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# Oxford Exam Trainer

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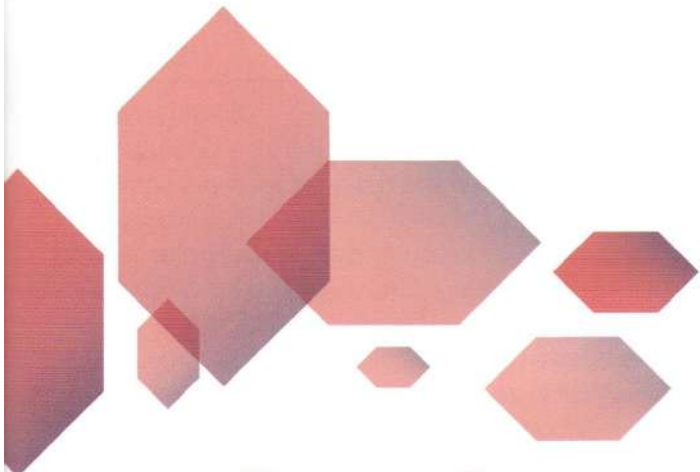
B2



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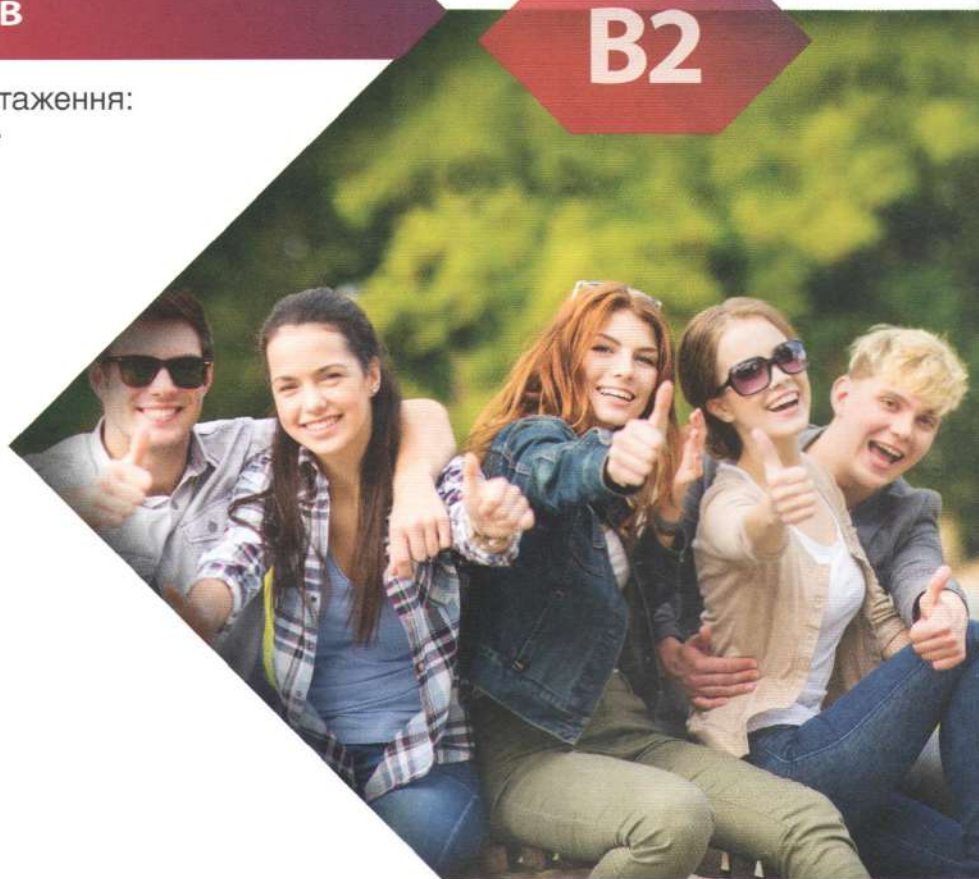


# Oxford Exam Trainer

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B2

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## Oxford Exam Trainer

*Oxford Exam Trainer* розроблений із метою допомогти учням підготуватися до тестування з англійської мови. Із 2018 року екзамен також включає екзаменаційні завдання з розуміння мови на слух (аудіювання). Це видання *Oxford Exam Trainer* відповідає рівню B2 згідно з Загальноєвропейськими Рекомендаціями з мовної освіти.

### Загальноєвропейські рекомендації для рівня B2

Учень на рівні B2

- розуміє основні ідеї тексту як на конкретну, так і на абстрактну теми, включаючи й технічні (спеціалізовані) дискусії.
- вміє спілкуватися з носіями мови з такою мірою швидкості та спонтанності, що не завдає труднощів жодній зі сторін.
- вміє чітко, детально висловлюватися на широке коло тем, виражати свою думку з певної проблеми, наводячи різноманітні аргументи за і проти.

### Теми

Підручник містить 12 розділів. Вони відповідають усім темам, що вивчаються в старшій школі. Кожний урок розділу навчає різним аспектам певної теми:

#### 1 Особистісна сфера

Повсякденне життя та проблеми, із якими ми зустрічаємося (розділи 1 та 2), Сім'я та взаємовідносини (розділ 1), Індивідуальність (розділ 2), Повсякденні справи (розділ 7), Здоровий спосіб життя (розділ 7), Дружба і кохання (розділ 1), Взаємовідносини з друзями та однокласниками (розділ 1), Хобі (розділ 9), Дозвілля (розділи 9 та 10), Особистісні пріоритети (розділи 4 та 5), Плани на майбутнє, Вибір професії (розділ 5).

#### 2 Життя в суспільстві (Публічна сфера)

Навколишнє середовище (розділи 3 та 12), Життя в англійськомовних країнах (розділ 4), Подорож (розділ 8), Культура та мистецтво в Україні й Великій Британії (розділ 9), Спорт в Україні та Великій Британії (розділ 10), Література в Україні й Великій Британії (розділ 9), Засоби масової інформації (розділ 9), Молодь і сучасний світ (розділи 1 та 2), Люди та навколишнє середовище (розділи 3 та 12), Одяг (розділ 2), Покупки (розділ 6), Їжа й дієта (розділ 7), Науковий та технічний прогрес, видатні діячі науки (розділ 11), Україна в світовій спільноті (розділ 2), Свята в Україні й Великій Британії (розділ 8), Традиції й звичаї в Україні та Великій Британії (розділ 9), Видатні особистості в історії й культурі України та Великої Британії (розділи 9 та 11), Історична та культурна спадщина України й Великої Британії (розділи 9 та 11), Музеї й виставки (розділ 9), Кіно та телебачення (розділ 9), Права людини (розділ 2), Міжнародні організації (розділ 2).

#### 3 Освітня сфера

Освіта (розділ 4), Шкільне життя (розділ 4), Шкільні предмети (розділ 4), Система освіти в Україні й Великій Британії (розділ 4), Іноземні мови в повсякденному житті (розділ 4).

Кожний розділ починається з презентації й тренування тематичної лексики. У кінці підручника знаходиться двомовний глосарій (список слів), в якому слова згруповані за розділами.

Кожний розділ *Oxford Exam Trainer* містить як мінімум одне завдання з читання, два завдання для сприйняття на слух, одне завдання з використання мови та одне екзаменаційне завдання з письма.

Український екзамен не включає екзаменаційну частину з говоріння. Але в кінці кожного розділу *Oxford Exam Trainer* є урок із говоріння з повною розмовною практикою за темою розділу, який може використовуватися в класі або для самостійної роботи. Цей матеріал може допомогти підготуватися до шкільних розмовних тестів. Також він забезпечує хорошу практику для учнів, які збираються скласти міжнародні екзамени з англійської мови. Розмовний банк у кінці підручника включає найбільш корисні вирази і фрази відповідно до мовного рівня й сфер використання.

Також у кінці *Oxford Exam Trainer* ви знайдете повний зразок екзамену, який може використовуватися як пробне тестування під час підготовки до іспиту. Ми бажаємо вам легкої підготовки та успішного складання екзамену!

Автори й Oxford University Press, Жовтень 2019.

	Vocabulary	Reading	Use of English
<b>1</b> Family and relationships page 6	Family and society Housework and repairs Relationships Conflicts	<b>What are friends for?</b> Multiple-choice Collocations with <i>get</i>	<b>The right time to get married?</b> Grammatical multiple-choice cloze <b>TV dads</b> Lexical multiple-choice cloze Language review: infinitive and gerund (-ing form)
<b>2</b> People and society page 14	Attitudes and behaviours Celebrations Social issues and charity Politics	<b>When is trade really fair?</b> Gapped text Collocations with <i>take</i>	<b>Perfectionism: an obstacle to happiness?</b> Grammatical multiple-choice cloze <b>A very angry man</b> Lexical multiple-choice cloze Language review: past tenses review; <i>used to</i> and <i>would</i>
<b>Exam Practice Extra</b> Units 1–2, pages 22–23			
<b>3</b> Home page 24	Urban and rural living Buying and renting a home Ecologically-friendly living	<b>Unusual homes</b> Matching (specific)	<b>Manchester: the capital of the north</b> Grammatical multiple-choice cloze <b>Intelligent homes</b> Lexical multiple-choice cloze Language review: perfect tenses
<b>4</b> School page 32	Education system Life and traditions at school and college Extracurricular activities Exams Higher education	<b>Student life</b> Matching (general)	<b>Living and learning on an island</b> Grammatical multiple-choice cloze <b>Mobile phones and learning</b> Lexical multiple-choice cloze Language review: <i>would rather</i> , <i>would prefer</i> , <i>had better</i>
<b>Exam Practice Extra</b> Units 3–4, pages 40–41			
<b>5</b> Work page 42	Employment Looking for a job The job market	<b>A career on TV</b> Multiple-choice Phrasal verbs and collocations with <i>draw</i>	<b>Job interviews</b> Grammatical multiple-choice cloze <b>Remote working</b> Lexical multiple-choice cloze Language review: the causative
<b>6</b> Money page 50	Money Banking Retail and advertising The world of business	<b>A winning advert?</b> Multiple-choice Purpose and contrast	<b>New shopping trends</b> Grammatical multiple-choice cloze <b>The history of Harrods</b> Lexical multiple-choice cloze Language review: inversion
<b>Exam Practice Extra</b> Units 5–6, pages 58–59			
<b>7</b> Healthy living page 60	Healthy eating Symptoms and illnesses Healthcare Alternative therapies Addictions	<b>Staying healthy</b> Matching (specific)	<b>Kids pumping iron</b> Grammatical multiple-choice cloze <b>Junk-food generation?</b> Lexical multiple-choice cloze Language review: reported speech
<b>8</b> Travel and tourism page 68	Types of travel Tourism Urban transport Traffic management and road safety	<b>Across the ocean</b> Multiple-choice Phrasal verbs with <i>run</i>	<b>Coping with traffic</b> Grammatical multiple-choice cloze <b>Travel with a purpose</b> Lexical multiple-choice cloze Language review: participles
<b>Exam Practice Extra</b> Units 7–8, pages 76–77			
<b>9</b> Culture and free time page 78	Media and the press Film Creative arts: literature and art Performing arts: theatre and music	<b>The Icarus Girl</b> Gapped text Using <i>since</i> to connect ideas	<b>A photo exhibition</b> Grammatical multiple-choice cloze <b>Edinburgh Fringe</b> Lexical multiple-choice cloze Language review: past modals
<b>10</b> Sport page 86	Sports venues Doing sports Sports results Sports events Extreme sports	<b>Sports advertisements</b> Matching (general) Dependent prepositions and phrasal verbs	<b>The Olympic Games</b> Grammatical multiple-choice cloze <b>Sport for all, and all for sport</b> Lexical multiple-choice cloze Language review: conditionals review, mixed conditionals
<b>Exam Practice Extra</b> Units 9–10, pages 94–95			
<b>11</b> Science and technology page 96	Science Technology Technical problems Information technology	<b>DNA: the blueprint of life</b> Gapped text	<b>To infinity and beyond</b> Grammatical multiple-choice cloze <b>Radio waves</b> Lexical multiple-choice cloze Language review: future perfect and continuous
<b>12</b> Nature and environment page 104	Climate Extreme weather Flora and fauna The environment	<b>We bought a zoo!</b> Multiple-choice	<b>Water: our most precious resource</b> Grammatical multiple-choice cloze <b>Reducing your carbon footprint</b> Lexical multiple-choice cloze Language review: the passive with the infinitive and the -ing form
<b>Exam Practice Extra</b> Units 11–12, pages 112–113			

Listening	Writing	Speaking
Communal living True/false	Picking up a friend from the airport Informal email Asking a friend for a favour	Teenagers: rebelling and conforming Conversation Generations living together Debate Different families Picture description
The way men and women think Multiple-choice (listening for detailed understanding)	Suitable role models for teenagers Formal letter Responding to an article (1)	Family celebrations, national holidays Conversation Charities Debate Consumer society Picture description
Decorating your bedroom True/false	Renting a property Formal email Arranging an appointment	Environmental living Conversation Buying or renting Debate Historic town areas Picture description
Extracurricular courses Multiple-choice (listening for specific information)	Bullying at school Blog post Making suggestions	School traditions Conversation Exams Debate Different ways of revising Picture description
Turning a hobby into a job Multiple-choice (listening for detailed understanding)	Enquiring about a job Formal email Requesting information	Finding a job Conversation Part-time jobs Debate Different jobs Picture description
Shopping on the high street or online True/false	How to save money Forum post Suggesting and giving advice	Managing money Conversation Taxation Debate Methods of paying Picture description
Living with a disability Multiple-choice (listening for detailed understanding)	Coping with exam stress Magazine article Describing past events	Addictions Conversation Becoming a vegetarian Debate Different ways to stay healthy Picture description
Eco-tourism Multiple-choice (listening for detailed understanding)	Problems on holiday Formal letter Making a complaint	Where, why and how we travel Conversation Low-cost airlines Debate Ways of commuting Picture description
Ways of using leisure time True/false	Going to a concert with a friend Informal email Making an invitation	Museums and art galleries Conversation The Internet and free time Debate Mass media Picture description
People's attitudes to sport Multiple-choice (listening for specific information)	A memorable sporting experience Blog post Describing an important event	Extreme sports Conversation Professional sports Debate Different roles of sport in our lives Picture description
Future technological developments True/false	Technology at school Formal letter Responding to an article (2)	Popular gadgets and apps Conversation Modern technology Debate Eco-friendly inventions Picture description
The future of the world Multiple-choice (listening for detailed understanding)	Reducing plastic pollution Forum post Suggesting solutions	Natural disasters Conversation Nuclear energy Debate Endangered species Picture description

## VOCABULARY

## Family and society

- 1 Work in pairs. Describe the pictures (1–2). What is the relationship between the people in each picture?



- 2 Fill in the gaps (1–10) in the article with words or phrases from the box.

birth rate breadwinners childbirth childcare  
divorce rates households nuclear family offspring  
registered partnership single-parent families

## WHAT IS A 'TYPICAL FAMILY'?

The British find it hard to define. It seems that the conventional model of a(n) <sup>1</sup> \_\_\_\_\_ (a married couple with children) is not the only option people choose. Many people simply live together with a partner for a time before moving on to a different relationship. And even those who decide to live with a partner often prefer a(n) <sup>2</sup> \_\_\_\_\_ (also referred to as a civil union) to a legal marriage contract. Also, the number of <sup>3</sup> \_\_\_\_\_ (mothers or fathers raising kids alone) has tripled in the past 30 years.

Britain also has one of the highest <sup>4</sup> \_\_\_\_\_ in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are the <sup>5</sup> \_\_\_\_\_, earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing <sup>6</sup> \_\_\_\_\_.

The average age of first-time mothers in the UK is now 29 – compared to 26 in the 1970s – and women are having fewer <sup>7</sup> \_\_\_\_\_. This in turn has led to a decline in the <sup>8</sup> \_\_\_\_\_, which is now averaging 1.8 children per couple. With rates of <sup>9</sup> \_\_\_\_\_ and marriage down, and divorce and single-person <sup>10</sup> \_\_\_\_\_ up, is Britain at risk of becoming a nation of loners?

- 3 Work in pairs. Discuss the questions.

- 1 Are family trends similar in Ukraine?  
2 Who usually takes care of children in Ukrainian families? Do you think this is changing?

## Housework and repairs

- 4 Complete the questions (1–6) with the correct words (a, b, c or d).

- 1 Do you \_\_\_\_\_ your bed every day?  
a clear    b do    c take    d make
- 2 Who \_\_\_\_\_ the windows in your home?  
a cleans    b clears    c shines    d polishes
- 3 How often do you help \_\_\_\_\_ the house?  
a order in    b settle for    c tidy up    d make up
- 4 How willing would you be to help \_\_\_\_\_ a new bookcase?  
a assemble    b install    c gather    d fix
- 5 Would you be prepared to \_\_\_\_\_ a leak in the roof?  
a complete    b fix    c renovate    d recover
- 6 Have you ever \_\_\_\_\_ any painting or decorating jobs? What did you do?  
a gone    b made    c taken    d done

- 5 Work in pairs. Ask and answer the questions in exercise 4.

## Relationships

- 6 Match the words from the box with their definitions (1–8). Use each word only once.

acquaintance    close friend    colleague    ex    fiancée  
mate    next of kin    sibling

- 1 an informal word for a friend \_\_\_\_\_  
2 someone that you know, but aren't very close to \_\_\_\_\_  
3 someone's former wife, husband or partner \_\_\_\_\_  
4 someone that you know very well \_\_\_\_\_  
5 someone that you work with \_\_\_\_\_  
6 a brother or sister \_\_\_\_\_  
7 a woman who is engaged to a man \_\_\_\_\_  
8 a formal word for someone's closest living relative or relatives \_\_\_\_\_

- 7 Write sentences using the words from exercise 6.

*Oksana Shutko is my step-sister's colleague.  
Passports usually contain information about a person's next of kin.*

## 8 Complete the sentences (1–8) with phrases from the box.

broke up close relationship drifted apart  
in a relationship in common keep in touch  
settle down ups and downs

- I \_\_\_\_\_ with my cousins through social media.
- Tina phones her mum every day. They have a \_\_\_\_\_.
- We used to be inseparable, but gradually \_\_\_\_\_.
- Don't cheat \_\_\_\_\_. It's better to be honest.
- When is Elsa going to \_\_\_\_\_ and get married?
- Even though we have our \_\_\_\_\_, I still love you.
- Jake and his girlfriend recently \_\_\_\_\_ after a big fight.
- I have a lot \_\_\_\_\_ with my grandmother.

## Conflicts

### 9 Match the words in bold (1–7) with their definitions (a–g).

- How would you react if a friend **broke a promise** you'd asked them to keep?
  - What would you do if they **threatened** to tell a secret you'd told them?
  - Have you ever **accepted the blame** for something you didn't do? If yes, why?
  - In what type of situations, if any, do you like people to **leave you alone**?
  - How much does it bother you if someone **makes fun of** you?
  - How important do you think it is to **obey** rules at home?
  - How would you react if a friend wanted to **punish** you by not talking to you?
- a laugh at somebody or make other people laugh at them, usually in an unkind way  
b stop annoying or talking to somebody  
c make somebody suffer because they have done something wrong  
d say that something is your fault  
e not do what you said you would definitely do  
f do what you are told to do  
g tell someone you will cause trouble if they don't do what you want

### 10 Work in pairs. Take turns to ask and answer the questions in exercise 9.

### 11 Choose the correct word to complete the sentences (1–5).

- To avoid conflicts with others in society, it is important to **conform/confirm** to rules.
- My parents got into a big **argument/contest** about housework, which they didn't resolve.
- Ross didn't invite Martha to his party, which **accused/offended** her.
- Our school has a new policy to deal with **bullying/cheating** in the playground.
- Robert and I **brought up/fell out** with each other over a misunderstanding.

### 12 Look at the picture. Describe the situation. Use any suitable words from exercises 1–11 to say what you think is happening and what the people are saying to each other.



### 13 Work in pairs. Take turns to answer the questions.

- How close are you and your family? Who are you closest to? Why?
- What's the best age to have children? Why?
- Do you do housework at home? If yes, what do you do? Who does the most in your family?
- What's more important: having a lot of friends or having just one or two? Why?
- How important is it to you to spend time with your extended family? How often do you see each other?
- Have you ever had a big disagreement with a friend? What happened?

## Multiple-choice

1 Look at the pictures (1–4). Match the expressions from the box to each picture.

co-operation   emotional support  
having fun   shared experiences

2 Work in pairs. Talk about what you think is most important in a good friendship. Use the expressions from exercise 1 or your own ideas.

3 Read the first paragraph of a text about friendship. Choose the correct answer (A, B, C or D).

The most important people for many teenagers are ...

- A people in their family.
- B friends of their family.
- C a boyfriend or girlfriend.
- D their teenage friends.

## WHAT ARE *friends* FOR?

**To many teenagers, their most important relationship is not the one they might have with a boyfriend or girlfriend. It's their relationship with their friends. Indeed, most teenagers prefer to spend more time with their friends than with their family. But what does friendship mean?**

There is a poem in Sanskrit, the classical language of India, which says that friendship must consist of the following elements: giving, taking, sharing secrets, knowing where your friends are, and giving and sharing food with them. This ancient definition seems like a very apt description. Shared interests and opinions are essential. It isn't easy to get on with someone who can't stand your taste in music or fashion.

Most of us have friends – but it's likely that only a few of them can be described as close friends. Robin Dunbar, a British professor of evolutionary psychology, believes that the maximum number of people we can have in our social group at one time is 150. Many of these are casual friends or *acquaintances*. We don't meet them very often, but we might invite them to a big party, for instance. But – according to Dunbar – we don't normally have more than five close friends.

So who is a best friend? It is someone who's there for you when you're feeling miserable – to give you advice when you want it and to just listen when you need someone to talk to. It might be someone you have known all your life, or someone you've recently met.



It might be someone you only see once a year, but when you do get together it feels like you saw him or her only last week. But can you have a best friend of the opposite sex? In theory, the answer should be yes, but in practice, things can get complicated!

These days, social networking sites offer many opportunities to get to know people online. These are usually people who are into the same things as you are (such as music and films), and can give you advice about the different issues you face. For some people, especially those who aren't so self-assured, making friends online is easier. Online friends aren't going to be as demanding as your friends from the real world might be. Moreover, if you get bored with a conversation online, or if someone's messages are getting on your nerves, you can just ignore them. On the other hand, it may not be realistic to expect your online friends to give you real support when you need it – so a balance of online and real-world friends is probably ideal!



### EXAM STRATEGY

- Find and underline the part of the text which contains information about each question.
- Decide which options are definitely incorrect. Then read the relevant part of the text again carefully to decide which of the remaining options is the correct answer.

#### 4 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- What does the Sanskrit poem describe?
  - Why friendships were different in the past.
  - Why sharing a meal is important.
  - What the history of friendship is.
  - What every friendship should have.
- What does the word *acquaintances* in paragraph 3 mean?
  - people you do not know well
  - people you are related to
  - people you are very close to
  - people you work with
- What should a true friend do, according to the text?
  - Hide your secrets from other people.
  - Always be ready to give you advice.
  - Be there to help you whenever you feel miserable.
  - Enjoy the same kind of music as you.
- According to the text, what is **NOT TRUE** about a best friend?
  - You might have known them for a long time.
  - It isn't important to have grown up with them.
  - It's essential that you see them frequently.
  - You don't need to see them regularly.
- What does the author say about online friends?
  - They are easier to make if you aren't confident.
  - You have to share the same hobbies with them.
  - They will never judge you, even if you're boring.
  - They are harder to ignore than friends in real life.

#### 5 Work in pairs. Do you agree with the definition of friendship from the text?



### Words in context

#### 6 Match the words (1–6) from the text with their definitions (a–f).

- |                |     |
|----------------|-----|
| 1 essential    | ___ |
| 2 complicated  | ___ |
| 3 demanding    | ___ |
| 4 miserable    | ___ |
| 5 apt          | ___ |
| 6 self-assured | ___ |
- 
- |   |  |
|---|--|
| a | expecting a lot of attention from others                     |
| b | suitable or appropriate                                      |
| c | difficult to understand or deal with                         |
| d | permanently unhappy  |
| e | having a lot of confidence in themselves and their abilities |
| f | completely necessary, extremely important                    |

### Collocations with *get*

#### 7 Complete the sentences with the appropriate form of *get* and a word or phrase from the box.

bored complicated on my nerves on with to know

- Martha keeps singing the same song. She's really \_\_\_\_\_!
- When Tim's sister fell in love with his best friend, things quickly \_\_\_\_\_.
- I don't understand why Lily and Dan \_\_\_\_\_ each other so well – they are so different!
- If you didn't complain all the time, I wouldn't \_\_\_\_\_ and stop listening.
- Did they \_\_\_\_\_ each other at university?

