accessibility/availability \_\_\_\_\_

adjust \_\_\_\_\_

alert (n, v) \_\_\_\_\_

anti-virus software \_\_\_\_\_

application/app \_\_\_\_\_

attach a photo/a file \_\_\_\_\_

bleep \_\_\_\_\_

bookmark a site/a webpage/a homepage \_\_\_\_\_

browse the net/a website \_\_\_\_\_

built-in technology \_\_\_\_\_

click on an icon/an attachment \_\_\_\_\_

collect data \_\_\_\_\_

contribute to wikis/forums/readers' comments sections \_\_\_\_\_

control the volume \_\_\_\_\_

data analysis \_\_\_\_\_

device \_\_\_\_\_

download music/e-books \_\_\_\_\_

external drive \_\_\_\_\_

feed into sth \_\_\_\_\_

fitness/activity app/tracker \_\_\_\_\_

follow somebody on (Twitter) \_\_\_\_\_

generate \_\_\_\_\_

go viral \_\_\_\_\_

Google sth \_\_\_\_\_

handset \_\_\_\_\_

hard drive \_\_\_\_\_

headset \_\_\_\_\_

Internet connection speed \_\_\_\_\_

Internet provider \_\_\_\_\_

landline \_\_\_\_\_

log on \_\_\_\_\_

narrative camera \_\_\_\_\_

on the web/on Twitter \_\_\_\_\_

online platform \_\_\_\_\_

open an email/a file \_\_\_\_\_

password \_\_\_\_\_

personalised \_\_\_\_\_

post a comment/a link \_\_\_\_\_

privacy issues \_\_\_\_\_

processor \_\_\_\_\_

push a button \_\_\_\_\_

record \_\_\_\_\_

remote control \_\_\_\_\_

sat-nav (satellite navigation system)/GPS \_\_\_\_\_

save a file/an attachment \_\_\_\_\_

scan sb's profile \_\_\_\_\_

screen \_\_\_\_\_

search results \_\_\_\_\_

send a photo/an email \_\_\_\_\_

sensor \_\_\_\_\_

share a link/a Facebook post \_\_\_\_\_

smart technology \_\_\_\_\_

smartphone \_\_\_\_\_

social media \_\_\_\_\_

software developer \_\_\_\_\_

store \_\_\_\_\_

surf the Internet \_\_\_\_\_

switch on/off/turn on/off \_\_\_\_\_

text sb \_\_\_\_\_

track \_\_\_\_\_

transmit \_\_\_\_\_

type \_\_\_\_\_

unplug \_\_\_\_\_

update your status/profile \_\_\_\_\_

upload a photo/a video clip \_\_\_\_\_

vibrate \_\_\_\_\_

virtual \_\_\_\_\_

visit a website \_\_\_\_\_

vlog \_\_\_\_\_

voice command \_\_\_\_\_

wearable technology \_\_\_\_\_

webcam \_\_\_\_\_

wireless networking system \_\_\_\_\_

www/World Wide Web \_\_\_\_\_



# VOCABULARY BANK

## Space exploration

astronaut \_\_\_\_\_  
 at (28,000 km) per hour \_\_\_\_\_  
 \_\_\_\_\_  
 at an altitude of (350 km) \_\_\_\_\_  
 \_\_\_\_\_  
 circle \_\_\_\_\_  
 communication system \_\_\_\_\_  
 cruising height \_\_\_\_\_  
 daylight \_\_\_\_\_  
 disrupt the body clock \_\_\_\_\_  
 \_\_\_\_\_  
 electrical power \_\_\_\_\_  
 feeling of motion \_\_\_\_\_  
 globe \_\_\_\_\_  
 gravity \_\_\_\_\_  
 ground \_\_\_\_\_  
 heavens \_\_\_\_\_  
 in mid air \_\_\_\_\_  
 ISS (International Space Station)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 lose muscle power/the sense of smell/  
 taste \_\_\_\_\_  
 mission controller \_\_\_\_\_  
 on the horizon \_\_\_\_\_  
 orbit \_\_\_\_\_  
 orbit the Earth \_\_\_\_\_  
 panoramic view of sth \_\_\_\_\_  
 \_\_\_\_\_  
 permanent crew \_\_\_\_\_  
 power source \_\_\_\_\_  
 reflect off sth \_\_\_\_\_  
 repair \_\_\_\_\_  
 rise \_\_\_\_\_  
 shoot \_\_\_\_\_  
 solar panels \_\_\_\_\_  
 spacewalk \_\_\_\_\_  
 speed \_\_\_\_\_  
 transition \_\_\_\_\_  
 universe \_\_\_\_\_  
 wandering star \_\_\_\_\_  
 weightlessness/weightless conditions  
 \_\_\_\_\_

## The natural world

### Landscape and geographical features

bay \_\_\_\_\_  
 cave/cavern \_\_\_\_\_  
 cliff \_\_\_\_\_  
 coast \_\_\_\_\_  
 coastal region \_\_\_\_\_  
 coastline \_\_\_\_\_  
 current \_\_\_\_\_  
 dam \_\_\_\_\_  
 deserted/barren/desolate wilderness  
 \_\_\_\_\_  
 distant/remote/inaccessible region  
 \_\_\_\_\_  
 diverse landscape \_\_\_\_\_  
 \_\_\_\_\_  
 empty/bleak/inhospitable place \_\_\_\_\_  
 \_\_\_\_\_  
 foothills \_\_\_\_\_  
 glacier \_\_\_\_\_  
 gyre/whirlpool \_\_\_\_\_  
 ice cap \_\_\_\_\_  
 iceberg \_\_\_\_\_  
 interior \_\_\_\_\_  
 (lush/dense) forest \_\_\_\_\_  
 (majestic) mountains \_\_\_\_\_  
 natural wonder \_\_\_\_\_  
 peninsula \_\_\_\_\_  
 pond \_\_\_\_\_  
 (sandy) beach \_\_\_\_\_  
 seabed \_\_\_\_\_  
 seashore \_\_\_\_\_  
 stream \_\_\_\_\_  
 tide \_\_\_\_\_  
 (vast) desert \_\_\_\_\_  
 wave \_\_\_\_\_

### Describing location

above/below the surface \_\_\_\_\_  
 \_\_\_\_\_  
 at the mouth of a river \_\_\_\_\_  
 cover \_\_\_\_\_

deep in the forest \_\_\_\_\_  
 \_\_\_\_\_  
 high in the mountains \_\_\_\_\_  
 \_\_\_\_\_  
 in the northern/southern/eastern/  
 western part of an island/country  
 \_\_\_\_\_  
 \_\_\_\_\_  
 inland from sth \_\_\_\_\_  
 lie \_\_\_\_\_  
 located \_\_\_\_\_  
 mainland \_\_\_\_\_  
 off the coast \_\_\_\_\_  
 on the (east/west) coast (of Australia)  
 \_\_\_\_\_  
 reef \_\_\_\_\_  
 surrounded by sth \_\_\_\_\_  
 to the north/south/east/west of sth  
 \_\_\_\_\_  
 underground \_\_\_\_\_

### Animals

camel \_\_\_\_\_  
 chimpanzee \_\_\_\_\_  
 domestic/farm/wild animal \_\_\_\_\_  
 \_\_\_\_\_  
 elephant \_\_\_\_\_  
 jellyfish \_\_\_\_\_  
 lizard \_\_\_\_\_  
 (marine) mammal \_\_\_\_\_  
 mosquito \_\_\_\_\_  
 owl \_\_\_\_\_  
 partridge \_\_\_\_\_  
 penguin \_\_\_\_\_  
 rabbit \_\_\_\_\_  
 reptile \_\_\_\_\_  
 robin \_\_\_\_\_  
 seabird \_\_\_\_\_  
 (sea) creature \_\_\_\_\_  
 sheep \_\_\_\_\_  
 turtle \_\_\_\_\_  
 whale \_\_\_\_\_

### Describing animals

aggressive towards sb/sth \_\_\_\_\_  
 \_\_\_\_\_

# VOCABULARY BANK

be competitive against/with sb \_\_\_\_\_  
 behaviour \_\_\_\_\_  
 breed \_\_\_\_\_  
 childhood/adolescence \_\_\_\_\_  
 defend yourself \_\_\_\_\_  
 develop powerful bonds \_\_\_\_\_  
 do tricks \_\_\_\_\_  
 do well in intelligence tests \_\_\_\_\_  
 domesticate \_\_\_\_\_  
 (extremely) violent \_\_\_\_\_  
 evolve \_\_\_\_\_  
 follow the crowd \_\_\_\_\_  
 food chain \_\_\_\_\_  
 form (stable) communities \_\_\_\_\_  
 gentle \_\_\_\_\_  
 graceful \_\_\_\_\_  
 in the wild \_\_\_\_\_  
 independent of sb/sth \_\_\_\_\_  
 kiss \_\_\_\_\_  
 lay eggs \_\_\_\_\_  
 (living) species \_\_\_\_\_  
 loveable \_\_\_\_\_  
 male/female \_\_\_\_\_  
 natural habitat \_\_\_\_\_  
 nesting area \_\_\_\_\_  
 playful \_\_\_\_\_  
 please humans \_\_\_\_\_  
 prey \_\_\_\_\_  
 rival gang \_\_\_\_\_  
 rookery \_\_\_\_\_  
 sea life \_\_\_\_\_  
 social \_\_\_\_\_  
 social relationships \_\_\_\_\_  
 stupid \_\_\_\_\_  
 tame \_\_\_\_\_  
 undervalued \_\_\_\_\_  
 useful to society \_\_\_\_\_  
 wise \_\_\_\_\_

## Environmental problems and protection

acid rain \_\_\_\_\_  
 (air) pollution \_\_\_\_\_  
 atmosphere \_\_\_\_\_  
 average temperature \_\_\_\_\_  
 be concerned about sth \_\_\_\_\_  
 behave responsibly \_\_\_\_\_  
 break up into (smaller particles) \_\_\_\_\_  
 carbon dioxide \_\_\_\_\_  
 carbon emissions \_\_\_\_\_  
 climate change \_\_\_\_\_  
 concern \_\_\_\_\_  
 consume \_\_\_\_\_  
 contaminant \_\_\_\_\_  
 deforestation \_\_\_\_\_  
 drift \_\_\_\_\_  
 dump unwanted rubbish \_\_\_\_\_  
 environment \_\_\_\_\_  
 environmental group \_\_\_\_\_  
 environmental impact \_\_\_\_\_  
 environmentalist/ecologist \_\_\_\_\_  
 erosion \_\_\_\_\_  
 establish national parks \_\_\_\_\_  
 extract \_\_\_\_\_  
 fertiliser \_\_\_\_\_  
 floating barrier \_\_\_\_\_  
 fossil fuel \_\_\_\_\_  
 fresh water \_\_\_\_\_  
 funding \_\_\_\_\_  
 garbage patch \_\_\_\_\_  
 gas \_\_\_\_\_  
 global warming \_\_\_\_\_  
 hazard \_\_\_\_\_

industrial/non-biodegradable waste \_\_\_\_\_  
 industrialisation \_\_\_\_\_  
 (local/marine) wildlife \_\_\_\_\_  
 make efforts \_\_\_\_\_  
 melt \_\_\_\_\_  
 nature reserve \_\_\_\_\_  
 (negative) impact \_\_\_\_\_  
 oil well \_\_\_\_\_  
 onshore/offshore oilfield \_\_\_\_\_  
 ozone layer \_\_\_\_\_  
 pesticides \_\_\_\_\_  
 plastic waste/plastic pollution \_\_\_\_\_  
 pollutant \_\_\_\_\_  
 pollute \_\_\_\_\_  
 pollution from sth \_\_\_\_\_  
 power plant \_\_\_\_\_  
 preserve \_\_\_\_\_  
 pro-nuclear \_\_\_\_\_  
 recycle \_\_\_\_\_  
 reduce \_\_\_\_\_  
 release toxins/chemical substances \_\_\_\_\_  
 renewable energy \_\_\_\_\_  
 reusable \_\_\_\_\_  
 rise (by 1 degree Celsius) \_\_\_\_\_  
 rise in sea level/rising sea level \_\_\_\_\_  
 rubbish tip/landfill \_\_\_\_\_  
 rubbish/garbage/litter/waste/debris/  
 garbage (AmE) \_\_\_\_\_  
 sewage \_\_\_\_\_  
 solution \_\_\_\_\_  
 sustainable \_\_\_\_\_  
 toxic \_\_\_\_\_  
 toxin \_\_\_\_\_  
 (wildlife) protection \_\_\_\_\_