#### 8 Work in pairs. Look at the pictures below and discuss how friendships are changing, and what you think about this.



LANGUAGE REVIEW

infinitive and gerund (-ing form)

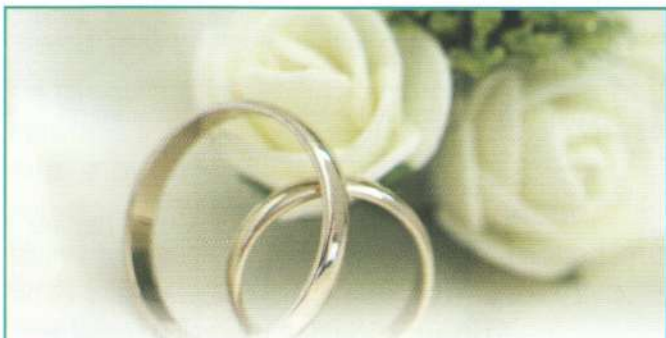
1 Complete the sentences with the correct form of the verbs in brackets: the infinitive or gerund.

- 1 Do you mind \_\_\_\_\_ (turn) off the music?  
I'm trying \_\_\_\_\_ (get) some sleep!
- 2 \_\_\_\_\_ (live) as part of a community is important to help you avoid \_\_\_\_\_ (feel) lonely.
- 3 My dad has never forgotten \_\_\_\_\_ (meet) my mum for the first time, but he did forget \_\_\_\_\_ (buy) her an anniversary present this year.
- 4 If you want \_\_\_\_\_ (get) the author's autograph, it will mean \_\_\_\_\_ (queue) for at least an hour.

Grammar reference pages 114–116

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).



The right time to get married?

Nowadays, young people are waiting longer than ever before <sup>1</sup> to get married. While there is <sup>2</sup> perfect age to marry, it is often not until people reach thirty that they are able to make such a big commitment. Delaying marriage until their thirties <sup>3</sup> people more time to develop personally and professionally. As a result, by the time they marry, they <sup>4</sup> to provide financial stability for their partners and children. Also, because they are emotionally more mature, they may also find it <sup>5</sup> to reach a compromise when it is necessary in their relationship.

- |             |               |             |               |
|-------------|---------------|-------------|---------------|
| 1 A decide  | B decided     | C to decide | D deciding    |
| 2 A no      | B not         | C never     | D none        |
| 3 A allowed | B had allowed | C allows    | D is allowing |
| 4 A can     | B are able    | C have      | D need        |
| 5 A easily  | B easiest     | C easier    | D the easiest |

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole text first without filling in the gaps to find out what it is about. Then read it again and choose the correct answer.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The earliest portrayals of dads on TV were simplistic, sticking to the image of what an ideal father might be <sup>1</sup>. The dads of the 1950s worked full-time, while mums stayed at home to <sup>2</sup> up the children. Jim Anderson from the sitcom *Father Knows Best* returned from his job, took off his jacket and rolled up his sleeves to solve all the problems <sup>3</sup> home. The roles of dads started to change as feminism gained popularity and women began to be seen as strong and independent working mothers. And in the 1970s these shows were <sup>4</sup> by new ones that mirrored changes in society. Suddenly, blended families and work-from-home dads appeared on the screen. Male <sup>5</sup> started taking responsibility for providing emotional support at home, <sup>6</sup> if they could not hope to get it right all the time. Then, the late 1980s featured the rise of the idiotic dad. Homer Simpson in *The Simpsons* was the first of many <sup>7</sup> dads who needed more looking <sup>8</sup> than his children. After moving from wise dads to clueless dads, today's TV fathers are beginning to find a <sup>9</sup>. With cutting-edge shows and reality television, we are getting a more realistic <sup>10</sup> of fatherhood. Now, TV series show dads who are breadwinners, nurturers and great dads!

- |              |                  |             |             |
|--------------|------------------|-------------|-------------|
| 1 A as       | B like           | C for       | D such      |
| 2 A make     | B raise          | C bring     | D take      |
| 3 A in       | B around         | C on        | D at        |
| 4 A taken    | B made           | C opened    | D replaced  |
| 5 A actors   | B characters     | C directors | D producers |
| 6 A even     | B perhaps        | C despite   | D just      |
| 7 A impolite | B understandable | C immature  | D unclear   |
| 8 A to       | B round          | C through   | D after     |
| 9 A harmony  | B balance        | C peace     | D calm      |
| 10 A view    | B look           | C approach  | D belief    |

# LISTENING

## True/false

### 1 Work in pairs. Discuss the questions.

- 1 How well do you know your neighbours?
- 2 Do you think you could ask your neighbours for help if you needed it?

### EXAM STRATEGY

Understanding the situation and the relationship between the speakers can be helpful in interpreting a listening text. Listen carefully for clues like how people address each other, whether they use formal or informal language, or what expressions they use.

### 2 1.02 Listen to the beginning of a conversation. Who is Emma talking to? Choose the most likely answer (A, B, C or D). What helped you decide?

- A a neighbour
- B a teacher
- C a radio interviewer
- D another student

### 3 EXAM TASK 1.03 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Emma wants to find out how her grandmother's community has changed.	___	___
2 Emma says there are advantages and disadvantages to living in a close community.	___	___
3 Emma describes online friendships as natural.	___	___
4 Not all of the people at Synchronicity share the same living space.	___	___
5 It is very unusual for people to live in communes in the USA.	___	___

### 4 Complete the sentences with words from the box. The words all appeared in the recording.

business common sense space

- 1 In villages, people often know too much about everyone else's \_\_\_\_\_.
- 2 Going through a crisis together often inspires a strong \_\_\_\_\_ of community.
- 3 It's \_\_\_\_\_ knowledge that Jess and Sam are going out together.
- 4 Ben is freelance, but he rents an office \_\_\_\_\_ with two friends.

### 5 Work in groups. Describe the pictures (1–3), then discuss the questions.

- 1 Do you feel like part of the community where you live? Why?/Why not?
- 2 If you could organize an event to bring your community together, what would it be?



## Informal email: asking a friend for a favour

### 1 Work in small groups. Discuss the questions.

- Do you ever ask your friends to do you a favour? What do you usually ask them to do for you?
- Which favours do you most frequently ask for? Number them 1–4, where 4 is the most frequent.

lend you money or clothes \_\_\_\_\_  
 speak to someone for you \_\_\_\_\_  
 give you a lift \_\_\_\_\_  
 meet you at a bus or train station \_\_\_\_\_

### 2 Match the sentence beginnings (1–4) with the correct endings (a–d).


- Would you mind talking to one of my friends \_\_\_\_\_
  - Could you possibly meet \_\_\_\_\_
  - If you have time, could you send me \_\_\_\_\_
  - Do you think you could lend me \_\_\_\_\_
- a the links you mentioned?  
 b who is quite unhappy and anxious?  
 c a couple of jumpers during my visit?  
 d us at the bus station?


### 3 Work in pairs. Read the exam task below and the email written by Ivan, an exam candidate. Discuss the questions.

- Does Ivan's email include all the information needed?
- What information does he include in addition to the points in the list?

**EXAM TASK** You are staying in London and have received this email from your English friend Ben. Write an email of at least 100 words to another friend in which you:

- say why you can't have Ben to stay,
- ask your friend to put him up for the night,
- describe Ben.

 I'm coming to London on Monday 4<sup>th</sup> October because I've got an interview the next day, and I was wondering if I could stay with you that night. I'm happy to sleep on the sofa! If it isn't OK, just say, and I'll ask somebody else.  
Ben

 Hi Aleks,  
I was wondering if you could do me a big favour. My friend, Ben, is coming to London on Monday. He's asked if he could stay the night, but my brother's staying with me then, so there won't be any room for Ben. Could he stay the night with you? He's a really nice guy – and he would be very happy to sleep on the sofa!  
I know your flat's small, so it's fine if you don't have room.  
Ivan

### 4 Work in pairs. Write a fuller description of Ben. Describe his personality and habits.

\_\_\_\_\_

\_\_\_\_\_

### 5 Read Ivan's email again. Find and underline one indirect question. Now put the words in the correct order to make indirect questions.


- you / I / they / arriving? / when / be / Could / will / ask  
\_\_\_\_\_
- some / you / was / advice. / if / wondering / give / could / me / I  
\_\_\_\_\_
- would / whether / ask / come / me. / I / to / with / wanted / you  
\_\_\_\_\_
- let / you / can / Could / know / if / help? / you / me  
\_\_\_\_\_

#### EXAM STRATEGY

Use expressions like those in exercise 2 to make your request more polite.

### 6 EXAM TASK You have received the following email from your English friend, Joanna. Write an email of at least 100 words to another English friend in which you:

- explain why you can't meet Joanna at the airport,
- ask if your friend could meet her,
- describe Joanna.

 Hi,  
Sorry I haven't been in touch recently. I've been so busy! I'm coming to Kyiv on Saturday 1<sup>st</sup> August and I'm staying for a week in a youth hostel in the city centre.  
I was wondering if you might be able to meet me at the airport and come with me to the hostel. My flight gets in at 6.40 p.m. If you can't, no problem.  
Joanna

#### Writing bank page 146

### 7 Check your work.

- Have you written about all three points in the task?
- Have you given enough detail in your description of Joanna?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

## Conversation

### 1 Work in pairs. Ask and answer the questions about teenagers, parents and grandparents.

- 1 Describe one of your parents or grandparents. Is he or she strict or easy-going with you? Give some examples of how he or she behaves towards you.
- 2 Do you always obey your parents' rules? Why?/Why not? What happens if you disobey them and your parents find out?
- 3 Have you ever had an argument with one of your parents or grandparents? What was the argument about? What happened?
- 4 'Teenagers would hate it if there weren't any rules to break.' Do you agree? Why?/Why not?
- 5 If you have your own children, which rules will you have for them when they are your age? Why have you chosen these rules?
- 6 'Always following the rules means that you never have to think for yourself.' Do you agree? Why?/Why not?

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

The best way to live as a family is for grandparents, parents and children to live together.

- relationships between family members
- number of people in the home
- housework and home repairs

**Speaking bank: debate ideas page 143**

## Picture description

### 3 Work in pairs. Look at the pictures (A–C). Take turns to compare the pictures and talk about the different families.



# 2

## People and society

### VOCABULARY



age



body shape



race



social background



wealth



gender

### Attitudes and behaviours

**1** Work in pairs. Look at the pictures (1–6) and answer the questions.

- 1 What influences people's impressions of another person?
- 2 How fair are these impressions?

**2** Match the correct words (a or b) with their definitions (1–7).

- 1 a fixed idea that many people have of a particular type of person or thing  
a equality                      b stereotype
- 2 willing to accept behaviour and beliefs that are different to your own  
a broad-minded              b narrow-minded
- 3 judging people on the basis of their ethnic background  
a nationalism                b racism
- 4 the unfair treatment of people, especially women, because of their gender  
a ageism                        b sexism
- 5 behaving carefully to avoid offending the feelings of other people or cultures  
a regard                        b respect
- 6 an unreasonable dislike for a person or group  
a preference                  b prejudice
- 7 concerned with reducing suffering and improving life for others  
a humanitarian                b upbringing

**3** Complete the sentences (1–6) with verbs from the box.

bring fit look rebel stand take

- 1 At what age do you think young people should \_\_\_\_\_ on the responsibilities of an adult? Why?
- 2 In what ways might students change their behaviour to \_\_\_\_\_ in with others at school?
- 3 How can writing petitions and organizing protests \_\_\_\_\_ about changes in society?
- 4 Do you always \_\_\_\_\_ up for yourself when someone treats you unfairly? Why?/Why not?
- 5 Why is it important to \_\_\_\_\_ at things from other people's point of view?
- 6 Can it be a good thing for teenagers to \_\_\_\_\_ against authority? Why?/Why not?

**4** Work in pairs. Ask and answer the questions in exercise 3.

## Celebrations

5 Fill in the gaps (1–6) in the text with words from the box.

anniversary celebrate decorate festive  
reception tradition



Our family has a long-running <sup>1</sup>\_\_\_\_\_. Each year we all come together to <sup>2</sup>\_\_\_\_\_ my grandmother's birthday. In the morning, we <sup>3</sup>\_\_\_\_\_ the house with her favourite flowers: lilies-of-the-valley. The mood is really <sup>4</sup>\_\_\_\_\_ as the day also happens to be both my parents' wedding <sup>5</sup>\_\_\_\_\_ and my own birthday. Grandma loves this day! She's already looking forward to the elegant <sup>6</sup>\_\_\_\_\_ we're planning for her 100<sup>th</sup> birthday next year.

## Social issues and charity

6 Choose the correct word to complete the sentences (1–8).

- Some **elderly people** move to *care/caring* homes when their families can't look after them.
- Are you going to *donate/present* any money to charity this month?
- Some British schools support talented children from *underprivileged/undeserving* backgrounds, whose families can't afford **tuition fees**.
- This organization is *advertising/campaigning* to raise awareness about **child trafficking**.
- The government has introduced new social *reforms/rules* to address **unemployment**.
- We are currently *funding/raising* money to build a new **homeless** shelter.
- Will Sam *offer/volunteer* as a teaching assistant at the primary school this year?
- Corporate *encouragement/sponsorship* is a major source of revenue for many charities.

7 Work in pairs. Discuss the questions.

- What charities do you know in Ukraine? What do they do?
- Look at the words in bold in exercise 6. What do you think are the most important social issues affecting Ukrainians? Why?

## Politics

8 Match the words in bold in the sentences (1–6) with their definitions (a–f).

- Deputies will strongly **oppose** these plans.
  - Our discussion **focuses on** three main issues.
  - No one was **persuaded** by the arguments put forward by the president.
  - The main **objective** of this health policy is to improve public hospitals.
  - Education is a top **priority** for our government.
  - Two politicians will **face** tough questions in the TV interview today.
- make somebody do something by giving them good reasons for doing it
  - accept and deal with something that is difficult or unpleasant
  - disagree strongly with somebody's plan, policy, etc. and try to change it or prevent it from succeeding
  - give attention, effort, etc. to one particular subject, situation or person rather than another
  - something that you think is more important than other things and should be dealt with first
  - something that you are trying to achieve

9 Do you know the answers to these questions about Ukraine? Discuss in pairs.

- Who's currently the head of state in Ukraine?
- Is there a coalition government, or a single party in power?
- Who leads the government?
- How many Deputies of Verkhovna Rada were elected in the last general election?
- Which political parties form the Opposition in Verkhovna Rada?
- Who is the mayor of your town or city?
- In the last election, where was your local polling station?
- How old do you have to be to vote in a general election?

10 Work in pairs. Take turns to answer the questions.

- Do you know anyone who's been a victim of discrimination? What happened? How did the person deal with the situation?
- What steps do you think could be taken to eliminate prejudices?
- Which special occasions do your family celebrate together? What do you usually do?

- Would you prefer to donate money or do voluntary work to support a good cause? Why?
- Do you think it is important to vote in elections? Why?/Why not?
- How does Ukraine benefit from membership in international organizations? How do you personally benefit?

Gapped text

1 Work in pairs. Look at the pictures (1–6) and discuss the question.

Which information is most important to you when buying clothes, and which is least important? Why?



price



brand name



working conditions



quality

2 Read the article ignoring the gaps. What is *fair trade*?

EXAM STRATEGY

After filling in the gaps, read the whole text and check:

- that it is logical and easy to understand,
- that the missing sentences match the text before and after the gaps grammatically.

3 EXAM TASK Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A feed, clothe and provide healthcare
- B including bananas, cotton, sugar and tea
- C from selected independent shops
- D by fair-trade groups in India and Nepal
- E before deciding to spend their money
- F take all the profits for themselves
- G and purchased on the high street
- H and investment in community projects



where it was made



care instructions



## When is trade really fair?

Do you ever pause to wonder, before you purchase a new T-shirt or a pair of jeans, about the people who harvested the cotton – their working conditions and rate of pay? An increasing number of people around the world are questioning such issues <sup>1</sup> \_\_\_\_ . Consequently, the clothing industry is beginning to take note, with manufacturers producing and shops selling a wide range of fair-trade items.

So, how exactly can we define fair trade? Essentially, 'fair trade' is the label given to products when the producers have received a price that is adequate to <sup>2</sup> \_\_\_\_ for themselves and their families. Moreover, it is expected that their working conditions meet a high standard of health and safety regulations. However, all too often, under normal trade conditions, companies that form the link between the producers and the consumers <sup>3</sup> \_\_\_\_ . The producers are left with an income they can scarcely survive on and have to put up with unsatisfactory working conditions.

Initially, fair-trade clothing was only available <sup>4</sup> \_\_\_\_ and websites. Now, an expanding range of fair-trade items can be routinely found <sup>5</sup> \_\_\_\_ . Fair-trade clothes have become more fashionable, too. Companies like People Tree produce high-fashion items aimed at 16–24-year-olds. 80% of their products use 100% organic and fair-trade cotton, and are handmade <sup>6</sup> \_\_\_\_ . The aim is to create clothes for teenagers that were produced fairly, but look amazing at the same time.



### 4 Read the text again. Choose T if the statement is true according to the text, F if it is false.

- |   | T   | F   |
|---|-----|-----|
| 1 The number of fair-trade clothes on sale is decreasing.                                   | ___ | ___ |
| 2 A 'fair-trade' label will only be awarded if consumers pay an acceptable price for goods. | ___ | ___ |
| 3 Only specialized shops tend to sell fair-trade clothing.                                  | ___ | ___ |
| 4 Fair-trade clothes aren't just an ethical choice, they're also a fashion statement.       | ___ | ___ |

### 5 Work in pairs. Discuss the questions.

- 1 How important do you think clothing brands are? Give reasons for your answer.
- 2 Would you buy a cheap pair of jeans if you didn't know whether the producers received a fair deal for making it? Why?/Why not?

### Words in context

#### 6 Match the words from the text (1–5) with their definitions (a–e).

- |                                       |     |
|---------------------------------------|-----|
| 1 harvest                             | ___ |
| 2 adequate                            | ___ |
| 3 regulations                         | ___ |
| 4 unsatisfactory                      | ___ |
| 5 organic                             | ___ |
| a not good enough                     |     |
| b pick and gather crops               |     |
| c produced without using chemicals    |     |
| d official rules made by a government |     |
| e acceptable in quality or quantity   |     |

### Collocations with take

#### 7 Find the phrase *take note* in the article. What does it mean? Complete the sentences (1–5) with a word or phrase from the box and the verb *take*.

action   an interest   for granted   note   the pressure off

- 1 Do Tim's parents \_\_\_\_\_ in his schoolwork?
- 2 Recruiting new staff would \_\_\_\_\_ the team.
- 3 The players didn't \_\_\_\_\_ of what the coach said and lost the game.
- 4 It's time we stopped talking about this – we need to \_\_\_\_\_.
- 5 Most people nowadays \_\_\_\_\_ paid holidays \_\_\_\_\_.

LANGUAGE REVIEW

past tenses review • used to and would

1 Complete the text with the correct form of the verbs in brackets.

Ellie got an unexpected surprise while she <sup>1</sup> \_\_\_\_\_ (read) her local newspaper last night. She <sup>2</sup> \_\_\_\_\_ (find) a photo of a girl she <sup>3</sup> \_\_\_\_\_ (go) to primary school with. In the photo, the girl <sup>4</sup> \_\_\_\_\_ (wear) a pilot's uniform. What Ellie <sup>5</sup> \_\_\_\_\_ (discover) in the article astonished her. Lisa, the girl from her school, <sup>6</sup> \_\_\_\_\_ (fly) racing planes for years and she <sup>7</sup> \_\_\_\_\_ (already win) several trophies. The Lisa that she <sup>8</sup> \_\_\_\_\_ (know) was so shy she <sup>9</sup> \_\_\_\_\_ (sit) in the back of the classroom, hardly saying a word to anyone. How things <sup>10</sup> \_\_\_\_\_ (change)!

Grammar reference pages 116–117

Grammatical multiple-choice cloze

EXAM STRATEGY

If the word fits in the gap grammatically, you still need to check if it completes the whole sentence in a logical way.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Perfectionism: an obstacle to *happiness*?

According to a recent study, perfectionism <sup>1</sup> \_\_\_\_\_ be an obstacle to happiness. Canadian researchers in psychology <sup>2</sup> \_\_\_\_\_ the claim that perfectionists are ticking emotional time bombs <sup>3</sup> \_\_\_\_\_ unrealistic desire to be perfect is a cry for help. The most common type of this disorder is when the person wants to become the best in something, although he or she <sup>4</sup> \_\_\_\_\_ the skills to do this. Another type of perfectionism <sup>5</sup> \_\_\_\_\_ by people who think that everyone should be perfect – including their family!

- |                      |                    |
|----------------------|--------------------|
| 1 A need             | B should           |
| C may                | D ought            |
| 2 A be made          | B would make       |
| C making             | D have made        |
| 3 A whose            | B which            |
| C who                | D that             |
| 4 A isn't possessing | B hasn't possessed |
| C doesn't possess    | D didn't possess   |
| 5 A displays         | B is displayed     |
| C been displayed     | D displaying       |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



A very angry man

A 56-year-old man entered a polling station on Monday, <sup>1</sup> \_\_\_\_\_ a ballot box and ran out. Then he put the box on the street, <sup>2</sup> \_\_\_\_\_ over it in his van and drove away. Police arrested him a few minutes later, but did not confirm whether he was the <sup>3</sup> \_\_\_\_\_ man who threw a ballot box in the river on election day in 2000. On that <sup>4</sup> \_\_\_\_\_, the man was released without being charged. Monday's incident occurred as people in the Nova Scotia town of New Glasgow were <sup>5</sup> \_\_\_\_\_ up to vote in Monday's national election. 'The box was as <sup>6</sup> \_\_\_\_\_ as a pancake,' said Dana Doiron, a spokesperson for Elections Canada. Despite the <sup>7</sup> \_\_\_\_\_, local election officials managed to reconstruct the box and no ballots were lost. New Glasgow police chief Lorne Smith said the man would be <sup>8</sup> \_\_\_\_\_ with theft and damage to property. When asked by a police officer why he had done it, the man said he was trying to <sup>9</sup> \_\_\_\_\_ justice for his community. Lorne Smith told Reuters, 'We believe it was ongoing <sup>10</sup> \_\_\_\_\_ with the federal government that brought about such a reaction,' declining to give further details.

- |                |                |              |               |
|----------------|----------------|--------------|---------------|
| 1 A caught     | B held         | C grabbed    | D gained      |
| 2 A ran        | B broke        | C jumped     | D fell        |
| 3 A exact      | B similar      | C same       | D different   |
| 4 A occasion   | B circumstance | C situation  | D case        |
| 5 A staying    | B lining       | C stepping   | D moving      |
| 6 A round      | B hot          | C good       | D flat        |
| 7 A damage     | B hurt         | C injury     | D harm        |
| 8 A threatened | B accused      | C charged    | D responsible |
| 9 A look       | B find         | C hunt       | D seek        |
| 10 A conflicts | B contests     | C challenges | D wars        |



Formal letter: responding to an article (1)

1 Work in pairs. Discuss the questions.

- 1 Do adults generally have a positive or a negative view of teenagers? Why?
- 2 How is your life different from your parents' lives at your age? Do you have a better time than them?
- 3 How do you spend your free time? What do you spend most time doing? Why?

2 Read the letter and answer the questions (1-3).

Dear Nick,

I am writing in response to your article 'Obsessed with themselves' (23<sup>rd</sup> July), in which you argued that today's teenagers are so concerned with how they appear on social media that they have no time to think about social issues.

As a 17-year-old, I feel this view does not accurately describe myself or my friends. While most teenagers spend a lot of time on social media, many of us think about social issues in our country and the world. We are very aware of poverty, homelessness, unemployment, social inequality and discrimination, and we do what we can to help.

For example, one of my friends volunteers at a night shelter; another regularly visits an elderly lady to help her with household tasks. I myself volunteer at our local food bank, which supplies emergency food to people.

Finally, I would like to say that at school we study social issues from different perspectives. As a result of this and our experience as volunteers, I believe we have a very good understanding of, and deep concern for, social issues.

Yours sincerely,  
Katharine Hill

- 1 Who is the letter to?
- 2 Does the writer use informal or semi-formal language?
- 3 In which paragraph does she say why she is writing?

3 Complete the sentences (1-5) with the correct form of the verbs from the box. There is one verb that you do not need to use.

argue assure challenge emphasize expect focus on recognize

- 1 I feel I must \_\_\_\_\_ the statement that young people do not respect others.
- 2 In her article of 3<sup>rd</sup> January, Jane Cole \_\_\_\_\_ that teenagers should be given more independence.

- 3 I would like to \_\_\_\_\_ your readers that most teenagers \_\_\_\_\_ that discrimination of any kind is unacceptable.
- 4 I must \_\_\_\_\_ the importance of family relationships for young people like myself.
- 5 I \_\_\_\_\_ that most readers of this newspaper have children or know someone who has.