# VOCABULARY BANK

## Extreme weather, natural disasters

baking/burning/scorching temperatures \_\_\_\_\_

drought \_\_\_\_\_

earthquake \_\_\_\_\_

fire \_\_\_\_\_

flood \_\_\_\_\_

hurricane \_\_\_\_\_

landslide \_\_\_\_\_

rushing/roaring/raging torrent \_\_\_\_\_

starvation \_\_\_\_\_

storm \_\_\_\_\_

tornado \_\_\_\_\_

## State and society

### Crime

abduct \_\_\_\_\_

abduction \_\_\_\_\_

accuse sb of sth \_\_\_\_\_

arrest \_\_\_\_\_

break the law \_\_\_\_\_

captor \_\_\_\_\_

cyber crime \_\_\_\_\_

execute \_\_\_\_\_

fingerprint \_\_\_\_\_

get away with sth \_\_\_\_\_

go missing \_\_\_\_\_

hacker \_\_\_\_\_

Internet piracy \_\_\_\_\_

judge \_\_\_\_\_

legal/illegal \_\_\_\_\_

missing persons flyer \_\_\_\_\_

notify the police \_\_\_\_\_

private investigator \_\_\_\_\_

punish \_\_\_\_\_

pursue \_\_\_\_\_

recapture \_\_\_\_\_

scam \_\_\_\_\_

security alarm \_\_\_\_\_

security/security guard \_\_\_\_\_

sentence sb to jail/death \_\_\_\_\_

suspect \_\_\_\_\_

suspect \_\_\_\_\_

suspicion \_\_\_\_\_

swear under oath \_\_\_\_\_

take sb/sth to court/sue sb (for sth) \_\_\_\_\_

theft \_\_\_\_\_

vandalism \_\_\_\_\_

verification system \_\_\_\_\_

violence \_\_\_\_\_

witness a crime \_\_\_\_\_

### Fraud

adopt a new identity \_\_\_\_\_

authentic/inauthentic \_\_\_\_\_

authenticate \_\_\_\_\_

be taken in/be deceived (by sb/sth) \_\_\_\_\_

cheat \_\_\_\_\_

claim to be sb \_\_\_\_\_

cover sth up \_\_\_\_\_

create an illusion \_\_\_\_\_

crook \_\_\_\_\_

deceive (the public) \_\_\_\_\_

deception \_\_\_\_\_

disguise \_\_\_\_\_

fake \_\_\_\_\_

false identity \_\_\_\_\_

forgery \_\_\_\_\_

genuine \_\_\_\_\_

identity theft \_\_\_\_\_

identity thief \_\_\_\_\_

imposter \_\_\_\_\_

pass yourself off as sb \_\_\_\_\_

pretend (to be sb) \_\_\_\_\_

see through sth \_\_\_\_\_

trick \_\_\_\_\_

## Politics, authority

abolish \_\_\_\_\_

anti-communist \_\_\_\_\_

authorities \_\_\_\_\_

ban \_\_\_\_\_

be banned from doing sth \_\_\_\_\_

crown \_\_\_\_\_

current \_\_\_\_\_

election \_\_\_\_\_

fund \_\_\_\_\_

government \_\_\_\_\_

grant sb a passport \_\_\_\_\_

lawmaker \_\_\_\_\_

leadership \_\_\_\_\_

mayor \_\_\_\_\_

member of the public \_\_\_\_\_

(model) citizen \_\_\_\_\_

nominate \_\_\_\_\_

nominee \_\_\_\_\_

politician \_\_\_\_\_

presidency \_\_\_\_\_

President \_\_\_\_\_

Prime Minister \_\_\_\_\_

pro-democracy \_\_\_\_\_

propose a motion \_\_\_\_\_

raise taxes \_\_\_\_\_

representative \_\_\_\_\_

secret agent \_\_\_\_\_

suitable/excellent/willing candidate \_\_\_\_\_

town hall \_\_\_\_\_

vote \_\_\_\_\_

### War

anti-war \_\_\_\_\_

defeat \_\_\_\_\_

drone \_\_\_\_\_

invade \_\_\_\_\_

military expenditure \_\_\_\_\_

military operation \_\_\_\_\_

# VOCABULARY BANK

military reconnaissance \_\_\_\_\_  
 \_\_\_\_\_  
 soldier \_\_\_\_\_  
 war \_\_\_\_\_

## Economy and business

commercial \_\_\_\_\_  
 company \_\_\_\_\_  
 consume \_\_\_\_\_  
 corporate account \_\_\_\_\_  
 \_\_\_\_\_  
 corporation \_\_\_\_\_  
 crops \_\_\_\_\_  
 economic \_\_\_\_\_  
 economical \_\_\_\_\_  
 enterprise \_\_\_\_\_  
 factory \_\_\_\_\_  
 generate income \_\_\_\_\_  
 growth \_\_\_\_\_  
 import \_\_\_\_\_  
 labour-intensive/modern/traditional  
     methods of production \_\_\_\_\_  
 \_\_\_\_\_  
 manufacturer \_\_\_\_\_  
 produce \_\_\_\_\_  
 producer \_\_\_\_\_  
 production cycle/techniques \_\_\_\_\_  
 \_\_\_\_\_  
 tax-free \_\_\_\_\_

## Social issues, campaigns

address the issues \_\_\_\_\_  
 \_\_\_\_\_  
 affluent/well-off \_\_\_\_\_  
 anonymity \_\_\_\_\_  
 anonymous \_\_\_\_\_

at variance \_\_\_\_\_  
 awareness-raising campaign \_\_\_\_\_  
 \_\_\_\_\_  
 benefit society \_\_\_\_\_  
 benefit to society \_\_\_\_\_  
 \_\_\_\_\_  
 campaign \_\_\_\_\_  
 campaigner \_\_\_\_\_  
 discriminate against sb \_\_\_\_\_  
 \_\_\_\_\_  
 donate sth to charity \_\_\_\_\_  
 \_\_\_\_\_  
 equal \_\_\_\_\_  
 equality \_\_\_\_\_  
 expose unacceptable behaviour \_\_\_\_\_  
 \_\_\_\_\_  
 fair treatment \_\_\_\_\_  
 fairness \_\_\_\_\_  
 freedom (of speech) \_\_\_\_\_  
 get public figures involved \_\_\_\_\_  
 \_\_\_\_\_  
 hand out leaflets \_\_\_\_\_  
 immigrant \_\_\_\_\_  
 in the public eye \_\_\_\_\_  
 \_\_\_\_\_  
 indigenous culture \_\_\_\_\_  
 involvement of public figures \_\_\_\_\_  
 \_\_\_\_\_  
 life expectancy \_\_\_\_\_  
 \_\_\_\_\_  
 mainstream society \_\_\_\_\_  
 \_\_\_\_\_  
 mixed-race child \_\_\_\_\_  
 \_\_\_\_\_  
 multinational \_\_\_\_\_

peaceful protest \_\_\_\_\_  
 petition \_\_\_\_\_  
 play a crucial role \_\_\_\_\_  
 pluses and minuses \_\_\_\_\_  
 poor \_\_\_\_\_  
 poverty \_\_\_\_\_  
 privileged \_\_\_\_\_  
 pro-(anonymity/fairness) \_\_\_\_\_  
 \_\_\_\_\_  
 promote awareness \_\_\_\_\_  
 \_\_\_\_\_  
 protest \_\_\_\_\_  
 protest march \_\_\_\_\_  
 public safety \_\_\_\_\_  
 racism \_\_\_\_\_  
 respect (v; n) \_\_\_\_\_  
 right to (privacy) \_\_\_\_\_  
 \_\_\_\_\_  
 riots \_\_\_\_\_  
 slave \_\_\_\_\_  
 slavery \_\_\_\_\_  
 slum \_\_\_\_\_  
 stop the practice of sth \_\_\_\_\_  
 \_\_\_\_\_  
 wealthy/rich \_\_\_\_\_

## Religion

church \_\_\_\_\_  
 mass \_\_\_\_\_  
 nun \_\_\_\_\_  
 priest \_\_\_\_\_  
 shrine \_\_\_\_\_



# VOCABULARY BANK – PRACTICE EXERCISES

## People

- 1 Match the adjectives in the box with the descriptions. There are two extra adjectives.

fussy gregarious immature persistent  
protective rebellious reliable self-confident  
sensible sombre sporty strict ~~two-faced~~

- 0 Sam says nice things about you when he's talking to you but then is rude about you when he's talking to other people. two-faced
- 1 Anna has always believed in herself. She's been sure she can cope with most tasks. \_\_\_\_\_
- 2 Marcus has turned twelve but he doesn't act his age. He still plays with toys and watches cartoons. \_\_\_\_\_
- 3 Nadia is a good swimmer and she plays basketball. She's also thinking of taking up tennis. \_\_\_\_\_
- 4 Simon never obeys his parents or teachers and he always questions all the rules. \_\_\_\_\_
- 5 Ed's job applications were turned down several times last year but he never gave up. In the end he managed to find a good job. \_\_\_\_\_
- 6 It's difficult to cook for Val. She dislikes many types of food and it's almost impossible to please her. \_\_\_\_\_
- 7 Tom's parents make him study hard and they never let him come home after 8.00. \_\_\_\_\_
- 8 We can always count on Chris. He's never let us down. \_\_\_\_\_
- 9 Fiona always thinks carefully before making a decision and she never has crazy ideas. \_\_\_\_\_
- 10 Helen thinks it's extremely important to make sure her children are always safe. \_\_\_\_\_

- 2 Complete the conversation between a police officer and a witness with the words in the box. There are three extra words.

acne baggy contact lenses design dyed  
~~ginger~~ hazel high heels outfit slouch  
tight twenties waist wrinkle-free

- P: Can you describe the woman?
- W: Well, she was about one metre seventy, quite tall. She had <sup>0</sup>ginger hair but I don't think it was her natural colour. I think she <sup>1</sup>\_\_\_\_\_ it. Her eyes were <sup>2</sup>\_\_\_\_\_ and they looked tired, as if she hadn't slept. She was quite young but she didn't look very healthy. She was wearing a strange <sup>3</sup>\_\_\_\_\_. She had a bright-coloured, <sup>4</sup>\_\_\_\_\_ top, which looked too small for her, and <sup>5</sup>\_\_\_\_\_ jeans. On her feet, she was wearing <sup>6</sup>\_\_\_\_\_.
- P: You say she was young. How old exactly?
- W: In her <sup>7</sup>\_\_\_\_\_, I think. She had a(n) <sup>8</sup>\_\_\_\_\_ face. Oh, she had <sup>9</sup>\_\_\_\_\_ on her nose and forehead. And one more thing. She walked with a(n) <sup>10</sup>\_\_\_\_\_.
- P: Well, she should be easy to find. Thank you very much for your help.

- 3 Complete each pair of phrases with one verb from the box.

[ be have look lose remember take ]

- 0 remember  
a something in detail b something vividly
- 1 \_\_\_\_\_  
a your memory b your temper
- 2 \_\_\_\_\_  
a something for granted b pride in something
- 3 \_\_\_\_\_  
a back on something b intently
- 4 \_\_\_\_\_  
a a logical way of thinking b your priorities straight
- 5 \_\_\_\_\_  
a relieved b passionate about something

- 4 Complete the text with the correct form of phrases from Exercise 3.

My long-lost friend

Yesterday, when I was looking through my old books, I came across an old photo of a pretty young girl with ginger hair. That was Hanna, my old schoolmate. When I looked at her happy face, I <sup>0</sup>remembered her vividly. At once I had a picture of her in my mind.

Hanna <sup>1</sup>\_\_\_\_\_ literature. She was always reading 'the best book ever written'. She would constantly talk about her favourite characters and writers. She could never understand that other people were not so keen on fiction as she was. Sometimes she even <sup>2</sup>\_\_\_\_\_ her \_\_\_\_\_ trying to tell us that we absolutely must read something. On such occasions she started screaming and she called us 'ignorant'.

Hanna always got top marks in her essays. She was sure she was good at writing and she <sup>3</sup>\_\_\_\_\_ her writing skills. She won lots of literary competitions but that was not enough for her. She kept on working to improve her skills. She <sup>4</sup>\_\_\_\_\_ - she wanted to become a famous writer!

Now, when I <sup>5</sup>\_\_\_\_\_ my school days, I realise that Hanna was one of the most interesting friends I have ever had. I often wonder what she's doing now.

# VOCABULARY BANK – PRACTICE EXERCISES

## House

- 1 Complete the texts with the words in the box. There are three extra words.

accommodation appliances block  
convenient distance hometown noisy  
rental price residential run-down safe  
security self-contained unfurnished

### A self-contained flat to rent

The flat is on the eighth floor of a tower  
1 \_\_\_\_\_ in a respectable 2 \_\_\_\_\_ area.  
It's within walking 3 \_\_\_\_\_ of the campus.  
The flat is fully furnished, has got all the  
necessary household 4 \_\_\_\_\_ and it's all  
included in the 5 \_\_\_\_\_. The area is full of  
6 \_\_\_\_\_ shops and restaurants.

It's not true! The flat was almost 7 \_\_\_\_\_. It was  
located in a(n) 8 \_\_\_\_\_ neighbourhood with closed-  
down shops and lots of broken windows. What's more,  
the neighbours were very 9 \_\_\_\_\_. We didn't feel  
10 \_\_\_\_\_ and we had to look for something else.

- 2 Match the sentence halves.

- |   |                                     |                       |
|---|-------------------------------------|-----------------------|
| 0 Mark takes things without               | <input checked="" type="checkbox"/> | a the mirror.         |
| 1 Peter never helps out with the domestic | <input type="checkbox"/>            | b chores.             |
| 2 Karen doesn't know how to maintain      | <input type="checkbox"/>            | c the laundry basket. |
| 3 Beth spends ages looking in             | <input type="checkbox"/>            | d a flat.             |
| 4 Laura and Nina share                    | <input type="checkbox"/>            | e the bills.          |
| 5 Chris never puts his dirty clothes in   | <input type="checkbox"/>            | f order.              |
| 6 Malcolm never pays                      | <input type="checkbox"/>            | g asking.             |

- 3 Read the definitions and write the words.

- 0 not pleasant because it's too loud: noisy
- 1 things you have to do regularly in your house, for example cleaning or washing the dishes: \_\_\_\_\_
- 2 a piece of rubber or thick material by your front door that is used to clean your shoes on: \_\_\_\_\_
- 3 a written list showing how much you have to pay for services you have received, for example electricity: \_\_\_\_\_
- 4 the land and buildings of a university or a college including the buildings where students live: \_\_\_\_\_
- 5 someone who lives or stays in a particular place: \_\_\_\_\_

## School

- 1 Read the text and choose the correct options.

### School is cool!

Unlike many students, I have never <sup>1</sup>complained / *disturbed* about school. In primary school I always <sup>2</sup>paid attention / *cheated*. I never <sup>3</sup>did well / *fell behind* with schoolwork and I always <sup>4</sup>passed / *failed* all the exams. I often <sup>5</sup>dropped / *signed up* for interesting courses.

Now it's time to think about university. I might study <sup>6</sup>Accountancy / *Drama* since I have always preferred <sup>7</sup>active learning / *listening to lectures*. What's more, I've always been better with words than numbers. It would be great to work in a theatre when I get a <sup>8</sup>research / *degree*.

- 2 Cross out the noun that cannot be used with the verb.

- |          |       |                    |
|----------|-------|--------------------|
| 0 fail   | ..... | A a subject        |
|          | ..... | B <del>marks</del> |
|          | ..... | C an exam          |
| 1 take   | ..... | A a school         |
|          | ..... | B an exam          |
|          | ..... | C a course         |
| 2 attend | ..... | A university       |
|          | ..... | B a course         |
|          | ..... | C a subject        |
| 3 drop   | ..... | A timetable        |
|          | ..... | B a course         |
|          | ..... | C a subject        |
| 4 do     | ..... | A your homework    |
|          | ..... | B research         |
|          | ..... | C a lecture        |
| 5 skip   | ..... | A an exam          |
|          | ..... | B a degree         |
|          | ..... | C a lesson         |

- 3 Complete the sentences with the correct form of phrases from Exercise 2.

- 0 He didn't do any revising and he failed two important exams last month.
- 1 I \_\_\_\_\_ a photography \_\_\_\_\_ two years ago but I can't take good pictures.
- 2 Scientists have been \_\_\_\_\_ into the causes of this disease for many years.
- 3 I'll have to \_\_\_\_\_ two \_\_\_\_\_ at school tomorrow because I have a dental appointment at noon.
- 4 I would like to study Medicine, so I have to \_\_\_\_\_ in Chemistry and Biology to get into medical school.
- 5 Mark has \_\_\_\_\_ a(n) \_\_\_\_\_ only once. It was Psychology, during his second year at university and he was always arriving late to classes and lectures.



# VOCABULARY BANK – PRACTICE EXERCISES

## Work

- 1 Complete the words in the text. The first letter of each word is given.