EXAM STRATEGY

Use semi-formal language when you write to the author of an article. Use full forms (*I am* not *I'm*) and more formal phrases (e.g. *in response to*).

4 EXAM TASK You have read the following article in a newspaper. Write a letter of at least 100 words to the author of the article in which you:

- ▶ explain why you disagree with the author of the article,
- ▶ give an example of a person who is a good role model for you and explain why,
- ▶ mention other people who are good role models for people your age.

30<sup>TH</sup> SEPTEMBER

Celebrities are a bad influence

Ella Stone

What do you do when your teenager starts being rude to everyone, including her classmates? Do you accept this as normal teenage behaviour or not? This is the dilemma I faced a year ago with my daughter.

I worked out that she was copying this behaviour from a female pop star that she thought was cool. She was not the role model I wanted my daughter to have! Pop stars, footballers, film stars and online celebrities all become role models for teenagers, and not all of them are good ones. Many of them talk only about their wealth and show no compassion for others who are less well off. I fear for our young people if this is the kind of person they want to imitate. How will they learn to respect others if their role models do not?



Writing bank pages 150-151

5 Check your work.

- Have you written about all three points in the task?
- Have you stated your response clearly?
- Have you used appropriate semi-formal language?
- Have you written at least 100 words?

## Conversation

### 1 Work in pairs. Ask and answer the questions about people and society.

- Describe a family celebration you have been to recently. What did you enjoy? What did you not enjoy? Explain why.
- If you had a foreign visitor staying with you, which national holiday celebration would you take him or her to? How would you explain it to him or her?
- 'Expensive birthday parties and weddings are a waste of money.' Do you agree? Why?/Why not?
- How did you celebrate your last birthday or name day? Did you celebrate it differently from how you used to? If you did, what did you use to do? If not, why did you celebrate in the usual way?
- How do you feel about the holidays we have recently borrowed from other countries such as Valentine's Day or Father's Day?
- 'We should have fewer national holidays in the winter and more in the summer.' Do you agree? Why?/Why not?

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Use the Internet to research charities that help poor people in Ukraine and other countries. Discuss the different ways these charities help people.

The person who has more charities in their list can choose whether to be Student A or B. If you argue for the statement, you are Student A. If you argue against it, you are Student B.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Everyone should donate to charities that help extremely poor people around the world.

- the needs of people living in extreme poverty
- the role of the state in responding to social needs
- the effect of donating money on the person who gives

Speaking bank: debate ideas page 143

## Picture description

### 3 Work in pairs. Look at the pictures (A–E) of clothes and clothes shopping. Take turns to compare the pictures and say what you think about how we consume things.



LISTENING

True/false

EXAM STRATEGY

Remember that the order of the sentences in the exam task follows the order of the information in the recording. On the first listening, answer the statements you are sure of. On the second listening, focus on the statements that you missed during the first listening. Then check all your answers.

1 Look at the sentences in exercise 2. In what order (1-3) are you going to hear the following information (a-c)?

- 1 \_\_\_ 2 \_\_\_ 3 \_\_\_  
 a who took part in the blind dates  
 b who Sandra works for  
 c what happened at the blind date

2 EXAM TASK 1.05 Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Sandra doesn't work for a charity any more.	___	___
2 Employees weren't asked to submit their personal information.	___	___
3 Less than 50% of the participants were male.	___	___
4 Sandra is a tall woman.	___	___
5 After their blind date, Sandra went out with her partner a few more times.	___	___



USE OF ENGLISH

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

How safe is social networking?

Social networking has changed the way we communicate with each other. We can now connect with people <sup>1</sup> \_\_\_ over the world in an instant. But is it as good as so many people seem to think it is? Personally speaking, I've got nothing <sup>2</sup> \_\_\_ social networking sites if people use them responsibly. However, when people share too much information about themselves, you may end up with serious privacy <sup>3</sup> \_\_\_. This is especially true for younger users, <sup>4</sup> \_\_\_ pre-teens, who may reveal more than they should. They may often do this <sup>5</sup> \_\_\_ realizing that everyone can see what they've posted online – not just their friends. Then, there's the whole question of cyber bullying – where people use the sites to spread damaging <sup>6</sup> \_\_\_ about someone. That <sup>7</sup> \_\_\_ of behaviour is completely unacceptable. Something should really be <sup>8</sup> \_\_\_ about this. I know that sites <sup>9</sup> \_\_\_ you to block someone who behaves inappropriately, but is this enough? If I was a parent, I would do whatever it took to ensure my child's online <sup>10</sup> \_\_\_.



- |              |           |             |             |
|--------------|-----------|-------------|-------------|
| 1 A most     | B right   | C far       | D all       |
| 2 A against  | B towards | C behind    | D between   |
| 3 A cases    | B topics  | C themes    | D issues    |
| 4 A as       | B such as | C similar   | D same      |
| 5 A besides  | B without | C otherwise | D except    |
| 6 A rumour   | B story   | C gossip    | D tale      |
| 7 A kind     | B method  | C line      | D system    |
| 8 A done     | B made    | C proved    | D completed |
| 9 A admit    | B approve | C allow     | D agree     |
| 10 A defence | B shelter | C cover     | D safety    |

## READING

### Gapped text

#### EXAM STRATEGY

Pay attention to pronouns and subject–verb agreement when choosing a phrase for the missing section. For example, if the sentence before a gap has the pronoun *they* in it, then you know that the next paragraph should not refer to an *I* or a *she*.

4 Read the first paragraph of the article about Tomoko Sawada. Who does the missing phrase refer to: Robert De Niro or Tomoko Sawada? Why do you think so?

5 **EXAM TASK** Read the text. Choose from (A–H) the one which best fits each space (1–6). There are two choices you do not need to use.

- A not wishing to lose her identity
- B might be thinking under the surface
- C symbolized by their uniforms
- D based solely on how you look
- E dressed up as 400 different people
- F accepting people for who they are
- G lasted twenty weeks or so
- H he gained weight to prepare for

## WRITING

### Informal letter/email

6 **EXAM TASK** You have received a surprise birthday gift from an English friend who lives in another town. Write an email to your friend in which you:

- ▶ thank him/her for the gift,
- ▶ say what you like about it and what you will use it for,
- ▶ describe how you celebrated your birthday.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.



Tomoko Sawada

Tomoko Sawada is the Robert De Niro of Japanese photography. Just as <sup>1</sup>\_\_\_\_ his role in *Raging Bull*, Sawada put on five kilograms before starting her 2001 self-portrait series based on formal photos used in traditional Japanese match-making. Then each week she visited a photo booth dressed as a different woman.

Adopting a low-calorie diet, Sawada gradually dropped her weight over the course of the project, which <sup>2</sup>\_\_\_\_\_.

'The easiest way to change other people's impression of you is to change your body type,' she says. The result is a delightfully startling series in which Sawada, 26, appears as thirty different people, from a pig-tailed, docile girl in a green kimono to a stylish modern woman in a black trouser suit.

'Even though you are the same person, other people's opinion of you changes, <sup>3</sup>\_\_\_\_, and I wanted to ask why,' she says. A chubby girl, Sawada had long felt unattractive and inferior to her thinner friends. She hit a turning point when she started masquerading as different women for an art-school assignment to make self-portraits.

Over three months in 1998 and 1999, she went back a few hundred times to a photo booth outside a subway station in Kobe, where she lives. In this way, she assembled passport photos of herself <sup>4</sup>\_\_\_\_. 'I may have been trying to prove that what's on the surface doesn't matter and what's inside counts,' says Sawada.

She also did a series in which she imitated girls known as *kogyaru*, who dress up in short skirts and platform shoes, with dark make-up and blonde hair. 'Everybody criticized them as a group for looking strange, but ignored what each of them <sup>5</sup>\_\_\_\_,' she says. 'In this society, young women are treated as if their only reason for being is their youthful looks, and that fades very quickly.'

In her current series, 'Costume', Sawada looks at what people's jobs, <sup>6</sup>\_\_\_\_, say about their place in society. So far she's disguised herself as ten different women, including a nun in a habit, a receptionist in a pink uniform and a policewoman.

## VOCABULARY

## Urban and rural living

- 1 Look at the pictures (1–4). Which type of place do you live in?



- 2 Which of these words would you use to describe each type of place? Complete the table. Some words may fit more than one type of place. Then, work in pairs to compare your ideas.

bustling charming congested industrial peaceful  
picturesque provincial quiet remote rural  
sprawling traditional trendy urban

city	
town	
village	
country farm	

- 3 Match the words or phrases (1–6) with their definitions (a–f).

- 1 residential \_\_\_\_\_ 4 suburb \_\_\_\_\_  
2 public transport \_\_\_\_\_ 5 outskirts \_\_\_\_\_  
3 high-rise \_\_\_\_\_ 6 municipal \_\_\_\_\_

- a the system of buses, trains, etc. provided by the government or council for people to use  
b the parts of a town or city furthest from its centre  
c an area with private housing rather than offices, shops or factories  
d connected with the activities of the local government  
e a neighbourhood outside the centre where people live  
f a very tall building with a lot of floors

- 4 Look again at the places in exercise 1. Which type of place do the words above describe?

- 5 Work in pairs. Discuss which type of place you think is the best place to live and why.

## Buying and renting a home

- 6 Read the steps to take when buying a property. Choose the correct word in each sentence (1–8).

Buying a flat or a house can be a lengthy and difficult process. Here are some steps you can take to make it easier.

- 1 Find out how much you can **borrow/lend**.
- 2 Decide what you are looking for in a(n) **estate/property**.
- 3 Select and register with an estate **agency/office**.
- 4 Scan the newspapers and the Internet. If you see a property you are interested in, arrange a **watching/viewing**.
- 5 Have a(n) **experiment/survey** done on your future house to check its general condition.
- 6 Ask for a **sale/reduction** in price (if any defects were detected).
- 7 Pay a **deposit/saving** to secure the deal.
- 8 Take out a(n) **interest/mortgage** from the bank to finance your purchase.



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

amenities energy-efficient flatmates housing maintenance self-contained tenancy



**Here are some basic things to check before you sign a contract. Make sure you are getting your money's worth!**

- What type of place are you looking for? If you are looking for a quiet property, avoid <sup>1</sup> \_\_\_\_\_ estates next to busy roads and motorways!
- What kind of property can you afford? If you have to be careful about how much you can spend, a <sup>2</sup> \_\_\_\_\_ flat with its own entrance and all mod cons is probably more than you can afford.
- Who are you going to live with? If you have to move into shared accommodation, it's important that you choose somewhere both you and your <sup>3</sup> \_\_\_\_\_ like.
- How close is the property to local <sup>4</sup> \_\_\_\_\_, for example, shops, cafés, parks and public transport?
- What's the landlord/landlady like? Does he/she repair things quickly? Will you have to cover all <sup>5</sup> \_\_\_\_\_ costs?
- Is the place equipped with <sup>6</sup> \_\_\_\_\_ appliances? Unless you want to run up big electricity bills, make sure it is!
- How much will you pay and when? How long is the contract? Does your <sup>7</sup> \_\_\_\_\_ agreement contain all this information?

**8 Match the words (1–6) with their definitions (a–f).**

- 1 utility bill
- 2 rent
- 3 communal
- 4 renovated
- 5 furnished
- 6 linen

- a having beds, tables, chairs, etc.
- b a document that requests payment for electricity, heating, water, gas, etc.
- c shared by a group of people, especially people who live together
- d sheets, pillowcases, etc.
- e money that you regularly pay so that you can use a house, room, etc.
- f repaired and decorated to look like new

**9 Work in pairs. Say if you agree or disagree with the statements. Give reasons.**

- 1 A self-contained flat is the best kind of accommodation for a student.
- 2 The owner of a flat should pay for any repairs or work needed on a property.

**Ecologically-friendly living**

**10 Complete the questions (1–7) with words and phrases from the box.**

compost electricity energy consumption energy-efficient heating non-recyclable waste recycling

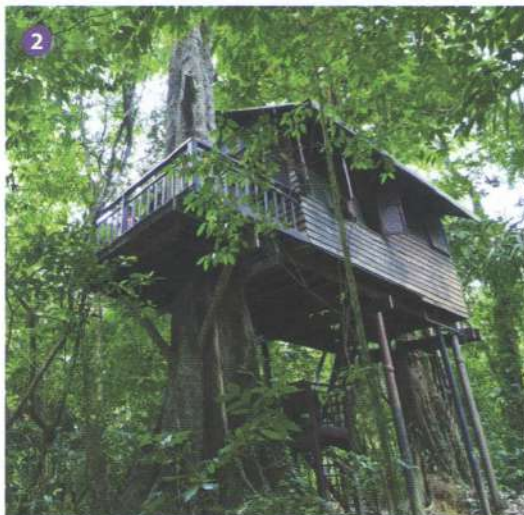
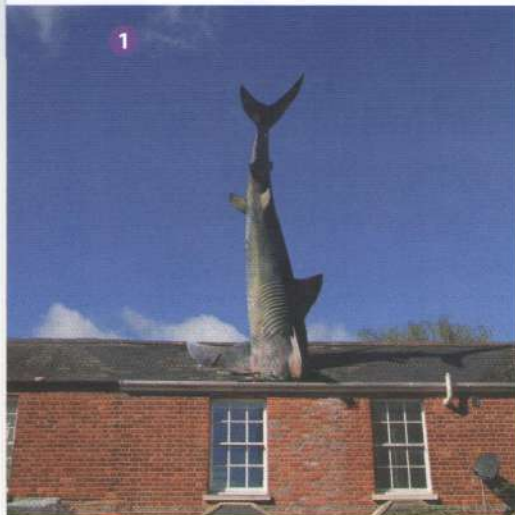
- 1 Is paper, plastic, metal and glass collected from your house, or do you take it to a \_\_\_\_\_ centre?
- 2 Does your household use \_\_\_\_\_ from the local grid or do you generate your own power? If you generate your own, how do you do this?
- 3 What type of \_\_\_\_\_ do you use in your home (e.g. central, gas, electric, coal-fired)?
- 4 On average, how much \_\_\_\_\_ does your household generate in a week?
- 5 Which types of kitchen waste is it possible to \_\_\_\_\_? Does your family do this? Why?/Why not?
- 6 In what ways can you reduce \_\_\_\_\_ in your home (e.g. turn off lights)?
- 7 What \_\_\_\_\_ appliances do you use, if any?

**11 Work in pairs. Ask and answer the questions in exercise 10. How ecologically-friendly is your home?**

**12 Work in pairs. Take turns to answer the questions.**

- 1 What would you miss most if you had to move to a different place (e.g. from the city to the countryside)? Is there anything you wouldn't miss?
- 2 How long have you and your family lived in your current home? Does your extended family live near you? If not, where do they live?
- 3 Is your home typical for your area or is it different in some way? In what kind of accommodation do people in your area usually live?

- 4 What are the advantages and disadvantages of renting a home compared to buying one?
- 5 How would you feel about having to share accommodation with someone who isn't your family?
- 6 What are the most important features that make a home comfortable to live in? Why?



Matching (specific)

- 1 What do you think these pictures have in common?
- 2 Work in pairs. Discuss the questions.

- 1 Which home appeals to you most? Why?
- 2 What things in your house could you easily live without?
- 3 What modern-day comforts couldn't you live without?

- 3 Read the texts quickly. Match the pictures (1–6) to the texts (A–F).

EXAM STRATEGY

- Read the questions from the exam task to see what information you are looking for in the texts.
- The questions are usually paraphrases of the information from the text - they give the same information, but use different words.
- Check that the remaining questions do not match any of the texts.

- 4 **EXAM TASK** Read the texts. Match the choices (1–8) to the texts (A–F). There are two choices you do not need to use.

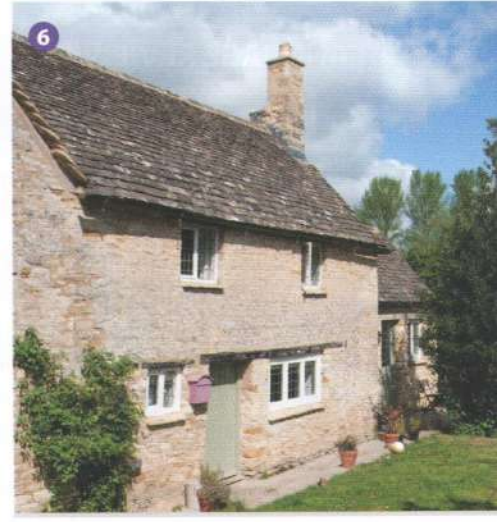
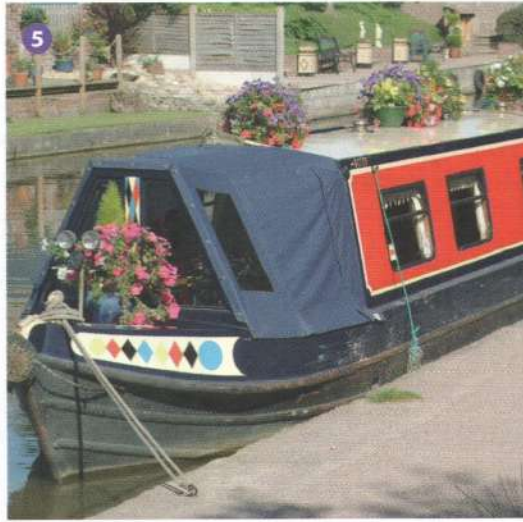
Which home ...

- 1 had its roof removed? \_\_\_\_\_
- 2 isn't what the owner intended to buy? \_\_\_\_\_
- 3 only has space for essential items? \_\_\_\_\_
- 4 lacks natural light inside? \_\_\_\_\_
- 5 has plenty of facilities, despite being unusual? \_\_\_\_\_
- 6 isn't suitable for small children? \_\_\_\_\_
- 7 helped the owner escape an urban environment? \_\_\_\_\_
- 8 is popular with tourists? \_\_\_\_\_

**A** Gina can only get to her home by cautiously walking across a narrow wooden plank. She's been living with her partner Tom and 18-month-old daughter Kyra on a 15-metre canal boat for just over a year. Living on a boat is an exercise in making the most of every centimetre of space. 'It's really hard to keep it tidy,' says Gina. 'The space is just enough at the moment, but there's no room for stuff you don't need. And I can't imagine how it's going to be as Kyra gets bigger.' At the moment, Kyra seems to love it, most of all because she's surrounded by ducks!

**B** Have you ever thought of getting away from it all – escaping from conventional ways of living? That's exactly what Nick Weston did when he moved out of London. He spent £170 on wood, and built a tree house in West Sussex. Constructing the house was hard. Due to the limited budget, Nick and his friends had to cut down nearby trees to make support posts for the house. Nick managed to live off the land for six months, eating mainly the things that he could grow in his vegetable garden, or find in the countryside. The practical advice on how he did it is an inspiration to anyone considering this way of life.

**C** If you'd asked me what kind of property I wanted to buy with an eighteen-month-old and a three-month-old baby, I would have said, 'something that I can just move straight into.' So why, oh why, did I buy a house that an old lady and her ten cats had just vacated – a house that needed the electrics and central heating replacing as well as a new kitchen and new bathroom? That's not to mention the flooring, decorating, fences, etc. The list goes on and on. But, although it certainly wasn't what I had in mind when I first started looking, now that we've done all the work, it's absolutely perfect!



**D** If you're looking for a cool property to live in, then why not consider a double-decker bus? There's a double bedroom, bathroom, kitchen, lounge and toilet. It also has a 200-litre water tank and has been fully wired by its electrician owner, so there are all the modern-day comforts on board that you'd expect from a normal home, such as a television, a microwave and a coffee machine. The bus is currently located in the town of Horsham, but the beauty of living on a bus is that if you need a change of scenery, you can just start up the engine and drive your property somewhere else. There are plenty of caravan sites in the UK that will be happy to have you on site!

**E** It's easy to see how the so-called 'shark house' in Oxford got its name. It was in 1986 that a local journalist, Bill Heine, decided it would be a good idea to have a giant shark installed on the roof of his house. The shark is 7.5 metres long and made of fibreglass. Heine's modest red-brick terraced property soon became a major attraction with many people posting comments and photos of it online. Oxford City Council ordered Heine to remove the shark, saying he did not have the necessary building permission to put it there. However, it is still there today.

**F** This home is similar to the traditional Mongolian tent called a yurt. Freddie and Maya Stark wanted to feel more closely connected to nature. The interior of the yurt is dark because the windows are small, and the only heating comes from a central wood-burning stove. 'We don't mind the darkness – it's cosy – and with the countryside right outside, we see the seasons and the weather change. We can't imagine living anywhere else.' We asked them whether living together in one small room was a problem. 'Sometimes,' Maya said. 'But it's easy to get some personal space – by going out for a long walk!'

**5** Which of the homes described in the extracts would you choose to live in? Why? Which would you least want to live in? Why?

**6** Work in pairs. Discuss the questions.

- 1 Why do you think some people are looking for alternative places to live?
- 2 Can you think of any other advantages or disadvantages of living in alternative homes that aren't mentioned in the extracts?

### Words in context

**7** Complete the sentences (1–10) with words and phrases from the box.

change of scenery live off the land located narrow on board support posts surrounded vacate wood-burning stove wooden plank

- 1 The old buildings of central Amsterdam rest on \_\_\_\_\_ embedded in the bottom of the canals.
- 2 More than one million UK households use a \_\_\_\_\_ to heat their homes during the winter.
- 3 When I graduated, I was asked to \_\_\_\_\_ my university flat.
- 4 I was able to make a new bookshelf for my living room by recycling an old \_\_\_\_\_.
- 5 My parents retired to the countryside because they wanted a \_\_\_\_\_.
- 6 You can find a range of accommodation \_\_\_\_\_ our cruise liners.
- 7 It's our dream to \_\_\_\_\_: keeping chickens and sheep, and growing our own vegetables.
- 8 The roads in this old town are extremely \_\_\_\_\_: it's impossible for two cars to pass each other.
- 9 We're going to have a picnic in a beautiful spot – it's a lake that's completely \_\_\_\_\_ by trees.
- 10 Our offices are conveniently \_\_\_\_\_ a few minutes from the station.

LANGUAGE REVIEW

perfect tenses

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

- 1 She's **been living** on a canal boat for a year.
- 2 If you'd **asked** me what kind of property I wanted, I would have said 'something modern'.
- 3 I bought a house that students **had just vacated**.
- 4 Now that we've **done** all the work, it's perfect!
- 5 The wiring **was checked** by an electrician.

- a something that happened before another action or event in the past
- b an action completed in the past with a result in the present
- c an action or situation that started in the past and is continuing in the present
- d a completed action in a passive structure
- e talking about a past action that did not happen

Grammar reference pages 118–119

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Manchester: the capital of the north

What do retired footballer David Beckham and German philosopher Friedrich Engels have in common? They both <sup>1</sup> live and work in the city of Manchester. Home to two of <sup>2</sup> football clubs in the world and the birthplace of the industrial revolution, Manchester is definitely a place that is worth visiting.

In his novel *Hard Times*, Charles Dickens described the city as a terrible place where bosses exploited their workers who were driven to violence. Manchester was <sup>3</sup> the industrial revolution began: the large-scale production of coal nearby fuelled the city's <sup>4</sup> textile industry.

Manchester today is a thriving, modern metropolis. It also has the UK's largest shopping centre as well as the 47-storey Beetham Tower. <sup>5</sup> in 2006, it is the tallest building in Britain outside London.

- |                  |               |                |                     |
|------------------|---------------|----------------|---------------------|
| 1 A could        | B used to     | C would        | D did               |
| 2 A as great     | B greater     | C the greatest | D greatly           |
| 3 A why          | B what        | C whom         | D where             |
| 4 A growing      | B grown       | C grow         | D grew              |
| 5 A Constructing | B Constructed | C Construct    | D Being constructed |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Intelligent homes

Our homes have become much smarter lately. We now live in houses which contain <sup>1</sup> devices that make our lives easier and more entertaining, and in the future, they will do even more.

There's good news for those who hate shopping. In the past, fridges were just somewhere cold to <sup>2</sup> your food. It may sound <sup>3</sup>, but very soon intelligent refrigerators will be able to automatically generate a shopping list. Then they will arrange a door-to-door <sup>4</sup> to your home.

Televisions have gone through the most <sup>5</sup> changes recently. We can now use voice control to pause what we're watching and <sup>6</sup> through a list of available channels. And it seems very likely that soon our TVs will be able to tell from the <sup>7</sup> on your face how you are feeling. Then they will offer suggestions of what to watch based on your <sup>8</sup>.

Smart showers now offer personalized water flow and a temperature control for each adult family member with additional parental control – perfect for <sup>9</sup> with teenagers who stay too long in the bathroom!

Mobile phones and the Internet have already become an important part of our daily routine. It's very <sup>10</sup> that technology will soon control every aspect of our lives, from our diet to the settings of our electric toothbrush.