### A change of job

A few years ago, I left my job because it was difficult and it didn't give me a <sup>0</sup>sense of achievement. It was a <sup>1</sup>s\_\_\_\_\_ job, that's true. I always got paid at the end of the month. On the other hand, the job was <sup>2</sup>t\_\_\_\_\_ – always the same boring tasks. What's more, I had to <sup>3</sup>c\_\_\_\_\_ to work – over 60km a day. On top of this, I was <sup>4</sup>u\_\_\_\_\_, so it was hard for me to pay the bills. Finally, I decided that I'd had enough and so I <sup>5</sup>l\_\_\_\_\_ my job. I wrote several <sup>6</sup>a\_\_\_\_\_ and, luckily, I managed to find something new fairly quickly. I work for a software company now. It wasn't very easy in the beginning because I had to <sup>7</sup>g\_\_\_\_\_ new s\_\_\_\_\_. But all in all, this is a much better job. First of all, I <sup>8</sup>w\_\_\_\_\_ f\_\_\_\_\_ h\_\_\_\_\_, so I don't waste hours driving back and forth to the office. Besides, my new job is very <sup>9</sup>r\_\_\_\_\_ and quite <sup>10</sup>w\_\_\_\_\_ p\_\_\_\_\_.

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

accept a post   be in charge   gain skills  
interesting   lay off   resign   rewarding   take on  
secure profession   tedious   travel to work  
step down   ~~underpaid~~   ~~well-paid~~   unsatisfying  
working freelance   work from home

	Similar meaning	Opposite meaning
lucrative	<u>well-paid</u>	<u>underpaid</u>
commute	_____	_____
hire	_____	_____
do an apprenticeship	_____	_____
steady job	_____	_____
monotonous	_____	_____
find employment	_____	_____
fulfilling	_____	_____
resign	_____	_____



## Family and social life

- 1 Match words 1–9 with a–j to make collocations.

0 leave	<input checked="" type="checkbox"/>	a family
1 single	<input type="checkbox"/>	b apart
2 long-distance	<input type="checkbox"/>	c husband
3 bring up	<input type="checkbox"/>	d in love
4 worth	<input type="checkbox"/>	e my son
5 fall	<input type="checkbox"/>	f of friends
6 immediate	<input type="checkbox"/>	g relationship
7 drift	<input type="checkbox"/>	h mother
8 ex-	<input type="checkbox"/>	i the effort
9 circle	<input type="checkbox"/>	j home

- 2 Complete the text with the correct form of the collocations in Exercise 1.



When I turned nineteen, I decided to <sup>0</sup>Leave home and study abroad.

I was so happy and optimistic about my future back then. I met my <sup>1</sup>\_\_\_\_\_ when I was studying in Madrid. He was handsome and smart, so I <sup>2</sup>\_\_\_\_\_ immediately. I said 'yes' when he proposed to me. We got married and then our son was born. Some time later things started to go wrong. Pedro travelled on business all the time and we gradually <sup>3</sup>\_\_\_\_\_. I didn't want to continue that <sup>4</sup>\_\_\_\_\_ and I came back to Poland.

I'm a(n) <sup>5</sup>\_\_\_\_\_ now and I have to <sup>6</sup>\_\_\_\_\_ on my own. I can't rely on my <sup>7</sup>\_\_\_\_\_. They are all married with children and always busy. My <sup>8</sup>\_\_\_\_\_ isn't much help either because both my parents have had some health problems recently. Life isn't easy for me but I'm not going to give up. I feel it's all <sup>9</sup>\_\_\_\_\_. I love my son and that's what really matters.

# VOCABULARY BANK – PRACTICE EXERCISES

## Food

### 1 Match the definitions with the adjectives.

- |   |                                     |
|---|-------------------------------------|
| 0 This kind of food contains lots of calories and will cause you to put on weight.  | <input checked="" type="checkbox"/> |
| 1 This food has been cooked in oil or fat and is covered in it when you eat it.   | <input type="checkbox"/>            |
| 2 This describes food, usually bread or cake, which is no longer fresh or good to eat.  | <input type="checkbox"/>            |
| 3 This describes food which hasn't been cooked.   | <input type="checkbox"/>            |
| 4 This describes food which has a sharp acid taste like the taste of a lemon. Milk which is not fresh can also have this taste. | <input type="checkbox"/>            |
| 5 This describes food which looks or smells extremely good.   | <input type="checkbox"/>            |
| 6 This describes food which is simple – without anything added.   | <input type="checkbox"/>            |
| 7 This describes food which is hot, not because of the temperature but because of the ingredients.                              | <input type="checkbox"/>            |
| 8 This describes food which has recently been picked or prepared.   | <input type="checkbox"/>            |
- 
- |         |          |                  |
|---------|----------|------------------|
| a raw   | d stale  | g mouth-watering |
| b spicy | e fresh  | h plain          |
| c sour  | f greasy | i fattening      |

### 2 Choose the correct answer, A, B or C.

- something that is very spicy  
A chocolate spread  
B a loaf of bread  
**C Thai food**
- something that is often served for breakfast  
A Thai food  
B cereal  
C onions
- something that is a dairy product  
A smoked salmon  
B wheat  
C full-fat milk
- something that doesn't have a sweet taste  
A biscuit  
B honey  
C olive
- something that you shouldn't do if you want to lose weight  
A have snacks between meals  
B give up chocolate  
C follow a diet
- something that is salty  
A wheat  
B toast  
C smoked salmon

## Shopping and services

### 1 Complete the sentences with the words in the box. There are three extra words.

- |         |         |         |         |       |
|---------|---------|---------|---------|-------|
| bargain | brand   | cash    | counter | goods |
| launch  | quality | reduced | sales   | staff |
| stock   |         |         |         |       |
- This is one of my favourite shops. They have high quality goods at reasonable prices.
  - This skirt was a real \_\_\_\_\_ – only ten pounds.
  - I hate it when shops only accept credit cards. I prefer paying in \_\_\_\_\_.
  - I like this shop because the \_\_\_\_\_ are always very helpful.
  - Our company are going to \_\_\_\_\_ a new range of perfumes next month.
  - I left my bag on the \_\_\_\_\_ in the shop when I paid for my new trousers.
  - These clothes have been \_\_\_\_\_ in price, so let's try to find something worth buying.
  - We always have a lot of \_\_\_\_\_ in January. You can really snap up a bargain then.

### 2 Match 1–8 with a–i to make collocations.

- |              |                                     |               |
|--------------|-------------------------------------|---------------|
| 0 hardware   | <input checked="" type="checkbox"/> | a opportunity |
| 1 shopping   | <input type="checkbox"/>            | b a living    |
| 2 cost of    | <input type="checkbox"/>            | c living      |
| 3 discounted | <input type="checkbox"/>            | d market      |
| 4 earn       | <input type="checkbox"/>            | e centre      |
| 5 niche      | <input type="checkbox"/>            | f fee         |
| 6 hourly     | <input type="checkbox"/>            | g house       |
| 7 investment | <input type="checkbox"/>            | h price       |
| 8 auction    | <input type="checkbox"/>            | i store       |

### 3 Complete the sentences with the correct form of collocations from Exercise 2.

- I need to do my flat up, so I'm going to a(n) hardware store to get some paint.
- I can't take the shoes back because I bought them at a(n) \_\_\_\_\_.
- He found a(n) \_\_\_\_\_ for his interesting new product and made a small fortune.
- I hate going to \_\_\_\_\_ on Saturdays because they are always crowded.
- She has decided to leave her job, so now only her husband \_\_\_\_\_.
- The painting reached the price of 7 million dollars at a famous \_\_\_\_\_.
- Prices have recently gone up and so has the \_\_\_\_\_.