- |                |               |              |                  |
|----------------|---------------|--------------|------------------|
| 1 A efficient  | B capable     | C easy-going | D well-organized |
| 2 A hold       | B store       | C load       | D bring          |
| 3 A unreliable | B irrelevant  | C dishonest  | D unbelievable   |
| 4 A shipment   | B connection  | C delivery   | D passage        |
| 5 A respectful | B acceptable  | C different  | D impressive     |
| 6 A browse     | B roll        | C process    | D file           |
| 7 A impression | B exhibition  | C expression | D concentration  |
| 8 A humour     | B mood        | C spirit     | D temper         |
| 9 A working    | B cheering    | C dealing    | D bringing       |
| 10 A probably  | B predictably | C possibly   | D likely         |

# LISTENING

## True/false

### 1 Match the people (1–4) to the pictures (A–D).

- 1 architect \_\_\_      3 estate agent \_\_\_  
 2 builder \_\_\_      4 interior designer \_\_\_



### 2 You will listen to an interview with Maddy Smith, an interior designer. Look at the items in exercise 5. What do you think Maddy is going to talk about?

- a how to buy a home that suits your personality  
 b what mistakes interior designers should avoid  
 c the best ways to decorate your home

### 3 1.06 Listen to an extract from the interview. What room is Maddy going to talk about?

### 4 1.07 Listen to the interview. Put the things Maddy talks about in the order you hear them.

- \_\_\_ A low-cost items  
 \_\_\_ B building work  
 \_\_\_ C carpets and curtains  
 \_\_\_ D budget  
 \_\_\_ E paint  
 \_\_\_ F high-cost items

## EXAM STRATEGY

- The statements in the exam task are in the same order as the information about them in the recording.
- Decide if a statement is true or false based only on the information you hear. Do not rely on your general knowledge or opinions.
- Read the statements carefully before you listen so you know what information you should be listening for.

### 5 EXAM TASK 1.07 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- |  | T   | F   |
|--|-----|-----|
| 1 You should avoid buying second-hand things.                  | ___ | ___ |
| 2 You should choose carpet and curtains last.                  | ___ | ___ |
| 3 Buy paint that is a little darker than the one you like.     | ___ | ___ |
| 4 Getting big jobs done professionally is sometimes necessary. | ___ | ___ |
| 5 Cushions and lamps don't have to be expensive.               | ___ | ___ |

### 6 Match the words (1–6) from the recording with their definitions (a–f). Use each definition only once.

- |            |     |  |
|------------|-----|--|
| 1 interior | ___ | a a smaller container of a product for trying before purchase                          |
| 2 budget   | ___ | b the sheets and covers that you put on a bed, often also the mattress and the pillows |
| 3 tape     | ___ | c a plan of how to spend your available money  |
| 4 shade    | ___ | d a particular form of a colour, with a difference in how light or dark it is          |
| 5 tester   | ___ | e fasten something using a sticky strip of material                                    |
| 6 bedding  | ___ | f the inside part of something   |

### 7 Imagine you are planning your dream home. Work in pairs. Tell each other your ideas.

- 1 How would you decorate it?
- 2 What furniture and equipment would you choose for it?

## Formal email: arranging an appointment

### 1 Work in pairs. Discuss the questions.

- 1 Why do some students prefer to rent a flat or house together rather than living in a university hall of residence?
- 2 What would you need to discuss before you agree to share a flat or house with others?
- 3 What do you think an agreement between tenants and a landlord or landlady would include?

### 2 Read the exam task in exercise 6 and answer the questions (1–4).

- 1 Who are you writing to?
- 2 Who does she work for?
- 3 Why are you writing to her?
- 4 Are you going to use formal or informal language?

### 3 Complete the sentences (1–5) with words from the box.

alternatively available convenient possible suit

- 1 Would 6 p.m. on Saturday \_\_\_\_\_ you?
- 2 I would prefer not to come in the evening, if at all \_\_\_\_\_.
- 3 I am \_\_\_\_\_ on Friday and Saturday evenings.
- 4 Would either Monday or Tuesday evening be \_\_\_\_\_ for you?
- 5 \_\_\_\_\_, I could come on Saturday afternoon after three.

### 4 Read the phrases and sentences (1–5). Where does each appear? At the beginning (B) or the end (E) of a formal email?

- 1 I am writing to ask ... \_\_\_\_\_
- 2 I look forward to hearing from you. \_\_\_\_\_
- 3 I would like to inquire if it would be possible ... \_\_\_\_\_
- 4 Please contact me if you need more information. \_\_\_\_\_
- 5 I hope to hear from you soon. \_\_\_\_\_

### 5 Make some notes next to the headings about what good tenants should do.

<i>The rent</i>	<i>Pay it on time.</i>
<i>The property</i>	
<i>The neighbours</i>	
<i>The landlord/landlady</i>	

### EXAM STRATEGY

- Use formal language and polite phrases in an email in which you are writing to anyone who is not a friend.
- Begin your email with *Dear Mr/Ms* and the person's surname.
- End your email with *Yours sincerely* and your given and family names. (In English, your given name comes first.) You can also use *Best regards* or *Kind regards* instead of *Yours sincerely*. They are a little more informal and suitable for emails.

### 6 EXAM TASK You are a student at Manchester University. You and three friends are looking for a house to share together in six months' time. Read the advertisement and write an email of at least 100 words to Helen Radcliffe in which you:

- ▶ explain why you are interested in this property,
- ▶ say why you and your friends would be good tenants,
- ▶ suggest three times you could view the house.

#### CITY HOMES



**PROPERTY 5593, Fallowfield, Manchester** FROM £140 pw  
**4-bedroom house**

This is a beautiful, spacious 4-bedroom semi-detached house in Fallowfield, a very popular part of the city. The house is close to many local amenities and bus routes.

The bedrooms are all large, and each has a double bed, desk, chair, wardrobe and chest of drawers.

There are two modern bathrooms, a lounge, a large kitchen and a pretty garden at the back of the house.

Due to excellent insulation and central heating, the house is very warm throughout the year.

- ▶ Gas, electricity and water bills are included.
- ▶ The house is available for a group of four students.
- ▶ Deposit: £400 per person
- ▶ Evening and weekend viewings are available.

To arrange a viewing, please contact Helen Radcliffe at: [helen@cityhomes.com](mailto:helen@cityhomes.com)

### Writing bank page 152

### 7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate formal language?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

## Conversation

- 1 Work in pairs. Ask and answer the questions about living in an environmentally-friendly way.**
- Describe your home. When was it built? What is it made of? Are any of the materials renewable? What kinds of energy do you use at home?
  - If you could make three changes to your home to make it more environmentally-friendly, what would they be? Explain the reasons for your changes.
  - 'Most people can't afford to make their homes environmentally-friendly.' Do you agree? Why?/ Why not?
  - Have you ever bought something for your home that was second-hand? If so, what was it? If not, would you buy something second-hand in future?
  - Would you be prepared to have less heating at home in order to protect the environment? Why?/ Why not?
  - 'It's possible to feel close to nature even if your home is in a big city.' Do you agree? Why?/Why not?

## Debate

- 2 Work in pairs. Read the statement and the points in the list and have a debate.**

Spend two minutes taking it in turns to tell your partner words related to homes. You cannot repeat a word. Whoever is speaking when the two minutes is up is Student B. The other student is Student A and chooses whether to agree or disagree with the statement.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

**It is better to own your home rather than rent it.**

- the costs
- control over what you can do in your home
- moving house

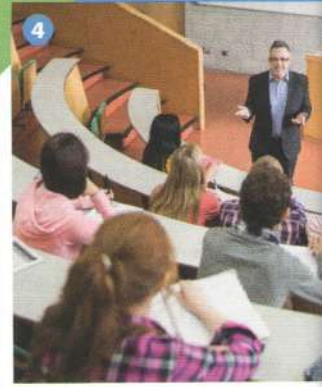
Speaking bank: debate ideas page 143

## Picture description

- 3 Work in pairs. Look at the pictures (A–B) which show attitudes to historical areas in towns and cities. Take turns to compare the pictures and say what you think about them.**



## VOCABULARY



## Education system

- 1 Look at the pictures (1–4). What different stages of education are shown? At what age do students usually begin each stage?
- 2 Choose the correct information to complete the text about Ukraine.

Before formal education begins in primary school, children go to kindergarten. This is <sup>1</sup> *optional/compulsory*. Pupils usually <sup>2</sup> *attend/maintain* four years of primary, five years of secondary and three years of high school. Practically all schools are <sup>3</sup> *co-educational/single-sex*. Most schools are <sup>4</sup> *public/private* institutions run by the state – but there are some run by various foundations. All schools follow the national <sup>5</sup> *timetable/curriculum*. Students can study in general schools, or schools which focus on training for certain jobs and professions. At the end of their secondary studies, students must take a school-leaving exam, which also serves as the <sup>6</sup> *mock/entrance* exam for higher education. Students don't need to pay <sup>7</sup> *tuition/admission* fees for most universities, but they have to pay for some private institutions.

- 3 Work in pairs. Take turns to explain the words that you did not choose above. Check your ideas in a dictionary.
- 4 Do some Internet research and find out how the education system in other countries is different from the one in Ukraine.
  - stages of education
  - types of schools
  - exams
  - education costs

## Life and traditions at school and college

- 5 Complete the sentences (1–10) with the correct form of the verbs from the box.

assemble cram enrol hand play receive  
sign sit skip submit

- 1 University students \_\_\_\_\_ up for courses at the beginning of their studies.
- 2 When my father was a student, he never \_\_\_\_\_ lectures. He found them fascinating.
- 3 Quite a few students in our school \_\_\_\_\_ truant since the beginning of the school year.
- 4 My great-grandfather \_\_\_\_\_ a Master's degree in Engineering before World War II started.
- 5 Sam needs to \_\_\_\_\_ his dissertation by tomorrow, otherwise he won't be allowed to continue his studies.
- 6 My class \_\_\_\_\_ mock exams by this time next week.
- 7 The history teacher said we had to \_\_\_\_\_ in our assignments by next Monday.
- 8 Students who \_\_\_\_\_ in extra courses after school learn skills their peers don't.
- 9 \_\_\_\_\_ seems to be the worst method of studying.
- 10 All pupils were told to \_\_\_\_\_ for classes at 8.30.

- 6 Fill in the gaps (1–8) in the text about American prom night with words from the box.

elected formal highlight pinned promenade  
tradition tuxedo wrist

The <sup>1</sup> \_\_\_\_\_ dance, usually referred to as the prom, is an annual <sup>2</sup> \_\_\_\_\_ which celebrates the end of high school in the United States – typically held at the end of the final term. Students wear <sup>3</sup> \_\_\_\_\_ clothes (boys wear a <sup>4</sup> \_\_\_\_\_ or suit jacket and tie; girls wear evening dresses). It is traditional for them to arrive as a couple. The prom date brings the girl a corsage: a decoration with flowers worn around the <sup>5</sup> \_\_\_\_\_; similar flowers are <sup>6</sup> \_\_\_\_\_ to each boy's suit. At the prom, students celebrate with their classmates for one last time before leaving school. It is probably the <sup>7</sup> \_\_\_\_\_ of a senior student's school year. At the end of the event, one girl and boy are <sup>8</sup> \_\_\_\_\_ as prom queen and king.



**7 Describe how Ukrainian school-leaving traditions are similar or different.**

- When is the school-leaving event held?
- What do students wear?
- What happens during the event?

**Extracurricular activities**

**8 Complete the questions (1–4) with words from the box.**

academic competitive extracurricular voluntary

- 1 What \_\_\_\_\_ activities are offered by your school (e.g. orchestra)? What kind of things can you do?
- 2 What skills do students learn from participating in \_\_\_\_\_ sports as a team?
- 3 Why do you think students are expected to do \_\_\_\_\_ work alongside their studies? Why is it important?
- 4 Would you like to enter a national \_\_\_\_\_ contest in English? Why?/Why not?

**9 Work in pairs. Ask and answer the questions (1–4) in exercise 8.**

**Exams**

**10 Choose the correct word to complete the questions (1–5) about the school-leaving exam in English.**

- 1 At what *levels/grades* can you take the exam?
- 2 Do you have to take the written test first, or the *live/oral* exam?
- 3 What percentage do you need to achieve for a minimum *pass/score*?
- 4 What happens if you *fail/refuse* the exam? Can you *retake/revise* it later?
- 5 What percentage do you need to achieve for the top *mark/class*?

**11 Work in pairs. Ask and answer the questions (1–5) in exercise 10.**



**Higher education**

**12 Match the words and phrases (1–8) with their definitions (a–h).**



- |                 |                       |
|-----------------|-----------------------|
| 1 undergraduate | 5 graduation          |
| 2 lecturer      | 6 dissertation/thesis |
| 3 dean          | 7 essay               |
| 4 rector        | 8 trimester/term      |
- a the head of a university faculty or department  
 b the act of completing a degree; the ceremony when you receive your degree  
 c a long piece of writing completed by a student as part of their degree  
 d a student who is studying for their first degree  
 e the head of an entire university or college  
 f a short piece of writing completed by a student as part of a course  
 g a person who teaches at a university  
 h one of the three periods in the year during which classes are held

**13 Work in pairs. Talk about your plans for when you leave secondary school. Use the words from the box or your own ideas.**

career course gap year grant job applications qualifications scholarship work experience

**14 Work in pairs. Take turns to answer the questions.**

- 1 Which school subjects do you think are the most important for life? What subjects do you think students should spend more/less time on than they currently do? Why?
- 2 How important do you think school discipline is? Why?
- 3 Which school traditions are the most important to you? Why?

- 4 How does school help you develop social skills?
- 5 How do you plan to revise for the school-leaving exam? What technique(s) do you find the most helpful? Why?
- 6 What are the most popular university courses among students in Ukraine today? Why are they popular?

## Matching (general)

**1** Work in pairs. Look at the pictures (A–E) and discuss the questions (1–2).

- 1 What aspects of student life do the pictures show?
- 2 How difficult do you think it is to make the transition from secondary school to higher education?



**2** Read the texts (1–5) and match them to the pictures (A–E).

### EXAM STRATEGY

- The phrases in the exam task summarize the main point or focus of the texts.
- Read each text carefully and try to summarize them with your own words.
- Then look at the phrases in the exam task and check if they are similar to your ideas. This will help you find the correct answers.

**3** **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Which advertisement describes ...

- |   |       |
|---|-------|
| A a student exchange trip?              | _____ |
| B a meeting with a psychologist?        | _____ |
| C changing courses?                     | _____ |
| D why doing a degree is a good idea?    | _____ |
| E a language course?                    | _____ |
| F a way to meet people?                 | _____ |
| G a relaxation technique?               | _____ |
| H the advantages of a part-time course? | _____ |



1 Are you unhappy with your current course, but worry that changing universities is a **drastic measure**?

### Visit the university careers service!

We can help you see the **bigger picture** and choose a new course that is right for you.

We will make sure you have the right qualifications and help you with the admission process.

2 We run sessions with mental health experts and offer a range of courses and workshops that can help with stress, anxiety and other issues.

Join our student workshop for students who feel pressurized to perform, but lack motivation; this workshop will get your research back on track.

3 **Joining a student club is a great way to make your social life thrive!**

Try something new or foster a passion you already have with the friends you make, whether it's baking, rock climbing, or learning Mandarin!

We have hundreds of activities so there is bound to be something that you'll love.

4 Getting a degree these days doesn't mean you have to study for three or four years as a full-time student.

'As I work full-time, I knew doing a part-time degree at the same time would be hard work. But **on the plus side**, it gives me lots of flexibility and it will go a long way towards getting me a better job in the future.'

Lisa Preston, Birtwell University

5 We have learning materials in 50 languages. You aren't learning in isolation, you can practise conversation skills with native speakers through our language exchange.

If you're an international student, you can prepare to study in the UK with our English language courses. They conform to the university entry requirements for all our undergraduate courses.



## Words in context

4 Match the underlined words in the sentences (1–5) with verbs from the box.

conform to foster lack pressurize thrive

- 1 Don't let anyone try to force you into doing things you don't want to. \_\_\_\_\_
- 2 As soon as Lara received the necessary support, she began to grow and develop. \_\_\_\_\_
- 3 Ronan applied for the job, but he didn't have the required skills. \_\_\_\_\_
- 4 If you follow the rules, you behave in the way you are supposed to. \_\_\_\_\_
- 5 Study skills help develop and maintain a stronger sense of learner autonomy. \_\_\_\_\_

5 Look at the highlighted words and expressions in the texts. Match them with their definitions (1–5).

- 1 a course of action likely to have a strong effect \_\_\_\_\_
- 2 as an advantage, a positive consequence \_\_\_\_\_
- 3 a significant step towards a goal \_\_\_\_\_
- 4 being alone or lonely \_\_\_\_\_
- 5 the situation as a whole \_\_\_\_\_

6 Work in pairs. Discuss the questions. Try to use some of the expressions from exercises 4 and 5.

- 1 What are your plans for when you leave school?
- 2 What do you think you would find most difficult about adjusting to life at university?
- 3 What are you most looking forward to after you leave school?

LANGUAGE REVIEW

would rather, would prefer, had better

1 Complete the sentences with *would rather*, *would prefer* or *had better*.

- 1  
 A Can you wait ten minutes? I'm nearly ready.  
 B OK, but you \_\_\_\_\_ hurry up, because we're going to be late for class.
- 2  
 A \_\_\_\_\_ your students \_\_\_\_\_ to do this now or for homework?  
 B They \_\_\_\_\_ do it for homework, I think.

Grammar reference pages 119–120

Grammatical multiple-choice cloze

2 Read the article in exercise 3 quickly. What is it about? Choose the best answer (a–c).

- a life in remote places around the world
- b being a student in a small school
- c becoming a teacher in the Channel Islands

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

LIVING AND LEARNING ON AN ISLAND

Children living on remote islands and in other areas where the population is very small often end up <sup>1</sup> educated in very small schools, sometimes with no more than fifty students. Herm, for example, is one of the smallest of Britain's Channel Islands. It has a school that has <sup>2</sup> than ten pupils of primary school age, and a teacher who is willing to come over from the larger island of Guernsey every day. Children over the age of ten <sup>3</sup> to live, as well as study, at a secondary school on Guernsey, even though many would prefer to live at home. Small schools such as Herm are often threatened <sup>4</sup> closure – because compared to bigger schools, they are expensive to run. <sup>5</sup> schools close, the teachers lose their jobs and pupils are sent to another school which is often far away. This often turns out to be disruptive for the pupils' education.

- 1 A been B being C have been D be
- 2 A lesser B the least C few D fewer
- 3 A have B must C ought D should
- 4 A to B from C about D with
- 5 A During B Before C When D While

Lexical multiple-choice cloze

EXAM STRATEGY

After choosing the answer, read the sentence again to check that it is logical and grammatically correct.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Mobile phones and learning

Mobile phones are everywhere these days. We all <sup>1</sup> our smartphones for granted, and this is especially true for teenagers. But what about using phones at school? Many teachers would prefer it if students <sup>2</sup> their phones at home. However, most students would rather not do this, and they use them when the teacher isn't looking. What if schools relaxed their rules and allowed students to use mobile phones <sup>3</sup> in class? For example, the phone's calendar function can be used to keep <sup>4</sup> of homework and the camera to take pictures of notes on the board. Mobile phones give students <sup>5</sup> to tools and apps that can help them develop time management and organization skills. An equally important reason for not <sup>6</sup> mobile phones in the classroom is that they are allowed at people's work. The functions of smartphones go far <sup>7</sup> telephoning and messaging. They allow users to email and do research. Nevertheless, concerns have been voiced about classroom <sup>8</sup>, cyber-bullying and cheating, which have become a troublesome part of school life. These issues are clear <sup>9</sup> that schools had better teach students how to use technology responsibly.

So, teachers who decide to use mobile phones as part of their classes need to <sup>10</sup> an eye on how they are being used. After all, they can only be good classroom tools if used appropriately.



- 1 A treat B take C feel D use
- 2 A left B brought C took D put
- 3 A totally B particularly C productively D simply
- 4 A train B road C path D track
- 5 A access B entry C introduction D opportunity
- 6 A banning B refusing C dismissing D protesting
- 7 A towards B around C behind D beyond
- 8 A structure B discipline C authority D setup
- 9 A evidence B response C material D argument
- 10 A put B have C set D keep

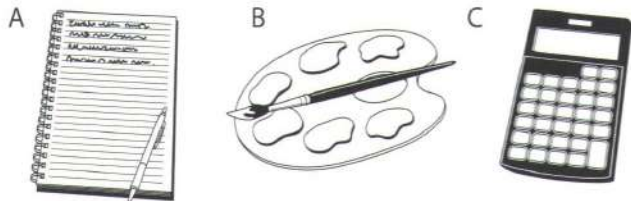
5 Work in pairs. Discuss the following statement, saying why you agree or disagree with it. You can use some of the arguments mentioned in the text, but add your own ideas, too.

Mobile phones should be banned during school hours.

# LISTENING

## Multiple-choice (listening for specific information)

1 Work in pairs. Match the classes (1–3) with the pictures (A–C).



- 1 oil painting \_\_\_\_\_
- 2 accounting \_\_\_\_\_
- 3 creative writing \_\_\_\_\_

2 **1.08** Listen to two people discussing classes from exercise 1. What is Dan trying to decide? Which course does he choose?

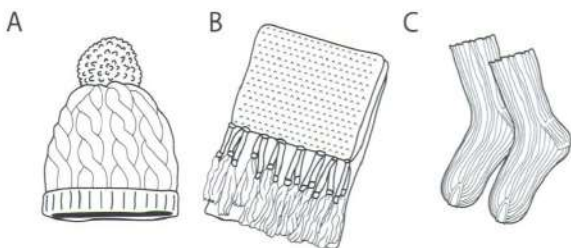
3 **1.08** Listen again. Why are the other options incorrect?

### EXAM STRATEGY

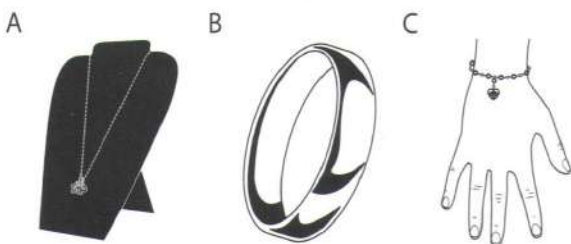
- This task asks you to find specific information in the recordings and choose the correct answer out of three options.
- Before you listen, read the questions to find out exactly what information you should listen for.
- Some of the options will be given in the form of pictures. Describe them to yourself: name the objects you can see and think about the differences between them.

4 **EXAM TASK 1.09** Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C). You will listen to each recording twice.

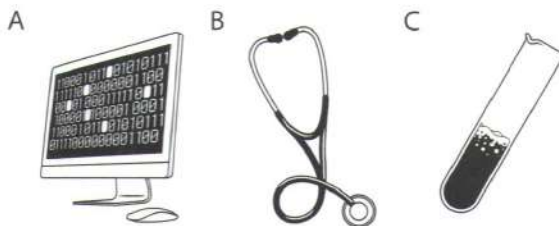
1 Which item is made for homeless people?



2 What is the speaker making next?



3 What is the subject of Mia's summer course?



4 According to the speaker, why should you press 1?

- A to speak to an advisor
- B to pay for a course
- C to ask for an application form

5 Who are the other tennis club members?

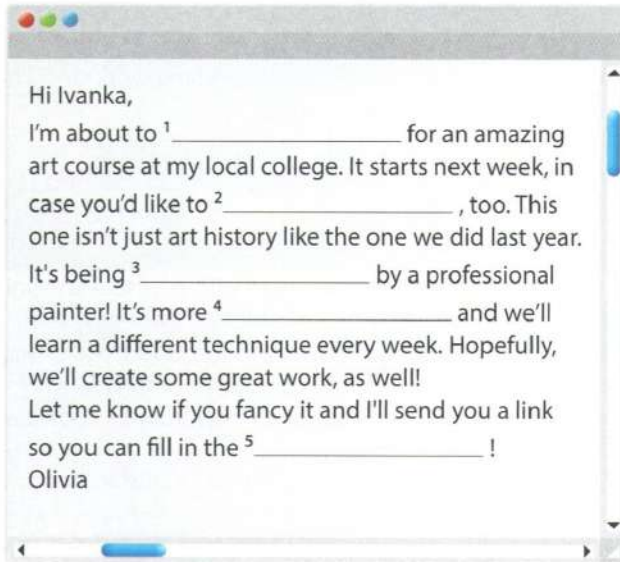
- A university teachers
- B finance professionals
- C college students

6 What is TRUE about the theatre group?

- A they are looking for writers
- B they are staging Romeo and Juliet
- C they meet once a week

5 Fill in the gaps (1–5) in the text with the words and phrases from the box. There are two phrases you do not need to use. Use each word or phrase only once.

application form   join   learn a craft   option  
practical   put my name down   taught



6 Work in pairs. Discuss the question.

What class would you enroll in if you could choose anything? Explain your choice.

Blog post: making suggestions

1 Work in pairs. Discuss the questions.

- 1 What have you enjoyed about being at school? What have you found difficult?
- 2 What would have helped you with the things you found challenging?

2 Read the exam task in exercise 3 and the blog posts. Discuss the questions (1–2).

- 1 What style are Beth's and Dani's posts written in?
- 2 Has Dani included all three points in the task in his comment?

3 **EXAM TASK** You have read the following blog post. Write a comment of at least 100 words in which you:

- ▶ express your sympathy for Beth,
- ▶ say how you think her school could have helped her when she returned to school,
- ▶ give her some advice and suggest how her friends could help her now.

Beth's BLOG

I've recently been off school for four months due to an illness and I'm finding it hard to adjust to school now I'm back. I'm way behind with my work and I feel there's such a lot I don't know.

And it's not just the work, it's my relationships, too. My friends have done lots of things without me and I feel left out when they talk about them. I feel I've missed out on a lot, which makes me sad.

I'm also finding it hard to cope with a whole school day, both physically and mentally. I generally feel worn out by lunchtime and find the afternoons really tough. But my friends are fantastic in the way they help me and cheer me up, so hopefully I'll soon be back to normal.

*Beth, I'm really sorry you've been so ill. I think you're doing really well after a very tough time.*

*It sounds like the school didn't help you at all! They could have allowed you to come back to school gradually - starting with just a couple of hours per day at first. They could also have sent you notes from lessons that you'd missed.*

*I don't think you should try to do too much for now. If you wear yourself out, it will take you longer to get better. Maybe your friends could help carry things for you or help you with some activities? And could they go through the lessons you missed with you?*

*Get better soon and have a great term!*

Dani



4 Complete the sentences (1–5) with the correct forms of the phrasal verbs from the box.

cheer up leave out miss out pick on rely on

- 1 I hate \_\_\_\_\_ on any fun so I always go to parties!
- 2 I've always been able to \_\_\_\_\_ my older brother to explain maths problems to me.
- 3 She's feeling quite down, so let's do something to \_\_\_\_\_ her \_\_\_\_\_.
- 4 They \_\_\_\_\_ me \_\_\_\_\_ of the discussion so I don't know what they decided.
- 5 One of my brother's friends has started to \_\_\_\_\_ him by criticizing everything he does.

EXAM STRATEGY

Imagine the person you are replying to and write to them in a direct, friendly way. Say what you want to say clearly.

5 **EXAM TASK** You have read the following post on Paul's blog. Write a comment of at least 100 words to Paul in which you:

- ▶ suggest ways Paul's school could have prevented his bullying,
- ▶ say why you think some people bully others,
- ▶ give him some advice on what he can do now.

Can bullying at school be stopped?

I had a very difficult time last year at school because a group of people in my class started bullying me. They called me names, made jokes about what I looked like and made me give them money.

Luckily, I had a good friend and I used to spend as much time with him as possible, but I was always looking out for the bullies and hoping they wouldn't find me. This went on for several months.

In the end, I told my tutor about it. She spoke separately to the bullies and to me, and it stopped after that. But now I'm wondering what schools could do to prevent bullying in the first place. I wish I hadn't had to suffer for so long.

Writing bank pages 148–149

6 Check your work.

- Have you written about all three points in the task?
- Have you organized your comments into clear paragraphs?
- Have you used some phrasal verbs?
- Have you written at least 100 words?

## Conversation

### 1 Work in pairs. Ask and answer the questions about traditional celebrations in schools.

- 1 Describe your experience of a school tradition. When was it? What happened? How did you feel about it?
- 2 If you could start a new school tradition, what would it be?
- 3 At your school, was the first day of this school year different from a normal day? If so, how? If not, would you have liked it to be different?
- 4 Do you think that formal dances are a valuable part of school-leaving traditions? Why?/Why not?
- 5 'Schools must keep their traditions going. They are an important part of our culture.' Do you agree? Why?/Why not?

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

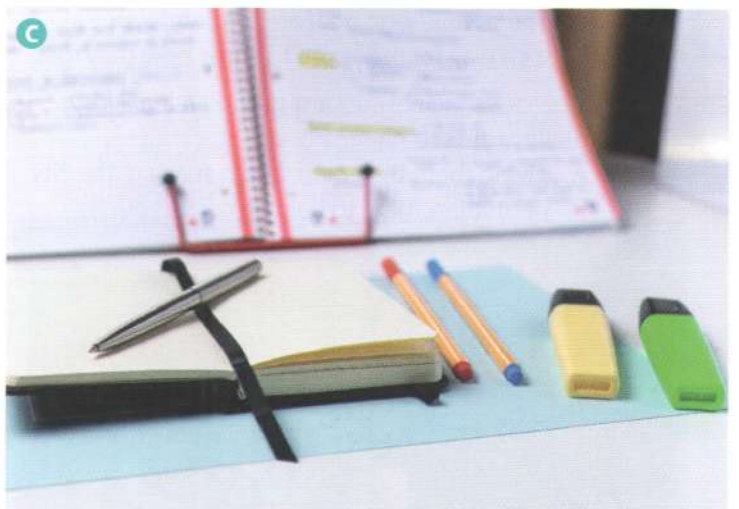
**Exams do not prepare people for the real world.**

- memorizing information
- hard work as a key ingredient for success
- working alone under pressure

Speaking bank: debate ideas page 143

## Picture description

### 3 Work in pairs. Look at the pictures (A–C) which show different ways of revising for an exam. Take turns to compare the pictures and say what you think about them.




LISTENING

Multiple-choice

EXAM STRATEGY

A modifier is a word that limits or changes the meaning of a word or phrase (e.g. *several, all or none*). Pay attention to these when answering multiple-choice questions because the right answer sometimes depends on them.

- 1 Read question 1 in exercise 2 and underline the modifiers in each option. You will need them to help you answer the question.
- 2 **EXAM TASK**  1.10 Listen to the text. For questions (1-6) choose the correct answer (A, B or C). You will listen to the text twice.
  - 1 Where is the graffiti?
    - A on every building
    - B on more than one bridge
    - C on a number of buses
  - 2 What piece of graffiti does Brendan mention last?
    - A an artist's name
    - B a space-age monster
    - C a futuristic city
  - 3 How does graffiti make Lauren feel?
    - A angry
    - B confused
    - C scared
  - 4 What do building owners do about graffiti?
    - A complain to the council
    - B clean the walls to get rid of the paint
    - C take legal action against the graffiti artists
  - 5 What is Miriam's opinion of graffiti?
    - A It doesn't have any meaning.
    - B The people who do it are thoughtless.
    - C It's a way for the youth to show how they feel.
  - 6 How does Miriam suggest making it legal for graffiti artists to paint?
    - A giving them their own studio space in the city
    - B permitting them to paint in certain places
    - C encouraging them to cooperate with the police



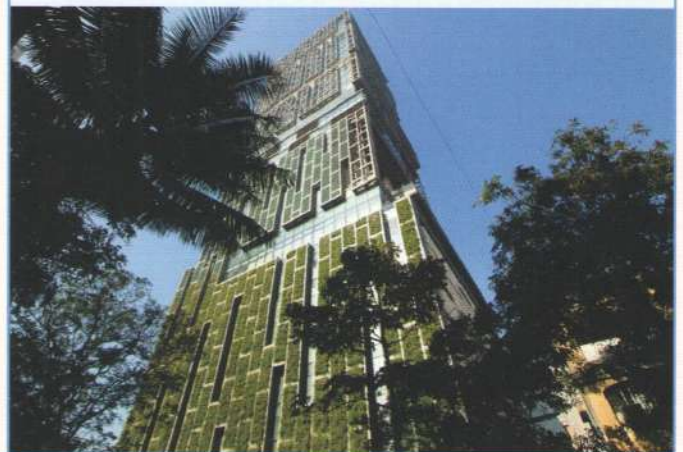
USE OF ENGLISH

Lexical multiple-choice cloze

- 3 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

Living the high life in Mumbai

Mumbai is India's largest city. It has been growing <sup>1</sup> over the last 20 years, and it now has a population of over 12 million people. The city has <sup>2</sup> been getting richer. There are more than 60 billionaires in India, and one in three of those are Mumbai <sup>3</sup>. One of these Mumbai billionaires is responsible for <sup>4</sup> the world's most expensive family home. *Antilia* is a huge, 27-storey <sup>5</sup> building overlooking the ocean, with spectacular views on both sides. The house took over three years to build, and it's believed that it must have <sup>6</sup> its owner at least a billion US dollars. It has everything: several swimming pools, a library, a luxurious gym, a high-tech cinema, and hanging gardens over four <sup>7</sup>. There is an ice room with <sup>8</sup> snow for people who want to chill out in the Mumbai heat. The house <sup>9</sup> six storeys of parking space for 160 cars, and three helicopter landing pads on the roof. Moreover, *Antilia* is <sup>10</sup> big that it needs hundreds of staff to run the place. While some Indians are proud of the house, others see it as shameful in a nation where many children go hungry.



- |    |             |              |                |                |
|----|-------------|--------------|----------------|----------------|
| 1  | A rapidly   | B hastily    | C immediately  | D promptly     |
| 2  | A too       | B as well    | C also         | D indeed       |
| 3  | A residents | B occupiers  | C tenants      | D owners       |
| 4  | A forming   | B composing  | C constructing | D shaping      |
| 5  | A recent    | B present    | C latest       | D contemporary |
| 6  | A lost      | B owed       | C spent        | D cost         |
| 7  | A grades    | B stages     | C levels       | D positions    |
| 8  | A imaginary | B substitute | C false        | D artificial   |
| 9  | A presents  | B proposes   | C recommends   | D offers       |
| 10 | A so        | B such       | C as           | D much         |



## READING

### Multiple-choice

4 Look at the photo and read the title of the article. Can you predict what it is going to be about?

5 **EXAM TASK** Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

## The Mozart Effect

In 1993, researchers at the University of California discovered that students who listened to Mozart's *Sonata for Two Pianos in D Major* significantly increased their intelligence test marks. Even rats were found to run faster and do various tasks more accurately after listening to Mozart than after listening to other kinds of music. This discovery became known as the Mozart Effect and had a huge impact on people: shops sold out of the music, the state of Georgia reserved \$100,000 so that every new mother could be given a free copy as they left hospital, the state of Florida passed a law that classical music must be played every day in all pre-schools. Pregnant mothers all over the world started playing classical music hoping that it might help them produce more intelligent babies.

In addition, many books have been written and a lot of money has been made from the Mozart Effect theory. For example, Don Campbell, a Mozart Effect expert who has written several books and put together several CDs on the subject, has made more than \$2 million.

Many psychologists, however, disputed the theory. They argued that the original research was only done on adults and that there is in fact no evidence that listening to music has any effect at all on children or babies. Some more research was conducted in Germany, this time including children. It was discovered that the Mozart Effect had only a short-term effect, continuing for only twenty minutes after the music stopped. What's more, they discovered that not everyone who listened to Mozart had better marks in intelligence tests. They discovered that people can achieve better marks by listening to any sort of music, or even listening to a story, as long as you like what you are hearing.

However, the German studies did show that there is one way in which music really can improve your intelligence and that is through music lessons, particularly piano lessons. The studies showed that children who were given music lessons before the age of seven, as opposed to drama lessons or no extra lessons, performed better in intelligence tests. The experts are unsure about the reason for this, but suggest that it could be that in music lessons pupils use a variety of mental skills, including accurate finger movement, memory skills and listening for rhythm.



- 1 What could rats do after listening to Mozart?  
A run in the same direction  
B move more quickly than before  
C complete certain activities with no mistakes  
D respond to different types of classical music
- 2 What happened after the discovery?  
A A lot of people bought Mozart's music.  
B Every Georgia resident got a CD with Mozart's music.  
C In Florida, Mozart's music was played in hospitals.  
D Pregnant mothers learned to play Mozart's music.
- 3 What did Don Campbell do?  
A He became a respected writer.  
B He conducted a lot of research in Germany.  
C He profited from people's interest in babies and music.  
D He made CDs with his own music.
- 4 What did the Mozart Effect **NOT** do?  
A last a long time  
B have benefits for adults  
C help some people get better scores in intelligence tests  
D affect different people in different ways
- 5 Why do music lessons help to improve your intelligence?  
A They practice physical skills.  
B They are similar to drama lessons.  
C Students can take them before the age of seven.  
D They teach you a range of different abilities.

## WRITING

### Blog post

6 **EXAM TASK** Write a description of a memorable concert you have been to. Write a post on your blog saying:

- ▶ when and where it took place,
- ▶ what the atmosphere was like,
- ▶ why it was a memorable event.

Write a blog post of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your post in an appropriate way.



## VOCABULARY

## Employment

1 Work in pairs. Check the meaning of these words: *manual*, *skilled* and *unskilled*. Look at the pictures (1–3) and discuss the questions.

- 1 What are the three jobs? What does each involve doing? Which category (manual, skilled or unskilled) do you think they belong to?
- 2 Can you think of some other jobs to add to each category?

2 Match the words from the box with words (1–8) to form compound words or collocations. There is one word you do not need to use.

boss conditions employed flexi highly  
labour paid part-time salary

- |                 |                  |
|-----------------|------------------|
| 1 _____ force   | 5 _____ time     |
| 2 self-_____    | 6 _____ job      |
| 3 well-_____    | 7 working _____  |
| 4 _____ skilled | 8 starting _____ |

3 Match the statements (1–10) with the phrases (a–j).

- A
- 1 We're protesting about low wages. \_\_\_\_\_
  - 2 Tim is only doing this job for six months. \_\_\_\_\_
  - 3 The company made lots of money this year. \_\_\_\_\_
  - 4 I'm 66 and I don't work any more. \_\_\_\_\_
  - 5 Zoe has an important new job in the firm. \_\_\_\_\_

- a temporary  
b retired  
c on strike  
d profit  
e promotion

- B
- 6 She wishes she hadn't been so rude to her boss. \_\_\_\_\_
  - 7 Please submit your CV and a cover letter. \_\_\_\_\_
  - 8 It's 10 p.m. and I'm still working. \_\_\_\_\_
  - 9 Wendy is wearing a suit so she looks smart. \_\_\_\_\_
  - 10 You don't look very well. \_\_\_\_\_

- f have a deadline  
g apply for a job  
h take a day off  
i get fired  
j job interview



4 Work in pairs. Discuss the questions.

- 1 What do you think is the best age for someone to retire? Why?
- 2 How good are you at doing tasks to a deadline? Why is this skill important in the workplace?

5 Choose the correct word to complete the sentences (1–5).

- 1 His *bonus/pension* is paid into his bank account every month.
- 2 Most people in the village rely on farming for their *income/cash*.
- 3 Jill has to make a *bonus/payment* to the bank of £500 per month. She has borrowed money to buy a car.
- 4 If your lawyer charges £200 per hour and she works five hours, her *fee/salary* will be £1,000.
- 5 John is being promoted and he'll get a pay *off/rise* because the job involves managing a bigger team.

6 Complete the sentences (1–7) with the words from the box.

age inflation ladder leave payroll  
prospects resignation

- 1 What is the best way to offer your \_\_\_\_\_?
- 2 What are the benefits of being on a company's \_\_\_\_\_ rather than being self-employed?
- 3 What prevents some people from climbing the career \_\_\_\_\_?
- 4 Does \_\_\_\_\_ discrimination prevent older people from getting a job?
- 5 Do university graduates have good employment \_\_\_\_\_ in Ukraine?
- 6 Is the rate of \_\_\_\_\_ in Ukraine expected to rise in the near future?
- 7 How could companies reduce the number of employees absent from work on sick \_\_\_\_\_?

7 Work in pairs. Discuss the questions in exercise 6.

Looking for a job

8 Match the adjectives that describe work from the box with their definitions (1-6).

cost-effective cutting-edge demanding  
profitable rewarding tedious

- 1 needing a lot of skill, patience, effort, etc. \_\_\_\_\_
- 2 that makes or is likely to make money \_\_\_\_\_
- 3 taking too long and not interesting \_\_\_\_\_
- 4 worth doing; that makes you happy because you think it is useful or important \_\_\_\_\_
- 5 giving the best possible benefit in comparison with the money spent \_\_\_\_\_
- 6 at the newest, most advanced stage in the development of something \_\_\_\_\_

9 Complete the job adverts with the words from the box.

clients deadlines driving licence manage  
networking passion persuasive relevant  
self-motivation targets team

**Sales executive**

We need someone who ...

- is naturally <sup>1</sup>\_\_\_\_\_ and able to win people's trust
- has the drive to reach and exceed <sup>2</sup>\_\_\_\_\_.
- is able to work both independently and as part of a <sup>3</sup>\_\_\_\_\_ and capable of delivering results to tight <sup>4</sup>\_\_\_\_\_.

**Special Educational Needs (SEN) teacher**

Successful candidates will have the ability to <sup>5</sup>\_\_\_\_\_ challenging behaviour; they must have patience and a <sup>6</sup>\_\_\_\_\_ for child development.

**SOFTWARE DEVELOPER**

- You should be a graduate in computer science or maths and have some <sup>7</sup>\_\_\_\_\_ work experience.
- You will need strong <sup>8</sup>\_\_\_\_\_ and the ability to solve complex problems on your own.

**EMPLOYMENT ADVISOR**

excellent communication, advertising, mediation and <sup>9</sup>\_\_\_\_\_ skills, ability to work with a wide range of <sup>10</sup>\_\_\_\_\_, and a valid <sup>11</sup>\_\_\_\_\_.

10 Discuss in pairs. Which of the jobs in exercise 9 would suit you most? Why? Which job would you be interested in doing?

The job market

11 Complete the text with the correct form of the verbs.

call come (x2) cut (x2) end get lay  
set take (x2) turn



I live in a small city in the north of England, where the unemployment rate is one of the highest in the country and doesn't seem likely to <sup>1</sup>\_\_\_\_\_ down in the near future. There used to be several small companies based here, but most of them went bankrupt. The few which remained continue to <sup>2</sup>\_\_\_\_\_ off skilled workers who <sup>3</sup>\_\_\_\_\_ up unemployed. These workers now complain that they don't have enough money to <sup>4</sup>\_\_\_\_\_ by and find it hard to make ends meet. Not only can they not afford any luxuries, but they have to <sup>5</sup>\_\_\_\_\_ down on everyday expenses as well. However, when a job is offered to them at the local job centre, they <sup>6</sup>\_\_\_\_\_ it down, saying the pay is too low. The situation <sup>7</sup>\_\_\_\_\_ for an immediate solution, and the local government should <sup>8</sup>\_\_\_\_\_ up with some new ideas for fighting unemployment. For example, they could <sup>9</sup>\_\_\_\_\_ down on administration costs and spend the money on promoting the city by offering lower taxes to foreign investors. If the idea <sup>10</sup>\_\_\_\_\_ off, new companies will be <sup>11</sup>\_\_\_\_\_ up. Ideally, they will <sup>12</sup>\_\_\_\_\_ on workers, which will boost the local economy.

12 Work in pairs. Take turns to answer the questions.

- 1 If you could do any job in the world, what would you do? What appeals to you most about it?
- 2 What skills and qualifications would you need to do the job you want?
- 3 What jobs are likely to be more in demand in the next ten years? Why?
- 4 What are the advantages and disadvantages of working from home?

Multiple-choice

1 Work in pairs. Look at the pictures (1–4). Discuss the questions (1–3).

- 1 Could these people's hobbies be turned into jobs?
- 2 What would be the benefits and drawbacks of doing so?
- 3 Do you have a hobby? Would you like to turn it into a job in the future?

2 Read the article quickly. What hobby did Susi turn into a job?

EXAM STRATEGY

- Find the part of the text that contains information about each question. Cover up options A–D, and try to answer the questions in your own words.
- Choose the option that is closest to your own answer.

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What job did Susi do before?
  - A She sold advertising for YouTube.
  - B She worked in public relations.
  - C She assisted a BBC video producer.
  - D She designed successful gadgets.
- 2 What had the BBC NOT done before?
  - A Taken on an inexperienced presenter.
  - B Featured amateur videos on one of their shows.
  - C Hired a communications specialist.
  - D Employed someone after seeing their work online.
- 3 What does Susi do before each show?
  - A She reviews what she's going to say.
  - B She does her own make-up.
  - C She buys the gadgets she's going to review.
  - D She has a cup of coffee in the cafeteria.
- 4 What does *reassuring* in paragraph 4 mean? Making someone feel less ...
  - A embarrassed
  - B sad
  - C worried
  - D depressed
- 5 Why does Susi feel bad?
  - A Her dream job was to be on the stage.
  - B Her friends haven't been as fortunate as her.
  - C Her new job is less fun than her old one.
  - D She lost friends when she became successful.



## A career on TV

A 24-year-old woman has been given a job as a presenter at the BBC after her videos were seen by a TV producer on YouTube. Susi Weaver was working for an advertising agency as a public relations advisor, but, in her spare time, she was giving video demonstrations of various gadgets which she posted online. Now, instead of following her online, her fans can see her every Sunday morning on BBC2's successful *Something for the Weekend* show.

TV producer Mike Worsley said that because Susi's videos were already online, he had a good idea of what she would be like on screen before he met her in person. Worsley explained that he had never used this method of looking for talent before – in fact, he believed Susi was the first person to be spotted on the Internet and then employed as a presenter on UK TV. He added that Susi's PR background was also an advantage, since dealing with clients had developed her communication skills.

Worsley thinks that part of the reason for Susi's popularity is the fact that she is female – relatively untypical in her chosen field. He predicts



a successful future ahead for her because of her positive, self-assured and slightly unusual style, and the way she always engages and draws in her audience.

Susi's job involves researching apps and gadgets and selecting the best ones to demonstrate on the show. She has a week to draw up her shortlist; once she's done this, she gets the TV crew to purchase the gadgets she is going to review. The segment is always filmed on Sunday, and broadcast live. Susi always arrives early, drinks a quick cup of tea, has her make-up done by the professional make-up artist, then sits in the 'green room', going through her notes as she waits to go on air. Susi admits to feeling nervous. 'I'm not sure why it's different from the webcam – but you're much more aware of people watching you. On the other hand, it's *reassuring* that other people are in charge of making sure everything works properly. That makes me feel that everything will go well.'

Susi sometimes wonders how she managed to get into TV so easily. She is regretful that friends of hers who have worked really hard to make it into TV or acting haven't been so lucky – all she did to get her dream job was to play around with gadgets for fun!

## Words in context

- 4** Complete the sentences (1–5) with the correct form of the verbs from the box. There is one verb you do not need to use.

admit deal develop get give turn

- 1 What's the best way to \_\_\_\_\_ into advertising as a career?
- 2 I've joined the university debating team to \_\_\_\_\_ my public speaking skills.
- 3 Nora's always been scared of \_\_\_\_\_ demonstrations to her colleagues.
- 4 In a job interview, it's acceptable to \_\_\_\_\_ to not knowing an answer.
- 5 Leah's got used to \_\_\_\_\_ with customers in her job, but she still doesn't like it.

## Phrasal verbs and collocations with draw

- 5** Find two phrasal verbs in the article with the verb *draw*. Write the correct particle (adverb or preposition) for the definitions (1–2).

- 1 draw \_\_\_\_\_ : involve or make somebody take part
- 2 draw \_\_\_\_\_ : prepare a plan, agreement or other document in detail

- 6** Now match the phrases in bold (1–6) with their definitions (a–f).

- 1 The director **has drawn on** his own personal experiences in this film.
  - 2 What conclusions can we **draw from** this report?
  - 3 There's no point in **drawing out** this interview longer than necessary.
  - 4 Michael **has always been drawn to** the idea of making nature documentaries.
  - 5 A taxi **drew up** outside the office, so we got in.
  - 6 Could I **draw your attention** to item 2 on the agenda?
- a move near something  
b be attracted to someone or something  
c make something last longer  
d make someone notice something  
e use information to help you do something  
f take something from a particular source

- 7** Work in small groups. Discuss the questions.

- 1 Have you ever done a presentation in front of an audience? If yes, how did it go? Would you do it again? If no, how do you think you would feel?
- 2 What techniques can speakers use to overcome their nervousness?

LANGUAGE REVIEW

the causative

1 Find the expression *has her make-up done* in the article on page 45. Answer the question.

Who does Susi's make-up before the TV show?

- a Susi                      b a professional make-up artist

2 Find one error in each sentence (1–6) and correct it.

- 1 Can't they get somebody help them do the filing?
- 2 My friend his lawnmower had stolen last week.
- 3 If I don't like her report, I will her make rewrite it.
- 4 Don't you usually got someone to wash your car?
- 5 I'm making my hair cut this afternoon.
- 6 Is Bob bringing the documents round himself, or is he have them delivered?