VOCABULARY BANK – PRACTICE EXERCISES

Travelling and tourism

1 Choose the odd one out in each group.

- 0 vessel

aircraft

speedboat

yacht
- 1 urban area

gleaming skyscrapers

forest

pavement
- 2 picturesque

area of natural beauty

breathtaking view

sports facilities
- 3 dull

bustling

vibrant

busy
- 4 tour guide

cruise ship

visitor

pedestrian
- 5 cycle lane

check in a bag

international flight

take off
- 6 market square

ruined castle

river bank

cobbled backstreets
- 7 harbour

mainland

canal

river
- 8 pull out

honk the horn

have a flat tyre

take off

2 Complete the text with the words in the box.

around the globe    breathtaking views  
charted the route    cobbled    cruise ship  
landmarks    market squares    vibrant nightlife  
tour operator    picturesque    set off  
world-class restaurants    tourist destinations

Culture

1 Choose the correct answer, A, B or C.

- 0 We love \_\_ music and so we go to concerts as often as we can.

A life

B living

C live
- 1 Models are used to posing \_\_ pictures for hours on end.

A to

B for

C at
- 2 We saw a funny, light-\_\_ comedy on Saturday.

A minded

B hearted

C topic
- 3 Can you see that beautiful bird over there? Zoom \_\_ on it and take a photo.

A in

B up

C down
- 4 Our school is going to raise money for charity and Class 2B is putting \_\_ a rock concert.

A forward

B down

C on
- 5 I don't like this newspaper. It's full of \_\_-fetched, sensational news.

A well

B far

C long
- 6 It's extremely important to know your own country's \_\_ heritage.

A artist

B culture

C cultural

2 Write the words in the box under an appropriate heading.

airbrushed    editor    graffiti    paintbrush  
photo exhibition    piece of news    review  
selfie    stencil    TV crew    watercolours    zoom in

Mass media	Photography	Art

The trip of my life!

I graduated from university last year and I decided to travel <sup>0</sup>around the globe. I wanted to eat at <sup>1</sup>\_\_\_\_\_ and take part in the <sup>2</sup>\_\_\_\_\_ of the world capitals. I also hoped to admire some <sup>3</sup>\_\_\_\_\_ in areas of natural beauty.

I contacted a <sup>4</sup>\_\_\_\_\_ and he helped me arrange my trip. He advised me to avoid the most popular <sup>5</sup>\_\_\_\_\_, which are always packed with visitors and partygoers. He told me to visit some <sup>6</sup>\_\_\_\_\_ little towns and villages. He <sup>7</sup>\_\_\_\_\_ and I <sup>8</sup>\_\_\_\_\_.

First, I boarded a <sup>9</sup>\_\_\_\_\_ and visited some lovely islands in the Caribbean. Then I saw most of the famous <sup>10</sup>\_\_\_\_\_ of South and North America. On my way back home I visited some quiet European towns with their lovely <sup>11</sup>\_\_\_\_\_ and <sup>12</sup>\_\_\_\_\_ streets.

I had the time of my life!



## Sport

### 1 Match 1–6 with a–g to make collocations.

0 score	<input checked="" type="checkbox"/>	a cycling
1 ride	<input type="checkbox"/>	b an opponent
2 keep	<input type="checkbox"/>	c a prize
3 go	<input type="checkbox"/>	d a record
4 break	<input type="checkbox"/>	e a bike
5 win	<input type="checkbox"/>	f fit
6 beat	<input type="checkbox"/>	g a goal

### 2 Complete the text with the correct form of the collocations in Exercise 1.

My new girlfriend is very sporty. She regularly competes in marathons and she sometimes <sup>0</sup>wins prizes. She always tells me it's important to <sup>1</sup>\_\_\_\_\_ and I know she is right.

She suggested that I should <sup>2</sup>\_\_\_\_\_ and she even offered to lend me her brand new mountain bike. Well, the first time I tried it, I rode about twenty kilometres and then my knees started hurting, so I gave up and went home.

Then I tried football. I went to our local sports centre for about a month but I didn't <sup>3</sup>\_\_\_\_\_ any \_\_\_\_\_. I had a feeling that the other players hated me!

I gave up sport and started spending most of my time at home. I ate lots of junk food and I gained a few kilos. I watched Eurosport on TV every day and admired exciting sporting events. The famous tennis players <sup>4</sup>\_\_\_\_\_ their \_\_\_\_\_ effortlessly and the best runners <sup>5</sup>\_\_\_\_\_ world \_\_\_\_\_. I realised sport wasn't my cup of tea but I had also had enough of my lazy lifestyle. I decided to use my car less and to <sup>6</sup>\_\_\_\_\_ my \_\_\_\_\_ to work. I've found something that I really enjoy!

## Health

### 1 Choose the correct answer, A, B, C or D.

- My brother is obsessed \_\_\_ washing his hands.  
A from B for C on **D with**
- All students should do a first \_\_\_ course.  
A emergency B aid C help D rescue
- I don't feel well today. I have a \_\_\_ in my throat.  
A snake B hedgehog C frog D parrot
- The doctor told me to \_\_\_ weight.  
A lose B drop C waste D save
- I can't believe some people are addicted \_\_\_ seeing the dentist.  
A with B to C on D for
- If you want to be ready to run a marathon, you must forget about a \_\_\_ lifestyle.  
A slow B sitting C still D sedentary
- Health authorities have started campaigning against \_\_\_ weight among school children.  
A huge B big C high D excess
- My grandma suffers from a sleep \_\_\_\_\_.  
A disorder B trauma C strain D ailments

### 2 Complete the sentences with the correct form of the words in capitals.

- Most people don't realise that eating too much chocolate can lead to addiction. **ADDICT**
- Your stomach problems may be caused by food \_\_\_\_\_. **POISON**
- Eleven people got \_\_\_\_\_ in the train crash yesterday. **INJURY**
- My doctor says exercise should improve my \_\_\_\_\_, so I go for long walks every day. **CIRCLE**
- Sit down and \_\_\_\_\_ deeply. I'll get you a glass of water. **BREATH**
- If you want to be slim, you should count calories and control your \_\_\_\_\_. **WEIGH**
- It's much easier to prevent \_\_\_\_\_ than to treat it. **ILL**
- Mrs Berry has problems with her \_\_\_\_\_ system and has to follow a strict diet. **DIGEST**
- Ann is \_\_\_\_\_ with healthy diets. She tries a new one every month. **OBSESSION**



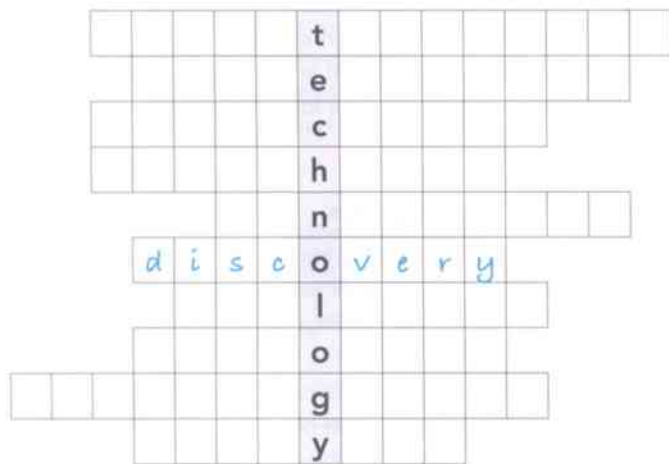


# VOCABULARY BANK – PRACTICE EXERCISES

## Science and technology

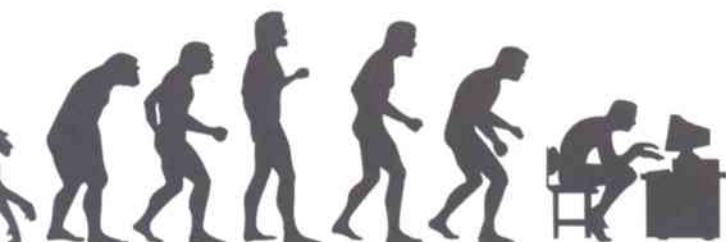
1 Make nouns from these words. Then use the nouns to complete the puzzle.