Grammar reference pages 120–121

Grammatical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Job interviews

Knowing as much as possible about the company can help you be more confident when answering the interviewer's questions. It will also show your potential employer that you have a genuine interest in <sup>1</sup>\_\_\_\_\_ with the organization. So, before you go for your job interview, prepare answers to the most <sup>2</sup>\_\_\_\_\_ asked questions.

If you feel that you <sup>3</sup>\_\_\_\_\_ to remain calm during the interview, take a few deep breaths before entering the room. Also, never underestimate <sup>4</sup>\_\_\_\_\_ power of dress. Wearing inappropriate clothes will make you feel uncomfortable and give out the wrong signals. Also, don't forget to wash your hair – if it <sup>5</sup>\_\_\_\_\_ greasy on the day, this won't make a positive impression on your interviewer. Remember all these points and you should be fine. Good luck!



- 1 A work      B to work      C working      D having worked
- 2 A frequent      B frequency      C frequently      D frequented
- 3 A can't      B don't have      C mustn't      D won't be able
- 4 A the      B some      C a      D such
- 5 A is looking      B looks      C looked      D will look

Lexical multiple-choice cloze

EXAM STRATEGY

Read the text and the options. Decide which options are definitely incorrect, then choose the answer from the remaining options.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



Remote working

Try typing in the phrase 'work from home' on your search engine. This will most likely result in hundreds of examples of studies, message boards or blogs <sup>1</sup>\_\_\_\_\_ on the subject. And indeed, the number of people keen on the idea of working from home has been <sup>2</sup>\_\_\_\_\_ growing for a few years. Rapidly changing social and <sup>3</sup>\_\_\_\_\_ trends have made workers and employers increasingly open to the distance working option. Modern technologies that are needed to <sup>4</sup>\_\_\_\_\_ up an office at home are relatively inexpensive. The basic <sup>5</sup>\_\_\_\_\_ are a table or other workspace with a computer, telephone and a fast Internet connection.

Surveys carried out in this area show that at <sup>6</sup>\_\_\_\_\_ a third of workers prefer to work from home occasionally. Being at home gives employees more <sup>7</sup>\_\_\_\_\_ to solve everyday problems, such as caring for young children or elderly parents. In addition to more time <sup>8</sup>\_\_\_\_\_ with family, another important advantage is saving time by not having to travel to work. There are of course disadvantages, too, such as <sup>9</sup>\_\_\_\_\_ separating work and home life. Not having <sup>10</sup>\_\_\_\_\_ to chat to can also be hard, and people can end up feeling isolated.

- 1 A focusing      B lighting      C fixing      D developing
- 2 A totally      B hugely      C steadily      D thoroughly
- 3 A historical      B economic      C scientific      D practical
- 4 A take      B make      C bring      D set
- 5 A requirements      B conditions      C demands      D prescriptions
- 6 A last      B least      C less      D smallest
- 7 A compromise      B adaptation      C flexibility      D accommodation
- 8 A spent      B spread      C used      D felt
- 9 A effort      B struggle      C problem      D difficulty
- 10 A colleagues      B staff      C operators      D employees

## Multiple-choice (listening for detailed understanding)

- 1 Look at the picture. What is the person doing? Do you think these dogs belong to him? Why?/ Why not?



- 2 1.11 Read the radio guide. Then, listen to the introduction to a radio programme. Which programme (A, B or C) are you going to listen to?

A 9 a.m.

### THE HOBBY SHOW

Whether you've got a passion for painting or an interest in Egyptian art, we'll make you want to try something new!



B 10 a.m.

### IN THE GARDEN

Poppy Green's A-Z of plants – all you need to know about what to plant and when.  
Today: daisies



C 11 a.m.

### YOU AND YOUR PET

We answer your pet queries. This week: how to find reliable sitters to look after your pets when you can't.



## EXAM STRATEGY

Listen carefully to how words from both the questions and the options are used by the speakers. Check that the chosen answer matches the information you hear.

- 3 **EXAM TASK** 1.12 Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- Which of the following is TRUE according to Tom?
  - No one could take care of his dogs during the holidays.
  - He didn't use to get paid for his work.
  - He used to feed his neighbour's dogs.
- What problems does Tom have?
  - He finds it difficult to refuse people.
  - The animals make too much noise.
  - The animals don't like his bedroom.
- What used to drive Melissa's friends mad?
  - She never stopped talking about fashion.
  - She found better bargains than they did.
  - She spent a lot of time in charity shops.
- Before she started her business, what did Melissa do?
  - She altered the clothes she bought.
  - She stopped buying old clothing.
  - She made clothes for people who asked her.
- Why are Melissa's clothes popular?
  - They are all made from designer items.
  - Each piece is original.
  - They are cheaper than second-hand clothes.

- 4 Complete the sentences (1–6) with words you heard in the recording. There is one word from the box that you do not need to use.

hard just like mad potential short trouble

- I've got a great idea for a business. The \_\_\_\_\_ is I don't have any money!
  - It can be \_\_\_\_\_ to say 'no' in certain situations at work.
  - I'm surrounded by creative people in my family, so I'm never \_\_\_\_\_ of inspiration.
  - My younger brother is always driving me \_\_\_\_\_ with his obsessions.
  - We live in an unusual building. There isn't another one quite \_\_\_\_\_ it.
  - Many people dream of moving to a tropical island. Next year, I'm going to do \_\_\_\_\_ that!
- 5 Work in small groups. Prepare a short presentation. Present your plan to the class. Vote on the best business idea.
- Choose a hobby you're all interested in.
  - Brainstorm ways to turn it into a business.
  - Write a short action plan about how to set up the business, find funding and reach your customers.



EXAM STRATEGY

- Start your email with a short paragraph in which you explain why you are writing.
- Finish with another short paragraph, in which you focus on the person you are writing to. Say you are looking forward to hearing from them or thank them for their help.

Formal email: requesting information

1 Work in pairs. Match the pictures (1–4) with the jobs from the box. Then discuss the questions (1–3).

babysitter call centre advisor cleaner shop assistant

- 1 Which one of these jobs would you do if you needed to earn some money?
- 2 What would you enjoy about it?
- 3 Why would you be good at the job you chose?

2 Read the exam task in exercise 4 and choose the correct option in each sentence (1–6).

- 1 I am writing to ask for *an interview/some more details*.
- 2 I am writing to the *recruitment/insurance* company.
- 3 I *need/don't need* to mention where I saw the advertisement.
- 4 I *should/shouldn't* ask them to reply to me by a particular date.
- 5 I should use a(n) *chatty/impersonal* style.
- 6 I should end the email with *Yours sincerely/Yours faithfully*.

3 Complete the sentences (1–6) with the phrases from the box. There are two phrases you do not need to use.

a rough idea of could you tell me further details  
 please send me provide any information  
 would be interested in would be very grateful if  
 would it be possible to would like to know

- 1 \_\_\_\_\_ if previous experience is necessary?
- 2 Could you \_\_\_\_\_ about the IT skills I would need?
- 3 I \_\_\_\_\_ you could give me \_\_\_\_\_ of the hourly rates.
- 4 \_\_\_\_\_ tell me where the company is based?
- 5 I \_\_\_\_\_ if you would consider candidates whose first language is not English.
- 6 I \_\_\_\_\_ knowing more about the temporary contracts.

4 **EXAM TASK** You are studying in Leeds and you have seen the following advertisement for a part-time job at a call centre. You are interested in applying for it, but you need more information. Write an email of at least 100 words to Mr Davis in which you:

- ▶ tell him why you are interested in a part-time job at the call centre,
- ▶ ask how many shifts you have to do a week and how long each one is,
- ▶ ask when you need to send in your application and when the interviews will be held.

**BEST JOBS** The biggest recruitment agency in the North of England

**CALL CENTRE E-CUSTOMER SERVICE ADVISORS**

We are recruiting for customer service call centre advisors for a large insurance company. The company is offering full-time and part-time positions, giving you the chance to earn up to £900 per month in bonuses plus an hourly rate of £8.00. Daytime, evening and weekend shifts are available. You will be responsible for: answering customers' enquiries and complaints in a professional and friendly manner; describing the company's products accurately; calling customers back when necessary with further information. You need to be able to: communicate clearly and politely on the phone; build good relationships with customers; remain calm in a fast-paced working environment; use IT systems competently.

**To apply, or to request further information, write to Martin Davis at mdavis@bestjobs.co.uk**

5 Check your work.

- Have you written about all three points in the task?
- Have you started and finished your email appropriately?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?



## Conversation

### 1 Work in pairs. Ask and answer the questions about finding a job.

- 1 What kinds of work do many people do in your village, town or city? Why are these kinds of work common? Have some kinds of work become less common in the past ten years? If so, why?
- 2 Would you do voluntary work or an internship in order to get a job? Why?/Why not?
- 3 'It's not what you know, it's who you know.' Is this true about finding a job? Why?/Why not?
- 4 What problems do young people have when they are unemployed? What would you do if you were unemployed?
- 5 Sometimes a large number of employers hold a job fair where they can meet potential employees. What are the benefits for students of attending a job fair? Would you attend one? Why?/Why not?
- 6 'Making a good first impression is essential, whether this is at a job interview or in a written application.' Do you agree? Give your reasons.

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Every university student should have a part-time job.

- academic goals
- social life
- future employment prospects

Speaking bank: debate ideas page 143

## Picture description

### 3 Work in pairs. Look at the pictures (A–E) which show different jobs. Take turns to compare the pictures and talk about the reasons why people do and do not do particular jobs.



## VOCABULARY

## Money

1 Work in pairs. Check the meaning of these words: *cash, mobile payment, online banking, credit card*. Now discuss the questions.

- How often do you use the forms of payment above? What things do you buy with them?
- Do you think some forms of payment encourage people to spend more money than others? Why?/Why not?

2 Complete the sentences with *cash or money*.

- \_\_\_\_\_ on delivery is when you pay for something when it arrives rather than in advance.
- Be careful with that – it cost a lot of \_\_\_\_\_.
- Customers are offered a discount if they pay \_\_\_\_\_.
- You can pay in \_\_\_\_\_ or by card.
- We make sure our clients get the best that \_\_\_\_\_ can buy.
- I'm a bit strapped for \_\_\_\_\_. Can you lend me 20 euros?

3 Complete the sentences about money with the verbs from the box. Use the correct forms. There are two verbs you do not need to use.

cost earn exchange pay purchase save  
spend withdraw

- If he hasn't got a job, how is he \_\_\_\_\_ a living?
- Can you buy me lunch? I \_\_\_\_\_ you back tomorrow.
- The company \_\_\_\_\_ this land last year and now they're building new offices on it.
- She's bought so many clothes! She must \_\_\_\_\_ a fortune!
- Can I \_\_\_\_\_ my euros for US dollars, please?
- It's possible \_\_\_\_\_ up to £300 at this ATM.

## Banking

4 Choose the correct word (a, b, c or d) to complete the questions (1–6). Then, match the questions to the answers (A–F).

- Will you need to take out a student \_\_\_\_\_ to cover your costs at university?  
a loan      b payment      c refund      d allowance
- Did your parents open a joint \_\_\_\_\_ when they got married?  
a account      b currency      c security      d deposit
- How much \_\_\_\_\_ does this savings scheme offer?  
a fee      b charge      c interest      d share
- Do you receive a printed \_\_\_\_\_ each month, or do you check your balance online?  
a account      b declaration      c statement      d explanation
- Will I have to pay a(n) \_\_\_\_\_ fee for changing money here?  
a exchanging      b interest      c transaction      d money
- Can I \_\_\_\_\_ the money to you online?  
a transport      b transform      c transmit      d transfer

- A \_\_\_\_ I get one in the post annually.  
B \_\_\_\_ Actually, they both kept their own.  
C \_\_\_\_ Yes, but I didn't think you had an Internet account!  
D \_\_\_\_ Yes, but I'm also going to get a part-time job.  
E \_\_\_\_ All exchange bureaus here charge 0.3%.  
F \_\_\_\_ Banks are only offering 0.1% right now, but the rate changes.

5 Work in pairs. Discuss the questions.



1 What is the difference between a debit card and a credit card?

2 Where can you find this information (1–7) on a debit or credit card?

card number    card type    card verification code (CVC)  
cardholder's name    cardholder's signature  
contactless payment chip    expiration date

6 Complete the text with words or phrases from the box.

annual charge clear credit late-payment  
over-the-limit rate terms

**Credit card wisdom**

If you don't have a credit card yet, you are very likely to have one soon. You may not realize, but different banks vary on the <sup>1</sup> \_\_\_\_\_ and conditions they offer for a particular credit card. Before you make a decision, be sure to know the answers to the following questions.

**When are you going to pay off the credit card?**

If you'd rather not <sup>2</sup> \_\_\_\_\_ your balance at the end of the month, but extend it instead, the best option may be a card with a low interest <sup>3</sup> \_\_\_\_\_.

**What are the fees?**

The most common fees include a(n) <sup>4</sup> \_\_\_\_\_ fee (a once-a-year payment), a(n) <sup>5</sup> \_\_\_\_\_ fee (for not paying by the due date) or a(n) <sup>6</sup> \_\_\_\_\_ fee (when you borrow more than your agreement allows).

**How much can you borrow?**

Find out about your <sup>7</sup> \_\_\_\_\_ limit: the maximum amount of money you can borrow from the bank.

**What does the small print say?**

Find out if there are any additional fees. For example, if your card is lost or stolen, you may have to pay a <sup>8</sup> \_\_\_\_\_ for any unauthorized transactions made on it.

7 Work in pairs. Discuss the question.

Do credit cards make our lives easier? Why?/Why not?

**Retail and advertising**

8 Match the words in bold in the sentences (1–6) with their definitions (a–f).

- 1 What are your favourite fashion **brands**? Why?
- 2 Which advertising **slogans** do you know? What do they advertise?
- 3 Do some advertising **campaigns** only work at certain times of the year? Which? Why?
- 4 Do you read **flyers** people hand you in the street? Why?/Why not?
- 5 What types of messages work well on **billboards**?
- 6 Do you usually watch **commercials**? Why?/Why not?

- a advertisements on TV or on the Internet
- b large advertising signs along roads
- c recognizable products made by a particular company
- d small papers advertising an event or service
- e advertising messages phrased in a way so they are short and striking or easy to remember
- f series of planned activities to achieve an aim

9 Work in pairs. Discuss the questions (1–6) from exercise 8.

**The world of business**

10 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 donate/invest
  - a We plan to \_\_\_\_\_ all our savings in the family business.
  - b How much will the company \_\_\_\_\_ to charity this year?
- 2 shareholders/founders
  - a We are the largest \_\_\_\_\_. We own 73% of the company.
  - b Bill Gates and Paul Allen were the \_\_\_\_\_ of Microsoft in 1975.
- 3 profit/deficit
  - a Last year was successful. We made a \_\_\_\_\_ of half a million euros.
  - b Our accounts last year showed a \_\_\_\_\_. We spent 5,000 euros more than we earned.
- 4 salary/income
  - a Lowering \_\_\_\_\_ tax usually encourages economic growth.
  - b The \_\_\_\_\_ for this job is £23,000 a year.

11 Work in pairs. Take turns to answer the questions.

- 1 Have you ever saved up for something? What was it? How much did you save? Did you succeed?
- 2 What do you think is the best age to open your own bank account? Why?
- 3 Do you ever borrow or lend money? Why?/Why not? Who do you borrow from or lend to?

- 4 How much are your shopping decisions influenced by advertising?
- 5 How does advertising affect our lives? What are the benefits and the drawbacks?
- 6 What skills and qualities do you need to be successful in business?

par  
tac



Multiple-choice

1 Work in pairs. Look at the pictures and discuss the questions.

- 1 Match the descriptions (A–C) to the pictures (1–3). What other approaches might advertising companies use to appeal to more customers?
  - A advertising on specialized media channels to target people with specific interests
  - B billboard advertising that adapts to the people looking at it
  - C personalized advertisements sent directly to your mobile device
- 2 How do you think advertising is going to change in the near future?

2 Read the article about advertising. Why does the writer use a question mark in the title?

EXAM STRATEGY

- Read the whole text quickly to get a general understanding.
- Note that some statements in the exam task contain words from the text, but they are not always the correct answer.

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What is NOT TRUE about adverts according to the text?
  - A Viewers often get bored of them.
  - B They are expensive to make.
  - C It isn't easier to avoid watching them.
  - D Skipping them is an option.
- 2 How have adverts changed?
  - A They are less entertaining.
  - B They are easier to forget.
  - C They are more interesting.
  - D They aren't as imaginative as before.
- 3 What do we learn about the Citroën advert?
  - A It featured a famous pop singer.
  - B It told a story of a dancing robot.
  - C It helped the car win an award.
  - D It increased interest in the car manufacturer.
- 4 What does the word *execution* in paragraph 5 mean?
  - A carrying out a plan
  - B designing a product
  - C composing music
  - D producing a film
- 5 What was the problem with the advert?
  - A The car was too expensive for the viewers.
  - B The viewers couldn't remember the name of the car.
  - C The viewers liked the robot, but didn't want to buy it.
  - D The viewers found the robot attractive, but didn't like the car.



1

## A winning advert?

Companies spend billions of pounds on TV commercials every year. Adverts are often boring, repetitive, and irritating, but nowadays you can simply click a button on social media in order to skip most of the advert if you're not interested. This **innovation** certainly improves the experience for impatient viewers, but what does this development mean for businesses?

As a result of these changes, it has become extremely important for advertising companies to create commercials that are enjoyable to watch and that can **capture** our attention. In other words, a successful advert for the new era becomes a form of entertainment – a creative piece that makes us forget, for a moment, that we are watching someone trying to sell us a product or a service.

Most people would agree that the advert for the Citroën C4 car falls into that category. In this short film, a Citroën C4 is parked in a rooftop car park. Suddenly, the animated car splits open and stands up so that its back doors become legs, its front wheels are arms. With its stereo playing, the car, now a robot, starts dancing just like Justin Timberlake. Which is hardly surprising, since the dance moves were designed by none other than Timberlake's own choreographer.



3



2

The original TV advert soon became so popular that it was considered to be one of the best commercials that year, winning numerous industry awards. In fact, in the month following its release, it helped double the number of visitors to the Citroën website.

The success of the advertising campaign lay in the cinematic quality of its *execution*. Although it was only designed to promote a product, the superb choreography, the dazzling animation and the cool music all added to its *appeal*. Fans loved it because it was lively, fun, and original. Not to mention that it was short and fast-moving, which meant viewers could re-watch it many times without feeling bored.

However, many viewers seemed to be confused by the advert. They loved the robot and some even said that they would *purchase* it without hesitation. This was the first clue that the advert wasn't entirely successful. Additionally, despite its entertainment value, they could never quite recall the make of the car or the model. And isn't that what the advert was *devised* for in the first place?



#### 4 Work in pairs. Discuss the questions.

- 1 What is the most memorable advert you have seen recently? Why was it memorable?
- 2 What role do you think sharing content on social media plays in advertising?

#### Words in context

#### 5 Work in pairs. Look at the highlighted words in the article. Discuss their meaning and use them to complete the sentences (1–5).

- 1 Our company is very interested in product design and \_\_\_\_\_.
- 2 This new software has turned out to be the best \_\_\_\_\_ we have ever made – money well spent.
- 3 First, we listed our target markets and then we \_\_\_\_\_ a set of strategies to attract them.
- 4 This brand has limited \_\_\_\_\_ among young people aged 18 to 25.
- 5 They use computer-generated imagery to \_\_\_\_\_ the imagination of younger audiences.

#### Purpose and contrast

#### 6 Find examples of phrases expressing purpose and contrast in the article. Then choose the correct option to complete the sentences (1–5).

- 1 You must complete an online form in order *you can become/to become* a member of the organization.
- 2 We need to have this conversation so that *for us not to have/we don't have* any misunderstandings.
- 3 Although *it is/being* a mammal, a duck-billed platypus lays eggs.
- 4 Despite *having/that he has* a strong French accent, Alex speaks excellent English.
- 5 I love my new phone, although *being/it was* really expensive.

#### 7 Rewrite the sentences (1–5) so that the second sentence has the same meaning.

- 1 I saved some money to get a new tablet.  
I saved some money so that \_\_\_\_\_.
- 2 Although I had a receipt, I didn't get a refund.  
I didn't get a refund despite \_\_\_\_\_.
- 3 The babysitter came by taxi so as not to be late.  
The babysitter came by taxi in order \_\_\_\_\_.
- 4 In spite of the rain, the carpenter finished the fence.  
Although \_\_\_\_\_, the carpenter finished the fence.
- 5 The risk is high, but people still invest money in the stock exchange.  
People still invest money in the stock exchange, in spite of \_\_\_\_\_.

LANGUAGE REVIEW

inversion

1 Complete the sentences (1–5) with phrases from the box.

hardly little no sooner seldom  
under no circumstances

- 1 \_\_\_\_\_ did he know what he would find when he opened the letter.
- 2 \_\_\_\_\_ had Jean left the shop when she realized her credit card was gone.
- 3 \_\_\_\_\_ will I lend you any money. I've done it too many times before!
- 4 \_\_\_\_\_ had the shop closed down, than another one opened.
- 5 \_\_\_\_\_ do they eat out at a restaurant – only on very special occasions.

Grammar reference page 122

Grammatical multiple-choice cloze

EXAM STRATEGY

After you choose your answers, read the whole text again to check it makes sense and is grammatically correct.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

New shopping trends

Little did we know twenty years ago that online shopping would become so popular. Every day more and more people <sup>1</sup> the Internet to order everything from tablets to cars, food to flights. <sup>2</sup> main advantage of Internet shopping is convenience. People can shop online from the comfort of their homes, saving the time and trouble of going to the shops.

As online stores are open around the clock, consumers can visit them <sup>3</sup> they want. Consumers can browse products <sup>4</sup> all around the world, and locate hard-to-find items such as out-of-print books.

What is more, items are usually cheaper on the web because warehouse and staff <sup>5</sup> are lower. In short, the comfort and convenience online shopping offers makes it the future of retail.

- 1 A have used B do use C are using D should use
- 2 A The B Such C That D A
- 3 A whatever B whoever C wherever D whenever
- 4 A are made B been made C have made D made
- 5 A costly B costs C costing D cost

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



THE HISTORY OF HARRODS

In 1849, Charles Henry Harrod opened the Knightsbridge store in London. Beginning in a small room, it sold tea and groceries. The business <sup>1</sup> steadily, and by 1880 it was a successful department store, offering everything <sup>2</sup> medicines and perfumes to clothing and food. The store attracted wealthy customers who were looking for exclusive goods under a(n) <sup>3</sup> roof. The building was completely destroyed in a fire in 1883. However, little did anyone realize what would <sup>4</sup> it! The new architect-designed store was like a palace, with Art Nouveau windows and Baroque domes.

Harrods became a public company in 1889, and during the 1890s it had established new <sup>5</sup>, including one that sold exotic pets. During World War II, the store was transformed into a factory, which made uniforms and parachutes. In 1985, it returned to <sup>6</sup> ownership when Mohamed Al Fayed and his brother Ali bought Harrods for £615 million and <sup>7</sup> over its management. The management team introduced a dress code in 1989, which banned swimwear and many <sup>8</sup> items of beachwear considered too revealing. However, these days Harrods is famous for its first-class <sup>9</sup> and high-quality products. From modest <sup>10</sup> as a greengrocer's, Harrods now covers over 90,000 square metres, and sells goods across seven floors. It is the largest store in Europe and has its own postcode!

- 1 A stretched B widened C extended D expanded
- 2 A from B past C through D with
- 3 A only B single C one D solo
- 4 A retake B remove C replace D rebuild
- 5 A departments B units C sections D areas
- 6 A individual B special C personal D private
- 7 A changed B made C took D brought
- 8 A other B of C such D same
- 9 A labour B service C effort D activity
- 10 A ways B starters C creations D beginnings

# LISTENING

## True/false

1 Work in pairs. Look at the pictures and discuss the questions.

- 1 Which of the things in the pictures would/wouldn't you buy online? Why?/Why not?
- 2 Have you or someone you know had a bad experience when shopping online? What happened?



2 **1.13** Listen to the start of a conversation between two friends, James and Monica. Which of the friends is more in favour of online shopping?

### EXAM STRATEGY

- The statements often use different words from the recording to express the same ideas.
- Some of the statements may include the same words as in the recording, but that does not mean they are true – focus on the information the speakers give, not only on the words they use.