- 0 discover → discovery
- 1 analyse → \_\_\_\_\_
- 2 advanced → \_\_\_\_\_
- 3 evolve → \_\_\_\_\_
- 4 investigate → \_\_\_\_\_
- 5 preserve → \_\_\_\_\_
- 6 weightless → \_\_\_\_\_
- 7 explode → \_\_\_\_\_
- 8 attach → \_\_\_\_\_
- 9 conclude → \_\_\_\_\_



2 Complete the sentences with nouns from Exercise 1.

- 0 The discovery of America in 1492 is celebrated every year on Columbus Day.
- 1 Greenpeace works for the \_\_\_\_\_ of the environment.
- 2 I'll send you the documents as a(n) \_\_\_\_\_.
- 3 There has been incredible \_\_\_\_\_ in science over the past five years.
- 4 After a heated discussion, the politicians managed to reach a(n) \_\_\_\_\_.
- 5 The Theory of \_\_\_\_\_ was developed by Charles Darwin.



3 Complete the phrases with the prepositions in the box.

[ in on (x3) off out to (x2) up ]

- 0 log on
- 1 have access \_\_\_\_\_ something
- 2 carry \_\_\_\_\_ (a project)
- 3 \_\_\_\_\_ the horizon
- 4 click \_\_\_\_\_ something
- 5 contribute \_\_\_\_\_ something
- 6 set \_\_\_\_\_ something
- 7 a rise \_\_\_\_\_ something
- 8 switch \_\_\_\_\_



4 Complete the sentences with the phrases in Exercise 3.

- 0 You have to log on to that website if you want to download e-books.
- 1 Our university is waiting for more money to \_\_\_\_\_ the study. Our new theory can't be proved before that.
- 2 I dream of making a discovery that would \_\_\_\_\_ development in medicine.
- 3 It may sound strange to people in developed countries that fewer than four percent of the people in Africa have \_\_\_\_\_ the Internet.
- 4 If you want to write an email, you have to \_\_\_\_\_ the 'Create a message' icon and type your message in.
- 5 Recent figures show a gradual \_\_\_\_\_ the number of cybercrime cases.
- 6 In the end, having spent fifty days out in the open sea, the exhausted sailor managed to see land \_\_\_\_\_.
- 7 The teacher allowed Carol to \_\_\_\_\_ an experiment in the Chemistry lab.
- 8 She told her son to \_\_\_\_\_ the computer and go out to play in the fresh air.

# VOCABULARY BANK – PRACTICE EXERCISES

## The natural world

### 1 Match 1–9 with a–j to make collocations.

- |              |                          |                |
|--------------|--------------------------|----------------|
| 0 fresh      | <input type="checkbox"/> | a parks        |
| 1 industrial | <input type="checkbox"/> | b dioxide      |
| 2 renewable  | <input type="checkbox"/> | c warming      |
| 3 climate    | <input type="checkbox"/> | d rain         |
| 4 carbon     | <input type="checkbox"/> | e change       |
| 5 fossil     | <input type="checkbox"/> | f temperatures |
| 6 national   | <input type="checkbox"/> | g fuel         |
| 7 global     | <input type="checkbox"/> | h waste        |
| 8 acid       | <input type="checkbox"/> | i energy       |
| 9 average    | <input type="checkbox"/> | j water        |

### 2 Complete the text with the collocations in Exercise 1.

### Save the planet with

## Friends of the World!

Green forests, thriving wildlife and the <sup>0</sup>fresh water in our rivers are often taken for granted. Is it right to hold such a view?

Pollution causes dangerous <sup>1</sup>\_\_\_\_\_ which brings about floods, drought and starvation.

You must be aware that <sup>2</sup>\_\_\_\_\_ are steadily going up. If we don't take action now, we say 'yes' to <sup>3</sup>\_\_\_\_\_, which poses a threat to many ecosystems.

### It's high time we took action!

Stop our dependence on <sup>4</sup>\_\_\_\_\_ like oil and coal and look for new sources of <sup>5</sup>\_\_\_\_\_.

- Use alternative means of transport and limit emissions of <sup>6</sup>\_\_\_\_\_.
- Limit the amount of <sup>7</sup>\_\_\_\_\_ by imposing fines on factories.
- Stop <sup>8</sup>\_\_\_\_\_, which destroys forests.
- Establish new <sup>9</sup>\_\_\_\_\_ and nature reserves.

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

drought earthquake environment fertilisers  
pollutants prey reptiles wildlife

- It hasn't rained for months in some parts of Africa, so there is a real threat of drought to the people and their animals.
- It has been proved that artificial \_\_\_\_\_ used in agriculture are dangerous for our health.
- Lots of tourists go on safaris in Kenya to admire the magnificent African \_\_\_\_\_.
- I'm not very fond of \_\_\_\_\_. I can't imagine holding a lizard.
- The number of industrial \_\_\_\_\_ in Poland has decreased over the past ten years.
- If we don't take care of the \_\_\_\_\_, our children won't have clean air to breathe or clean water to drink.
- The whole town was in ruins after a severe \_\_\_\_\_ measuring 6.8 on the Richter scale.
- The cheetah is the fastest animal in the world, but sometimes it can't run for long enough to catch its \_\_\_\_\_.

### 4 Choose the correct options.

- The lizard is a mammal / reptile.
- Camels / Turtles can walk across vast deserts.
- Whales / Sheep are common farm / wild animals in Great Britain.
- We visited some beautiful tides / glaciers when we took a trip to the Alps last March.
- Cats are very graceful / dense creatures.
- The tourists walked down the ice-cold mountain seabed / stream.
- This beach is a nesting / competitive area for turtles.
- I love watching huge waves / caves when the weather is stormy.
- Since temperatures are rising, there is a danger that foothills / icebergs will melt.

### 5 Put the words in the box under an appropriate heading. There are three extra words that don't fit into any category.

acid rain carbon dioxide chimpanzee  
coastal region dense forest earthquake  
food chain glacier jellyfish landfill  
marine mammal oil well peninsula pollutant  
reptile seabird sheep vast desert

Geographical  
features

Wild animals

Environmental  
problems

vast desert



## State and society

### 1 Complete the sentences with prepositions.

- 0 In the USA the most dangerous criminals are sometimes sentenced to death.
- 1 The prosecutor reminded the witness that she was still \_\_\_\_\_ oath.
- 2 The dishonest financial dealer stole two million dollars and managed to get \_\_\_\_\_ with it.
- 3 The old lady was taken \_\_\_\_\_ by the thief, who was wearing a police uniform.
- 4 The new law says that you can be banned \_\_\_\_\_ driving for three months if you are caught speeding.
- 5 He was accused \_\_\_\_\_ stealing the car but I don't believe he did it.
- 6 In some countries women don't have the right \_\_\_\_\_ an education.
- 7 Ten young people are going to hand \_\_\_\_\_ our leaflets in front of the shopping centre.
- 8 Some politicians dare to tell lies \_\_\_\_\_ the public eye.
- 9 Freedom \_\_\_\_\_ speech is one of the most important human rights.