3 **EXAM TASK 1.14** Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Monica broke her leg at a shopping centre when she was younger.	___	___
2 Monica enjoys shopping online.	___	___
3 James finds it hard to return the things he buys online.	___	___
4 James isn't worried about the future of high street shops.	___	___
5 Monica thinks people are too busy to shop in high street stores.	___	___

4 Match the expressions (1–6) from the conversation with their definitions (a–f).

- |   |     |
|---|-----|
| 1 hooked  | ___ |
| 2 to your doorstep  | ___ |
| 3 above all else  | ___ |
| 4 for the sake of it  | ___ |
| 5 can't be bothered   | ___ |
| 6 part with   | ___ |
| a without a particular reason   |     |
| b unwilling to make an effort   |     |
| c absorbed in or obsessed about   |     |
| d pay or give something to someone else, especially when done reluctantly |     |
| e directly to your home   |     |
| f more than anything  |     |

5 Who do you agree with more: James or Monica? Discuss in pairs.

Forum post: suggesting and giving advice

1 Work in pairs. Discuss the questions.

- 1 Do you ever worry about money? If so, what do you worry about? If not, why not?
- 2 What do you think the saying 'Money doesn't grow on trees' means? Do you agree with it?

2 Read Adele's forum post and answer the questions (1–3).

**Adele** My friends and I are staying in campsites for three weeks this summer. We're going to be in remote areas, so I think we'll have to carry quite a lot of cash. How much should we take for everyday expenses and emergencies? And how can we keep cash and cards safe? I've heard some horror stories about people losing all their money on holiday. Last year, one of my friends had a lot of cash and his cards stolen from a youth hostel. He had to cancel his debit card and borrow money from his friends.

- 1 Why does Adele say she'll need lots of cash?
- 2 What does she think she will need cash for?
- 3 Why is she concerned about keeping her cash and cards safe?

3 Imagine you are going to reply to Adele. Make notes of your ideas for each point. Discuss your notes in pairs.

*Cash for everyday expenses: Food, ...*  
*How much cash: £ ...*  
*Emergencies: Use your ...*  
*Safety: Keep cash and cards in a ...*

4 Read Sammy's reply to Adele's post. Discuss the questions (1–3).

**Sammy** I suggest you work out a daily budget covering food, drink, and transport, and take enough cash for a couple of days. I wouldn't bother taking loads of cash as most campsites accept cards. However, I'd definitely take a cash emergency fund of £100.  
 To keep your money safe, I'd recommend buying a small lock that you can use on your rucksack. If you don't want to do this, then you might want to sleep with your wallet under your pillow at night.

- 1 What is Sammy's advice on each point? Is it the same as you gave in your notes?
- 2 Which phrases does he use to suggest and advise?
- 3 Does he use formal or informal language?

5 Choose the correct words to complete the sentences (1–5).

- 1 Personally, I would recommend that you *keep/would keep* your cards separately from your cash.
- 2 The best thing to do is *taking/to take* a bit more money than you think you need.
- 3 Don't even think about *leaving/to leave* your bag unattended at a bus or railway station!
- 4 It's a good idea *telling/to tell* your bank if you're going to be travelling abroad.
- 5 It's worth *buying/to buy* a money belt that you can wear under your jeans.

EXAM STRATEGY

Take time to think of some ideas for each of the three points in the task and make notes. Write down any relevant vocabulary that you may use in your text.

6 EXAM TASK Read Jack's forum post. Write a forum post of at least 100 words in which you:

- ▶ give advice about how to save for things,
- ▶ suggest ways to spend less,
- ▶ describe your own experience of saving up.

**Jack** I love technology and always want the latest gadgets. Right now I really want to buy a new phone. I've saved some money from my part-time job, but I need to save quite a bit more.  
 My problem is that I find it really hard to save! I spend a lot on clothes because I like to look good, and I love buying presents for people, especially my girlfriend. It's my way of showing I care about them.  
 I have tried saving in the past, but I've never managed to keep it up for longer than a month. Can anyone advise me on how to save more effectively??

Writing bank pages 148–149

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate informal language for an online forum post?
- Have you used the correct language for making suggestions and giving advice?
- Have you written at least 100 words?



## Conversation

- 1** Work in pairs. Ask and answer the questions about managing your money.



- 1 What do you spend money on? What do people your age generally spend their money on? Why do they spend it on these things?
- 2 When was the last time you bought something expensive? What was it? Did you compare prices (online) before buying it?
- 3 'Having a monthly budget for personal expenses is the best way for young people to learn how to spend wisely.' Do you agree? Why?/Why not?
- 4 Describe somebody you know who manages their money either very well or very badly. What do they do? What are the results?
- 5 'Buy now, pay later.' Do you agree? Why?/Why not?
- 6 How much should people your age be given each month as an allowance? Explain why.

## Debate

- 2** Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes about each point in the list for what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

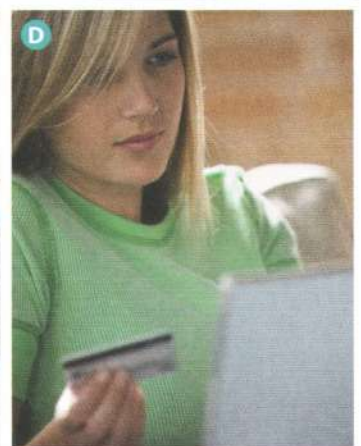
**The government should tax unhealthy food to improve people's health.**

- the money it generates for the government
- fairness
- the cost to government and society

Speaking bank: debate ideas page 144

## Picture description

- 3** Work in pairs. Look at the pictures (A–D) which show people paying for things. Take turns to compare the pictures and talk about the methods of payment.



LISTENING

Multiple-choice  
(listening for specific information)

EXAM STRATEGY

Remember that all the items shown in the pictures may be mentioned in the recording, but only one of them is the correct answer.

1 1.15 Listen to two friends talking about money and answer the question. Why are the other options incorrect?

1 What is Ben most likely to spend his money on?

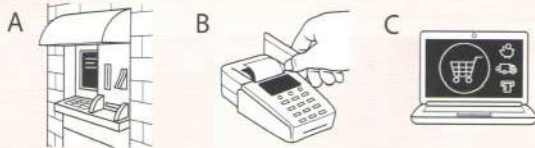


2 **EXAM TASK** 1.16 Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C). You will listen to each recording twice.

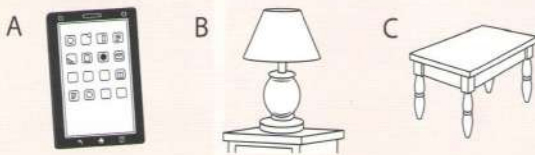
1 What does Lola spend her money on?



2 How did someone try to use the speaker's card?



3 Which item did Jack's mother take back to the shop?



4 When does the speaker use her credit card?

- A all the time
- B in difficult situations
- C when she doesn't have cash

5 What does the speaker recommend doing?

- A opening a special current account
- B putting money in different banks
- C setting money aside each month for different things

6 What will the UK curriculum changes result in?

- A better maths results at secondary school
- B the opportunity to study finance at a younger age
- C more school leavers becoming bankers

USE OF ENGLISH

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole article to get a general sense of the context before you start choosing your answers.

3 Read the article in exercise 4, ignoring the gaps. What does Alex's business do?

4 **EXAM TASK** Read the text below. For questions (1-10) choose the correct answer (A, B, C or D).

A YOUNG ENTREPRENEUR

Twenty-one-year-old Alex Tew of Great Britain needed money to be able to go to university, but he didn't know how to get it. However, he was <sup>1</sup>\_\_\_\_\_ he would succeed. He sat down one day with a notepad and wrote on a page: 'How can I <sup>2</sup>\_\_\_\_\_ a lot of money?' In two and a half weeks he had raised a(n) <sup>3</sup>\_\_\_\_\_ amount. He had more than enough for his <sup>4</sup>\_\_\_\_\_, with quite a bit of cash to spare. How did he manage this? As a freelance web designer, Alex was keenly <sup>5</sup>\_\_\_\_\_ of the power of the Internet. He also possessed the skills to use it <sup>6</sup>\_\_\_\_\_. Alex came up with an idea that was both easily understood and cheap to <sup>7</sup>\_\_\_\_\_. He also chose a name that would <sup>8</sup>\_\_\_\_\_ people's attention: *The Million Dollar Homepage*. He started selling advertising space on the Internet, but with a difference. Adverts on the Internet are <sup>9</sup>\_\_\_\_\_ either banner adverts, text links or video ads. <sup>10</sup>\_\_\_\_\_ Alex did was to divide his homepage into squares of 100 pixels and sell them at a price of one dollar per pixel. And as a result, he made more than £500,000 in just four months.



- |                  |               |               |               |
|------------------|---------------|---------------|---------------|
| 1 A established  | B decided     | C determined  | D settled     |
| 2 A make         | B create      | C produce     | D form        |
| 3 A principal    | B essential   | C significant | D important   |
| 4 A demands      | B wishes      | C needs       | D wants       |
| 5 A familiar     | B aware       | C sensitive   | D informed    |
| 6 A deliberately | B fortunately | C obediently  | D effectively |
| 7 A set up       | B set out     | C set off     | D set down    |
| 8 A grab         | B carry       | C pull        | D take        |
| 9 A regularly    | B naturally   | C averagely   | D normally    |
| 10 A Why         | B Where       | C What        | D How         |

## READING

### Matching (general)

5 Read the job adverts (1–5). Answer the questions.

- 1 Which job offers the highest salary?
- 2 Which position doesn't require professional experience?

6 **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Which job advert describes ... ?

- |                      |                    |
|----------------------|--------------------|
| A a publishing house | E a charity        |
| B a school           | F a museum         |
| C a fashion house    | G a theatre        |
| D a gym              | H a computer store |

1 **Position:** Help-desk Advisor  
**Contract:** Full-time  
**Salary:** £18,000–£20,000 + benefits and bonus

We require a friendly and committed individual who has previous experience of working with a non-profit-making organization. Your responsibilities will include dealing with fundraisers and donors on the phone and by email.

**Hours:** Monday to Friday 8 a.m.–2 p.m. or 2 p.m.–8 p.m. plus two weekends every month.

2 **Position:** Assistant Director  
**Contract:** Permanent/Full-time  
**Salary:** £25,000–£28,000 p.a. (depending on experience)

We are an independent institution that organizes an exciting programme of historical events, exhibitions and educational activities. The new Assistant Director will manage the existing collections. The ideal candidate must be reliable, dedicated and have:

- a history or archaeology degree or equivalent,
- minimum five years' experience in management,
- excellent communication and interpersonal skills.

3 **Position:** Secretary  
**Contract:** Full-time (Temporary cover for maternity leave)  
**Salary:** £16,000–£18,000 depending on experience

We are looking for a professional, experienced person with a passion for stylish clothes to support our team of designers. You will be required to support other members of the team with their hotel and travel arrangements and expenses, as well as carrying out other administrative duties.

4 **Position:** Shop Assistant/Gaming Expert

**Hours:** Part-time

**Salary:** £7.50–£10.00 per hour

We require a shop assistant who loves technology and who has personal experience of the gaming industry. Retail experience is not required: the successful candidate will attend our in-house training programme before starting the job.

5 **Position:** Learning support professional  
**Contract:** Full-time

**Salary:** £22,500 - £25,500 + Benefits

We are looking to recruit talented individuals who want to be a part of transforming education in London and helping create excellence in learning. You must be:

- educated to degree level,
- have two years' experience of working in an educational establishment.

## WRITING

### Letter of application

7 **EXAM TASK** You have seen the following job advert and have decided to apply. Write a letter in which you:

- ▶ say what job you're applying for and why you would like to do it,
- ▶ explain why you are a good candidate,
- ▶ describe your previous work experience.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

### Wanted: people with the right attitude!

Our town is growing in popularity with foreign tourists. We need guides to show them round. Guides need to:

- ✓ have a friendly manner
- ✓ speak good English
- ✓ know about our city – facilities, history, etc.

If you fit this description, send us a letter of application, addressed to the Officer for Tourism.

## VOCABULARY

## 1 Work in pairs. Discuss the questions.

- 1 In what different ways can people stay healthy? Which things are most important do you think?
- 2 In what ways is it easier or more difficult to be healthy than it was in the past?



## Healthy eating

## 2 Complete the text with the adjectives from the box.

carbonated fresh lean low oily semi-skimmed  
starchy sugary unsaturated wholegrain

SIX WAYS TO  
eat smarter

- 1 \_\_\_\_\_ foods like bread, pasta and rice should make up half your diet. They are your body's main source of energy and fibre. Choose \_\_\_\_\_ instead of white rice.
- 2 Eat five portions of frozen or \_\_\_\_\_ fruit and vegetables every day. They're packed with vitamins and minerals and are \_\_\_\_\_ in calories.
- 3 Have \_\_\_\_\_ foods and drinks like jam, sweets and cola in moderation. They're high in calories and can make your teeth rot. Not a pretty sight.
- 4 Drink still mineral water. \_\_\_\_\_ water is higher in sodium than still water, and too much sodium is bad for your heart.
- 5 Eat \_\_\_\_\_ meat, fish, poultry and eggs as they are good sources of protein, which help your body rebuild itself.
- 6 Limit your intake of fatty foods. Choose \_\_\_\_\_ fat, which is healthier and can be found in vegetable oil, \_\_\_\_\_ fish, such as mackerel and salmon, and margarine. Swap whole milk for \_\_\_\_\_ alternatives.

## 3 Read the text in exercise 2 again. Evaluate your own diet. Give yourself a point if you follow the advice in each paragraph (1–6). What's your healthy diet score?

My healthy diet score: \_\_\_\_\_

## 4 Choose the correct word to complete the questions.

- 1 Do you usually check the information about the *nutritional/culinary* content of the foods you buy?
- 2 Do you make an effort to avoid foods with too many *preservatives/conservatives*?
- 3 Does your family usually eat *ready/fast* meals at home or cook using fresh *materials/ingredients*?
- 4 Do you have a sweet *mouth/tooth*? What kind of desserts do you like?
- 5 Have you tried *giving up/cutting down* on the amount of sugary snacks you eat?
- 6 Do you know anyone who has tried *having/going on* a diet to lose weight? Did they succeed?

## 5 Work in pairs. Ask and answer the questions in exercise 4.

## 6 Work in pairs. Consider your healthy diet score in exercise 3 and your answers in exercise 5. Whose diet is healthier? What do you need to do to improve your eating habits?

## Symptoms and illnesses

## 7 Match the adjectives from the box with the words and phrases (1–8) to make symptoms of common illnesses.

abdominal high high/low itchy splitting  
sudden swollen upset

- |                     |                        |
|---------------------|------------------------|
| 1 _____ fever       | 5 _____ blood pressure |
| 2 _____ tonsils     | 6 _____ rash           |
| 3 _____ weight loss | 7 _____ stomach        |
| 4 _____ headache    | 8 _____ pain           |

## 8 Complete the sentences (1–8) with the phrases from exercise 7.

- 1 Hannah's \_\_\_\_\_ might be a sign of an eating disorder. She's just a shadow of her former self!
- 2 Please be quiet! I cannot bear any noise today. I have a \_\_\_\_\_.



- 3 Let me have a look at your throat. Yes, you've certainly got \_\_\_\_\_. You'll need some antibiotics.
- 4 The food at that new restaurant has given me a(n) \_\_\_\_\_. I'm not going there again!
- 5 Whenever I eat chocolate, I come out in an incredibly \_\_\_\_\_ all over my body.
- 6 \_\_\_\_\_ can be a sign of a serious disease, such as appendicitis or a stomach ulcer.
- 7 I have \_\_\_\_\_. Today it dropped to 90 over 60 and I felt dizzy.
- 8 A very \_\_\_\_\_, with a temperature of 39.5°C and above, can be a sign of a dangerous infection.

### Healthcare

#### 9 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 *A&E (Accident and Emergency)/Day surgery*
  - a \_\_\_\_\_ treats patients who don't require an overnight hospital stay.
  - b \_\_\_\_\_ treats all kinds of injuries or illnesses that require immediate attention.
- 2 *Consultants/Family doctors*
  - a \_\_\_\_\_ are trained in general medicine and work in the community.
  - b \_\_\_\_\_ are hospital doctors who are specialists in a particular area of medicine.
- 3 *Health insurance/Public healthcare*
  - a \_\_\_\_\_ is a scheme where people have their medical costs paid for by the government.
  - b \_\_\_\_\_ is an arrangement in which you make regular payments to cover the cost of your own medical care.

#### 10 Complete the sentences (1–6) with words from the box.

negligence records second visiting waiting wards

- 1 \_\_\_\_\_ hours in a hospital should be restricted to two hours a day.
- 2 It is often necessary to get a(n) \_\_\_\_\_ opinion from a different doctor in another hospital.
- 3 A patient's medical \_\_\_\_\_ must be kept secret, even from their immediate family.
- 4 Accepting payment to put a patient onto a hospital \_\_\_\_\_ list is a serious crime.
- 5 Doctors guilty of medical \_\_\_\_\_ shouldn't be allowed to continue practising.
- 6 If people don't want to share hospital \_\_\_\_\_ with other patients, they should be asked to pay extra.

#### 11 Work in pairs. Do you agree or disagree with the statements in exercise 10? Why?

### Alternative therapies

#### 12 Match the types of alternative health therapies (1–6) with their definitions (a–f).

- |                |       |                 |       |
|----------------|-------|-----------------|-------|
| 1 acupuncture  | _____ | 4 homeopathy    | _____ |
| 2 massage      | _____ | 5 chiropractic  | _____ |
| 3 aromatherapy | _____ | 6 balneotherapy | _____ |
- a using water from mineral springs
  - b manipulating joints and the spine to align them properly
  - c using very small doses of the same natural substances that would cause the complaint
  - d rubbing or pressing muscles and joints to relieve tension or pain
  - e using plant extracts and essential oils for healing
  - f inserting fine needles into the skin to improve the balance of energy in the body

#### 13 Work in pairs. Which of the therapies in exercise 12 do you think are effective? Which are not? Why?

### Addictions

#### 14 What is the word or phrase for a person addicted to the following things?

- |                           |                 |
|---------------------------|-----------------|
| 1 work                    | w _____         |
| 2 buying things           | s _____         |
| 3 taking drugs            | d _____ a _____ |
| 4 drinking alcohol        | a _____         |
| 5 playing computer games  | g _____ a _____ |
| 6 having an abnormal diet | e _____ d _____ |

#### 15 Work in pairs. Which addictions in exercise 14 are most threatening for young people? Why?

#### 16 Work in pairs. Discuss the questions.

- 1 What would you change about your lifestyle to make it healthier?
- 2 How often do you visit your family doctor? What kind of complaints could he or she help you with?

- 3 Why do you think some people only believe in modern medicine, and others only in alternative therapies?
- 4 What do you think should be done to help prevent young people from becoming addicted to certain things, such as computer games?

Matching (specific)

- 1 Look at the pictures in the texts (1–6). What do you think could be their connection with health?
- 2 Read the texts quickly and check your answers.

EXAM STRATEGY

- Read all the texts first to find out what they are about. Then read the questions in the exam task to see what information you should find in the texts.
- Be careful – you may find words or phrases from a text in a question, but this does not mean that it is the correct answer.
- After you have completed the task, check that the remaining sentences do not match any of the texts.

- 3 **EXAM TASK** Read the texts. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Which method ...

- A might require courage? \_\_\_\_\_
- B explains your personality type? \_\_\_\_\_
- C uses a unique technique? \_\_\_\_\_
- D helps people to live longer? \_\_\_\_\_
- E links exercise to happiness? \_\_\_\_\_
- F is well known in other countries? \_\_\_\_\_
- G focuses on family time? \_\_\_\_\_
- H allows you to eat as much as you like? \_\_\_\_\_

2

MASSAGE

Thai massage goes back thousands of years. It isn't regarded as an occasional pleasure. It's part of a routine that is supposed to heal a number of different ailments, including headaches, stress and depression. It is also thought to boost energy levels and improve blood flow around the body. The aim is to relax the whole body using gentle pressure and stretching techniques. Thai massage practitioners use a system that is very different from other types of massage. Where many of us are used to lying still, in Thai massage you participate actively in the process.



1

A GOOD DIET

The Greek diet is famous as one of the healthiest in the world; however, it isn't just a diet, it's also a way of life! Vegetables are prevalent in Greek cooking, but it's a balanced diet, which also includes plenty of olive oil, fish and chicken, so it's high in protein and unsaturated fats. Also, it isn't unusual for people to enjoy a glass of wine with their meal. As for snacks, a Greek diet allows for fruit, nuts and yoghurt, which all help with healthy digestion, and also the occasional sweet treat – as long as you don't eat too much!



3

CYCLING

People in the Netherlands are dedicated cyclists: cycling is part of their life, whether they're getting to work, school or just doing a bit of shopping. 27% of all journeys are made by bike, and a 2015 study found that, due to the health benefits of cycling, around 11,000 deaths are prevented each year. Moreover, the study also found that Dutch people live on average half a year longer than other Europeans due to their more active lifestyle. Towns and cities in the Netherlands make biking safe and easy with clearly marked cycle lanes, parking spaces and bike racks.



4

## AYURVEDA

Ayurveda is a healing system which developed in India more than 5,000 years ago. It is concerned with treating the whole person – the mind, body and spirit, because these are thought to affect each other. The system of Ayurveda claims we can stay healthy and live for a long time by balancing three forces in ourselves: *Vata* (wind/air), *Pitta* (fire) and *Kapha* (earth/water). *Vata* people are thought to be imaginative, but also **impulsive** and anxious.

*Pittas* are self-confident and well organized, but can be impatient and angry. *Kaphas* are **sympathetic** and kind, but can be lazy and tend to suffer from depression. According to Ayurveda, understanding what type of person you are can make you healthier and happier.



5

## WORK-LIFE BALANCE

The World Happiness Report places Denmark in the top three happiest countries out of 155 countries that were surveyed. In Denmark people pay high taxes, but they believe they are investing money in a better quality of life. Education – from kindergarten to university – is free. Hospital treatment is free. Daily care for the elderly at home is also free. With a 37-hour working week, Denmark is also getting the work-life balance right. Many people leave work early to pick up their children. Childcare is much cheaper in Denmark than in many other countries, and almost all mothers of younger children are able to work if they want to.



6

## STEAM BATHS

The traditional Ukrainian *laznia* is an important part of Ukrainian culture. Its main **attribute** is of course that you get clean. But the health benefits of all the steam and heat are said to be as good as a visit to the doctor. You start in the steam room and can go in and out so you don't get too hot. Whilst there, you use a *vinyk* (oak or birch branches) to beat the skin, improving blood flow. After this, you should pour freezing water on yourself, jump in a cold pool, or – for the truly brave – roll around in snow. You can repeat the process a number of times – over a period of several hours!



4 Read the texts again. Which of the ideas would in your opinion be the most beneficial to your health?

5 Work in pairs. Why do you think ancient belief systems like Ayurveda appeal to people in the modern world?

### Words in context

6 Look at the highlighted words in the article, and choose the correct synonym (a or b) for each word (1–7).

- |                |               |               |
|----------------|---------------|---------------|
| 1 prevalent    | a common      | b unusual     |
| 2 ailment      | a healing     | b illness     |
| 3 practitioner | a therapist   | b trainee     |
| 4 dedicated    | a hardworking | b qualified   |
| 5 impulsive    | a sensitive   | b spontaneous |
| 6 sympathetic  | a caring      | b interesting |
| 7 attribute    | a quality     | b weakness    |

7 Complete the sentences with the words (1–7) from exercise 6.

- Annie is such a(n) \_\_\_\_\_ football player that she never misses a game.
- You shouldn't be surprised by Tim's quick decision. He's always been quite \_\_\_\_\_.
- A key \_\_\_\_\_ of soldiers is their ability to follow orders without questioning.
- What qualifications do you need to become a sports \_\_\_\_\_?
- This disease is more \_\_\_\_\_ in people over 40.
- It's important to realize that there isn't always a cure for every \_\_\_\_\_.
- I've always found Tom to be very \_\_\_\_\_ towards other people's needs.

LANGUAGE REVIEW

reported speech

1 Complete the sentences in reported speech.

- 1 'I'm sorry I didn't remember to get the tomatoes, Vanessa!  
Chris apologized to \_\_\_\_\_.
- 2 'You added sugar to my coffee already, didn't you, Peter?'  
Sam wondered \_\_\_\_\_.
- 3 'Go to the supermarket after school and buy some eggs, Jack.'  
His mum asked \_\_\_\_\_.
- 4 'I don't think it was me you saw at the café, Elena.'  
Ruth doubted whether \_\_\_\_\_.
- 5 'You must hand in your essay by 4 p.m. today, Sally!'  
The teacher told Sally \_\_\_\_\_.
- 6 'Will you tell me if you hear anything, Ben?'  
Jenny asked \_\_\_\_\_.