### 2 Match 1–8 with a–i to make collocations.

- |              |                                     |                |
|--------------|-------------------------------------|----------------|
| 0 private    | <input checked="" type="checkbox"/> | a crime        |
| 1 indigenous | <input type="checkbox"/>            | b cycle        |
| 2 peaceful   | <input type="checkbox"/>            | c society      |
| 3 security   | <input type="checkbox"/>            | d alarm        |
| 4 cyber      | <input type="checkbox"/>            | e protests     |
| 5 identity   | <input type="checkbox"/>            | f treatment    |
| 6 mainstream | <input type="checkbox"/>            | g theft        |
| 7 fair       | <input type="checkbox"/>            | h culture      |
| 8 production | <input type="checkbox"/>            | i investigator |

### 3 Complete the sentences with collocations from Exercise 2.

- 0 The parents hired the best private investigator to look for their missing daughter.
- 1 Martin Luther King organised \_\_\_\_\_ because he didn't believe in violent methods.
- 2 Anthropologists study \_\_\_\_\_ all over the world.
- 3 All members of society should have the right to \_\_\_\_\_.
- 4 Our school building is equipped with a(n) \_\_\_\_\_.
- 5 New technologies bring about new types of problems like \_\_\_\_\_ and \_\_\_\_\_.



# SELF-CHECKS ANSWER KEY

## Unit 1

### Exercise 1

- 1 gregarious 2 pursue 3 catch  
4 recognisable 5 thinker

### Exercise 2

- 1 personalised 2 memorable  
3 studious 4 visual 5 familiarise

### Exercise 3

- 1 will draw 2 is always playing 3 use  
4 would ask 5 used to

### Exercise 4

- 1 spends (too) much money buying  
2 don't fancy staying up 3 urged us  
to pay 4 remember to bring 5 heard  
him talking

### Exercise 5

- 1 was always speaking 2 reminded  
me to set a date 3 there any point  
in starting 4 take free education for  
granted 5 caught up on each other's

### Exercise 6

- 1 thirst 2 let 3 no 4 is 5 go

## Unit 2

### Exercise 1

- 1 distant 2 propose 3 fool 4 about  
5 take

### Exercise 2

- 1 disappearance 2 illustrations  
3 suppression 4 concept  
5 spoilt/spoiled

### Exercise 3

- 1 had been seeing 2 had just left  
3 had never been 4 had been  
painting 5 had learned

### Exercise 4

- 1 whose 2 which 3 who/that 4 which  
5 which

### Exercise 5

- 1 was told off by 2 had known each  
other for 3 fell for her 4 the author  
whose book 5 had been preparing  
the party

### Exercise 6

- 1 A 2 C 3 D 4 B 5 D

## Unit 3

### Exercise 1

- 1 within 2 in 3 on 4 in 5 from

### Exercise 2

- 1 run-down 2 mouth-watering  
3 disposable 4 hectic 5 quaint

### Exercise 3

- 1 will be enjoying 2 will have painted  
3 will be installing 4 will have been  
resurfacing 5 will have owned

### Exercise 4

- 1 neither 2 no 3 deal 4 either  
5 some

### Exercise 5

- 1 will have married  
2 within walking distance  
3 will have been building  
4 great deal of  
5 at an altitude of

### Exercise 6

- 1 B 2 A 3 D 4 C 5 D

## Unit 4

### Exercise 1

- 1 cost 2 off 3 pick 4 arm 5 chain

### Exercise 2

- 1 niche 2 broke 3 launch 4 shop  
5 burn

### Exercise 3

- 1 Does he 2 Is she 3 hasn't she  
4 will you 5 didn't he

### Exercise 4

- 1 obliged 2 have brought 3 banned  
4 unlikely 5 should

### Exercise 5

- 1 have 2 treat 3 for 4 knock 5 had

### Exercise 6

- 1 ought not to have wasted  
2 was supposed to have  
3 are not allowed to withdraw  
4 snap up 5 am not forking out

## Unit 5

### Exercise 1

- 1 expires 2 take 3 contrary  
4 step down 5 vacancy

### Exercise 2

- 1 applicants 2 recruitment  
3 monotonous 4 achievement  
5 campaigners

### Exercise 3

- 1 denied taking 2 objected to  
working 3 reminded me to lock  
4 blamed me for not finishing  
5 advised me to rest

### Exercise 4

- 1 came 2 look 3 get 4 fell 5 laid

### Exercise 5

- 1 insisted on preparing the draft  
2 suggested wearing/suggested we  
wear/suggested that we should wear  
our new jumpers 3 Bob had  
handed in his 4 had cut out 5 made  
up for

### Exercise 6

- 1 D 2 B 3 C 4 D 5 A

## Unit 6

### Exercise 1

- 1 turned 2 genuine 3 fake  
4 distorted 5 stupidity

### Exercise 2

- 1 wouldn't be angry with her if she  
hadn't got involved 2 had a wrinkle-free  
face, she would have got 3 I weren't/  
wasn't (very/so) busy, I would have sent  
you 4 wouldn't have talked to him  
about his mortgage if he hadn't lied  
5 hadn't started taking photos of us at  
home, we would feel

### Exercise 3

- 1 doubt 2 made 3 in 4 were 5 unless

### Exercise 4

- 1 C 2 A 3 C 4 B 5 A

### Exercise 5

- 1 pinch 2 doctored 3 look into  
4 stony-faced 5 face

### Exercise 6

- 1 unless they break 2 Supposing you  
found 3 you hadn't forgotten  
4 would not have employed 5 out of  
context

## Unit 7

### Exercise 1

- 1 eye strain 2 withdrawal 3 updated  
4 hectic 5 frowned

### Exercise 2

- 1 bookmark 2 landline 3 insomnia  
4 wander 5 sedentary

### Exercise 3

- 1 being forced 2 have been charged  
3 had been sent 4 to be installed  
5 being criticised

### Exercise 4

- 1 was thought that 2 is said to have  
had 3 were estimated to be 4 is  
claimed to often cause 5 is known to  
have revolutionised

### Exercise 5

- 1 be 2 who 3 as/since/because  
4 were 5 fingertips

### Exercise 6

- 1 undoubtedly 2 unlimited  
3 beneficial 4 privacy 5 advances

## Unit 8

### Exercise 1

- 1 contaminant 2 acid 3 sewage  
4 species 5 current

### Exercise 2

- 1 thirst 2 whirlpools 3 poisoning  
4 tips 5 hazard

### Exercise 3

- 1 stopped 2 hadn't allowed  
3 planted 4 hadn't given  
5 had installed

### Exercise 4

- 1 Under no circumstances  
2 Never before 3 All that happened  
4 It was James 5 Not only

### Exercise 5

- 1 drought 2 incomparably  
3 environmentalists 4 starvation  
5 inaccessible

### Exercise 6

- 1 What Mark needs to do 2 wish we  
had preserved 3 would rather you  
thought 4 only we could join you  
5 have we dumped