Grammar reference pages 123–125

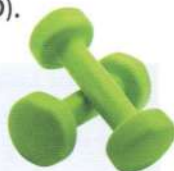
Grammatical multiple-choice cloze

EXAM STRATEGY

Look at the words immediately before and after the gaps – they will help you choose the correct answers. For example, a preposition might tell you what verb you should choose.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Kids pumping iron



For years, weightlifting has had a bad reputation. Many parents, doctors and even coaches believed lifting weights <sup>1</sup> harmful to children. It was thought that this type of exercise <sup>2</sup> damage bones and consequently affect a child's growth. Nowadays, however, <sup>3</sup> growing number of experts recommend weightlifting. They point out that <sup>4</sup> type of training has numerous benefits, including contributing to higher bone density, resistance to injury and even a reduced risk of some illnesses, such as diabetes. As a result, schools have started adopting strength training programmes <sup>5</sup> children as young as ten. These programmes are meant to be perfectly safe, provided children have proper supervision.

- |            |         |            |         |
|------------|---------|------------|---------|
| 1 A being  | B to be | C of being | D been  |
| 2 A should | B might | C ought to | D shall |
| 3 A this   | B some  | C the      | D a     |
| 4 A this   | B such  | C these    | D some  |
| 5 A at     | B to    | C for      | D from  |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

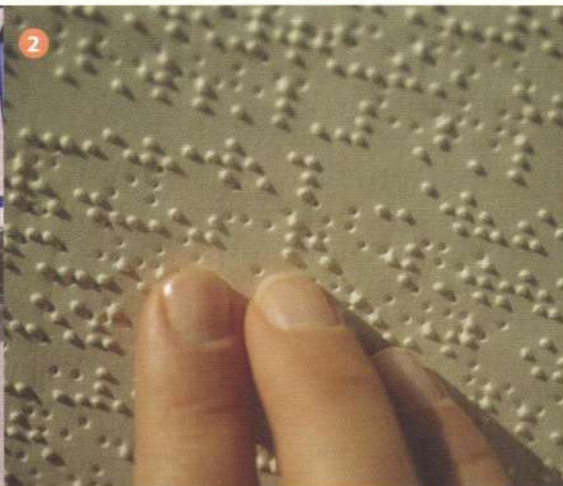
Junk-food generation?

How many greasy burgers and chips have you eaten for lunch this week? And of course you've forgotten to eat your vegetables, haven't you? Our generation is often associated with the growing <sup>1</sup> of fast food. The media are constantly reporting on how teenagers are developing unhealthy eating <sup>2</sup>. I must disagree with the claim that young people are ignorant of what a balanced diet <sup>3</sup>. Most people my age are concerned about their appearance and health. <sup>4</sup>, they consider proper eating habits crucial. Most people I know eat three healthy meals a day, and breakfast in <sup>5</sup> is hardly ever missed. The school canteen is a popular place to have lunch <sup>6</sup> the fact that it offers healthy meals. Some people prefer to bring their own lunch, which usually includes salads, fruit and other healthy ingredients. Despite the fact that the <sup>7</sup> of fast-food restaurant customers are teenagers, only a few eat there regularly. Much as young people like the taste of junk food, they realize it is so <sup>8</sup> in calories and fat that it cannot possibly be beneficial for their health. For this very reason, fast-food restaurants <sup>9</sup> to just be used as occasional meeting places. No one with any common <sup>10</sup> eats there every day. So, instead of the unfair criticism, why don't the media adopt a positive attitude and discuss the most beneficial diet alternatives for teenagers?



- |                |                |           |              |
|----------------|----------------|-----------|--------------|
| 1 A popularity | B favour       | C regard  | D admiration |
| 2 A traditions | B customs      | C manners | D habits     |
| 3 A intends    | B explains     | C means   | D shows      |
| 4 A However    | B Therefore    | C Because | D Not only   |
| 5 A particular | B specific     | C regard  | D aspect     |
| 6 A although   | B due to       | C since   | D despite    |
| 7 A whole      | B majority     | C section | D group      |
| 8 A tall       | B big          | C high    | D great      |
| 9 A tend       | B ask          | C demand  | D suggest    |
| 10 A judgment  | B intelligence | C sense   | D reason     |





## Multiple-choice (listening for detailed understanding)

**1** Work in pairs. Look at the pictures (1–4). Discuss the questions.

- 1 What kind of disability does each picture show?
- 2 What do you think it would be like to live with these kinds of disabilities?
- 3 What kinds of things do you think you would/would not be able to do?

**2** Match the ways to help people with disabilities (a–l) with each type of disability in the pictures (1–4).

- |   |                       |     |
|---|-----------------------|-----|
| a | mobility scooter      | ___ |
| b | Braille               | ___ |
| c | ramps                 | ___ |
| d | hearing aid           | ___ |
| e | carer                 | ___ |
| f | text-reading software | ___ |
| g | subtitles             | ___ |
| h | guide dog             | ___ |
| i | cane                  | ___ |
| j | sign language         | ___ |
| k | stairlift             | ___ |
| l | therapist             | ___ |

### EXAM STRATEGY

- Read the task carefully to get an idea of what the recording will be about.
- Try to predict the information and language you are likely to hear to help you understand the recording.

**3** EXAM TASK 2.02 Listen to the text. For questions (1–5) choose the correct answer (A, B, or C). You will listen to the text twice.

- 1 What is **NOT TRUE** about Maya?
  - A She's still learning to read.
  - B She can't see very well.
  - C She's successful in business.
- 2 What helped Maya in her daily life?
  - A She bought better glasses.
  - B She learned to use Braille.
  - C She got books with large print.
- 3 How does Maya describe her university life?
  - A not easy
  - B not difficult
  - C not unhappy
- 4 What does Maya do now?
  - A She's a careers advisor.
  - B She's an entrepreneur.
  - C She's an employment consultant.
- 5 What advice does Maya give to blind and partially-sighted people?
  - A Avoid using a walking stick.
  - B Don't rely on computers.
  - C Try to be independent.

**4** Work in pairs. Discuss the questions.

- 1 What facilities are provided in your neighbourhood for people with disabilities? What help is available at your school?
- 2 How can you help students with disabilities to achieve the best they can at school and in exams?

Magazine article: describing past events

1 Work in pairs. Discuss the questions.

- Which of these stressful situations have you experienced? Number them 1–3, with 3 being the one which makes you most stressed.  
Taking exams \_\_\_\_\_  
Moving to a new town or city \_\_\_\_\_  
Falling out with a friend \_\_\_\_\_
- Are there any other common stressful situations that should be included in the list? What are they?

2 Read the exam task and Maria's answer. Match the statements (a–d) with the gaps (1–4).

- Laura found three ways of coping.
- Changing schools can be a major challenge.
- There are other useful strategies.
- There were several reasons for this.

**EXAM TASK** You are on an exchange trip to a school in the UK and have read the following advertisement in the school magazine. Write an article of at least 100 words in which you:

- describe a time when someone you know changed schools,
- explain why the change was stressful,
- say how this person coped with it and suggest other ways of coping.

CHANGING SCHOOLS

Have you ever changed schools? Could you help others who have just started at a new school or college? We are looking for short articles about how to cope with the stress of changing schools for our next issue.

1 \_\_\_\_ For example, two years ago, Laura moved to my school and she found the move very stressful initially.

2 \_\_\_\_ She did not know anyone and she missed her friends from her former school. Not surprisingly, she felt sad and lonely. 'I felt very different from everyone,' she said. 'I didn't know what my classmates were talking about a lot of the time.' Another problem was the size of our school. It is very large, and sometimes Laura had trouble finding the right classroom.

3 \_\_\_\_ She kept in touch with her old friends, she made an effort to get to know her new classmates and she drew a plan of the school that she took with her everywhere. By the end of the term, she had made some friends and knew her way around the school. She felt much happier and more confident.

4 \_\_\_\_ Join groups at school and talk to your parents about how you are feeling. Remember that it takes time to adjust to a new school and that most students do settle in eventually.

3 Read the article again and answer the questions (1–2).

- Which of these things does Maria do at the end of her article?  
emphasize something to the reader   
encourage the reader   
promise the reader success   
warn the reader   
wish the reader good luck
- Does she use formal or informal language? Is her choice correct?

4 Match two or more adjectives from the box with each topic (1–5). Use each adjective only once.

compulsory confident confused cosy demanding  
determined major motivated practical relevant  
significant spacious supportive tense  
unfamiliar upset

- feelings: \_\_\_\_\_
- people: \_\_\_\_\_
- events: \_\_\_\_\_
- information: \_\_\_\_\_
- places: \_\_\_\_\_

EXAM STRATEGY

Start each new paragraph with a statement that explains the main idea. Continue with sentences that provide further information, such as examples or reasons.

5 EXAM TASK You are on an exchange trip to a school in the UK and have read the following advertisement in the school magazine. Write an article of at least 100 words in which you:

- describe your own experience of exam stress,
- explain why the experience was stressful,
- say how you coped with it and suggest another technique for coping.

Coping with exam stress

Of course exams play a big part in every student's life, and many of us get stressed by them. Do you have any experience of coping with exam stress? Do you have any techniques you could share? If so, send us your ideas in the form of a short article.

Writing bank page 155

6 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate formal language?
- Have you started each paragraph with a topic sentence?
- Have you written at least 100 words?

## Conversation

### 1 Work in pairs. Ask and answer the questions about types of addictive behaviours.

- 1 Describe somebody who feels they *have to* do something, like shop or exercise. How often do they do this activity? How long do they do it for? What effect does it have on them?
- 2 Is there an object or an activity that makes you feel happy, but others think you depend too much on it? What is it? What would you do if you didn't have it?
- 3 Have you ever played a computer game or done another activity for a long time? Why did you spend a long time on it? How did you feel at the end?
- 4 'An addiction to gaming is an illness and sufferers should receive treatment from doctors.' Do you agree? Why?/Why not?
- 5 Imagine a friend wants to stop eating sugary foods. Would you advise them to cut sugary foods out of their diet immediately, or suggest they cut down gradually? Give reasons for your choice.
- 6 'Employers should make sure that their employees don't become workaholics.' Do you agree? Why?/Why not?

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and about what your partner might say. Make notes about what you will say in reply to your opponent. Research the topic online if necessary.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

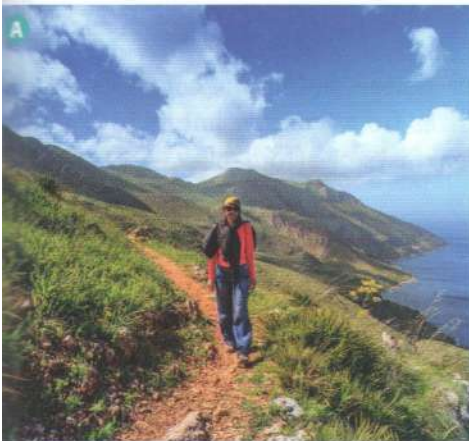
**We should all become vegetarians.**

- human health
- the rights of other animals
- the environment

Speaking bank: debate ideas page 144

## Picture description

### 3 Work in pairs. Look at the pictures (A–F) of people doing different things to stay in good physical and mental shape. Take turns to compare the pictures and say what you think about these ways of maintaining good health.



## VOCABULARY

## Types of travel

1 Work in pairs. Look at the pictures in exercise 3 and discuss the questions.

- 1 How often do you go on school trips with your class? What places have you been to?
- 2 How are school trips useful?

2 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 *cruise/voyage*
  - a The Titanic sank on its first \_\_\_\_\_ to New York.
  - b I would love to go on a luxury \_\_\_\_\_ round the Caribbean.
- 2 *tour/excursion*
  - a My class went on an all-day \_\_\_\_\_ to the National Park.
  - b We went on a long \_\_\_\_\_ of Spain last summer.
- 3 *journey/trip*
  - a Martha is going on a business \_\_\_\_\_ to Boston next month.
  - b The train \_\_\_\_\_ was long and tiring. It took us eight hours.
- 4 *travel/expedition*
  - a Are you planning to join the university \_\_\_\_\_ to the Antarctic this year?
  - b My job involves a considerable amount of foreign \_\_\_\_\_.
- 5 *flights/rides*
  - a Our airline is proud to announce new daily \_\_\_\_\_ to Chicago and Toronto.
  - b Private companies offer helicopter \_\_\_\_\_ over Niagara Falls for as much as \$110.
- 6 *outing/commute*
  - a Our family \_\_\_\_\_ to the mountains was such a success, we're already planning the next.
  - b I love the job, but I hate the long \_\_\_\_\_ every day.

## Tourism

3 Read the advert on the right. Fill in the gaps (1–7) with the words from the box.

backpacker beach locals thrills track traditions visitors



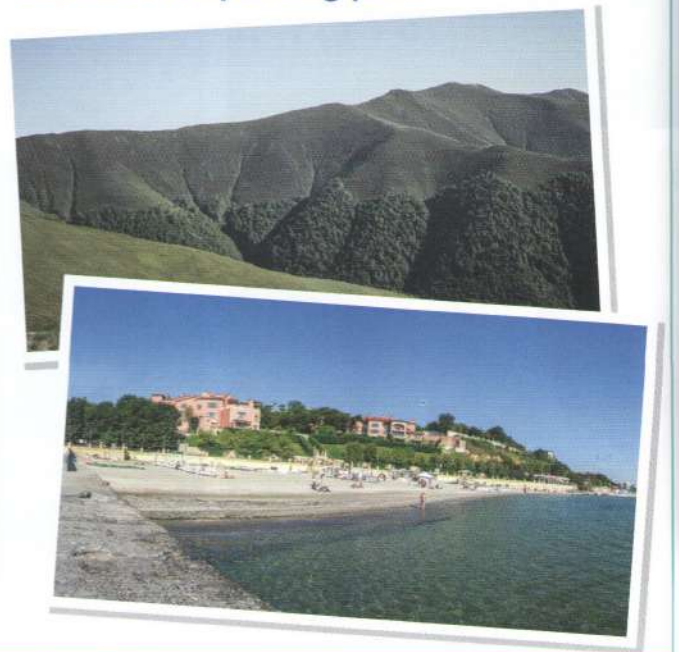
## Visit Ukraine!

Ukraine has a wide range of activities for international and domestic <sup>1</sup>\_\_\_\_\_. Tourists can enjoy the big city <sup>2</sup>\_\_\_\_\_ of Lviv: its culture and nightlife, or its restaurants and shopping centres. You can chill out on a <sup>3</sup>\_\_\_\_\_ in Koblevo, hike in Borzhava mountains or relax for a few days in a spa hotel off the beaten <sup>4</sup>\_\_\_\_\_. Or why not discover quirky Ukrainian <sup>5</sup>\_\_\_\_\_ like Maslenitsa or Kupala Night?

Visitors will be amazed by all the possibilities they find – lively festivals, amazing landscapes and friendly <sup>6</sup>\_\_\_\_\_ everywhere. There's a reason why Ukrainians are famous for their hospitality!

Accommodation for visitors in Ukraine comes in all shapes and sizes from five-star hotels to trendy bed and breakfasts or affordable <sup>7</sup>\_\_\_\_\_ hostels.

**There's so much here to see and do – Ukraine is expecting you!**



#### 4 Work in pairs. Discuss the question.

Which of the attractions mentioned in the advert are most likely to appeal to foreign tourists of your age? Why?

### Urban transport

#### 5 Complete the sentences (1–7) with the modes of urban transport from the box.

bicycles buses escalators intercity trains metro  
river boats trams trolleybuses

- City \_\_\_\_\_ are gradually being replaced by electric and LPG (liquid petroleum gas) vehicles to make them more environmentally friendly.
- Passengers in London can travel by \_\_\_\_\_ to destinations along the River Thames.
- The first electric \_\_\_\_\_ in Ukraine operated in Kyiv. The system now consists of about 140 kilometres of tracks.
- There are special lanes for \_\_\_\_\_ to encourage more people to take up this environmentally-friendly mode of transport.
- The majority of \_\_\_\_\_ lines run underground, and stations can be accessed from the surface via \_\_\_\_\_.
- In some cities, people can travel by \_\_\_\_\_. You can see their electric cables above the street.
- \_\_\_\_\_ operate on domestic routes in Ukraine and you can use them to get to the biggest cities. They offer first, standard and economy classes.

#### 6 Work in pairs. Answer the questions.

- Which of the modes of transport in exercise 5 are available where you live? What other options are there?
- Which of them have you tried? Which of them do you prefer? Why?

### Traffic management and road safety

#### 7 Work in pairs. Discuss the questions.

- What are the main problems with transport where you live?
- What measures are being taken to solve these problems? How effective are they?

#### 8 Read the text. Fill in the gaps (1–10) with the words or phrases from the box.

bike-sharing car pooling fare gridlock  
park-and-ride parking tickets pedestrianized areas  
rush hour stuck in traffic traffic cameras

People who live in major cities often spend hours <sup>1</sup> \_\_\_\_\_ trying to get to work or school in the morning, or get back home in the evening. The busiest periods are often referred to as the <sup>2</sup> \_\_\_\_\_. Accidents or bad weather can cause <sup>3</sup> \_\_\_\_\_ – a situation where there are so many vehicles on the road that traffic can't move at all for extended periods.

There are different ways cities can help reduce traffic congestion. Some local councils promote the idea of <sup>4</sup> \_\_\_\_\_ so more people use fewer vehicles on the road. In some cities, <sup>5</sup> \_\_\_\_\_ schemes have been set up – encouraging people to leave their cars outside the city centre and continue their journey by public transport. Some cities have gone as far as allowing passengers to use buses or trams without paying a <sup>6</sup> \_\_\_\_\_.

Making drivers buy pay-and-display <sup>7</sup> \_\_\_\_\_ provides much-needed income for local councils as well as reducing traffic volumes. Installing <sup>8</sup> \_\_\_\_\_ for monitoring speed limits helps make roads safer and may help to discourage people from taking their cars for shorter journeys.

Establishing a <sup>9</sup> \_\_\_\_\_ scheme encourages short-range commuters to combine travel with exercise – a healthy and environmentally-friendly solution for some people. Creating <sup>10</sup> \_\_\_\_\_ also encourages more people to walk to their destinations instead of driving there.

There is no perfect solution. But the cities of the future must ensure that people can travel around them without cities becoming polluted, congested urban motorways.

#### 9 Work in pairs. Take turns to answer the questions.

- What is the most memorable trip you've ever taken? Why was it memorable? Where did you go? What did you do there?
- What are the main attractions for visitors in your town or area? Where do visitors usually come from?

- What's the fastest way of getting around a big city? What's the most comfortable? What's the safest? What's the most environmentally-friendly?
- How do you think traffic is going to change in your neighbourhood, town or area in the near future? What do you think is going to improve and what is going to get worse? Why?

1



2



3



4



# Across the ocean

More people have been into space or climbed Mount Everest than have rowed across the Atlantic Ocean. But on 5 December 2011 Jamie Windsor and John Haskell, two firefighters from Cardiff, in Wales, **set off** from La Gomera in the Canary Islands hoping to do exactly that – to reach the Caribbean island of Barbados in just a few weeks.

The two men decided to take on the Atlantic Dash challenge after John's wife had been diagnosed with cancer. They wanted to raise money for a charity helping patients affected by the same disease. Their families were supportive, but at the same time quite astonished, as neither man had ever rowed before. So for five months Jamie and John trained hard for the race in the calm waters of Cardiff Bay. But nothing could prepare them for the long days and nights in the middle of the Atlantic.

The specially-designed boat meant rowers could be **self-sufficient** during the crossing. They had a device that made seawater drinkable and food stored in **watertight** containers. A big challenge was that because race rules did not permit the boat to **drift**, at least one of the men had to row at all times. To ensure this, they worked out a two hours on-two hours off timetable. This was very difficult for the two men, especially John, who admitted that at one point he had started seeing things due to lack of sleep. At one stage he believed he was talking to an old woman on a bike who was cycling alongside their boat!

The crossing was not without problems. As well as John's hallucinations, the two friends had to face what were at that point the worst storms and roughest seas of the new millennium, battling 10–15 metre waves at times. They also ran into white-tip sharks and were nearly run down by a cargo ship during a storm.

The rowers kept their fans up to date about their progress via tweets and a website that **tracked** their **route** across the ocean. They had expected the trip to take 70 days, so it turned out to be a real surprise for them to reach the finish line in just under 46 days. In fact, they got within just a couple of days of breaking the record time for an Atlantic crossing in a wooden rowing boat.

The men completed the journey on 20 January 2012. They were both relieved to find themselves back on dry land. They were met by family, friends and members of the fire services as they entered the marina at Port St Charles. What pleased them most was that they met their fundraising target: they had collected over £25,000 for the charity from sponsors.

## Multiple-choice

1 Work in pairs. Look at the pictures (1–4) and discuss the questions.

- 1 Why do you think people make these journeys?
- 2 Would you consider doing something similar? Why?/Why not?

2 Read the article about a memorable journey quickly. How is the journey described in the text different from those in the pictures?

### EXAM STRATEGY

- Remember that the order of questions follows the order of the information in the text. This can help you find exactly where the information is.
- Underlining the relevant parts of the text will help you complete the task.

### 3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- Where did the men want to get to?
  - Cardiff
  - La Gomera
  - Barbados
  - the Caribbean
- Why did they want to row across the Atlantic?
  - to raise money for themselves
  - to take on a new challenge
  - to help people with cancer
  - to prepare for another race
- What does *self-sufficient* in paragraph 3 mean?
  - arrogant
  - independent
  - confident
  - egoistic
- What is **NOT TRUE** about the crossing?
  - There was a big storm.
  - The men encountered sharks.
  - They crashed into a ship.
  - One man started imagining things.
- Why were they surprised when they arrived?
  - They broke a world record.
  - They arrived earlier than expected.
  - They managed to row for 70 days.
  - They didn't expect their friends to meet them.

### Words in context

#### 4 Match the highlighted words in the article with the underlined words or phrases with a similar meaning in the sentences (1–5).

- Submarines are specially designed in a way that prevents water from getting into them.  
\_\_\_\_\_
- The fastest way into the city is down the main road.  
\_\_\_\_\_
- They were never at any risk of getting lost, because we followed them using a GPS device.  
\_\_\_\_\_
- The expedition departed from the capital towards the mountain forests. \_\_\_\_\_
- The boat started to move with the wind, slowly floating out to sea. \_\_\_\_\_

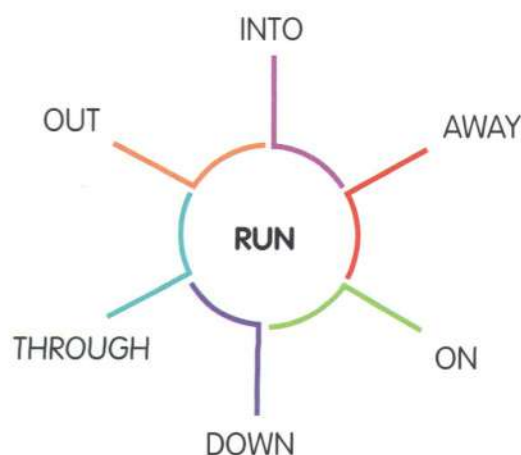
#### 5 Complete the sentences (1–5) with the correct form of the highlighted words from the article.

- Satnavs allow you to choose the fastest or the shortest \_\_\_\_\_ from A to B.

- Neither of us wanted to row, so our kayak just \_\_\_\_\_ down the stream lazily.
- The two families \_\_\_\_\_ together on a road trip along the coast.
- We can send help immediately because we've been \_\_\_\_\_ the expedition's position.
- The shed roof is being fixed to make it \_\_\_\_\_.

### Phrasal verbs with run

#### 6 Find the phrasal verbs *run into* and *run down* in the article. What do they mean? Match the phrasal verbs from the mind map with their definitions (1–6).



- continue without stopping \_\_\_\_\_
- hit and knock to the ground \_\_\_\_\_
- say, discuss or read quickly \_\_\_\_\_
- meet by chance \_\_\_\_\_
- be used up or finished \_\_\_\_\_
- to leave or escape from a place \_\_\_\_\_

#### 7 Complete the sentences (1–6) with the correct phrasal verb with *run*. Use the correct form.

- Could we just \_\_\_\_\_ the list of those who signed up for the trip?
- You won't believe who we \_\_\_\_\_ at the shopping centre yesterday!
- The motorcyclist jumped the red light and ended up \_\_\_\_\_ the pedestrian.
- Do we have any provisions left, or have we \_\_\_\_\_ already?
- This lecture will never end! It just keeps \_\_\_\_\_ for ever.
- She \_\_\_\_\_ from home at the age of sixteen.

#### 8 Work in pairs. Discuss the questions.

- What's the most exciting journey you've ever been on? What made it exciting?
- What's your dream destination? How would you like to travel there?
- Do you prefer to travel in comfort or do you prefer travelling to be an adventure? Why?

LANGUAGE REVIEW

participles

- 1 Choose the correct participle form to complete the sentences (1–8).
- Did you see that woman *carrying/carried* a huge backpack?
  - We saw a strange man *dressing/dressed* as a gorilla.
  - The police will remove and may destroy any luggage *leaving/left* unattended.
  - Not *knowing/known* the answer, I remained silent.
  - The taxi rank is *locating/located* outside the main terminal building.
  - Growing/Grown* up in a rural area, they had never experienced big-city life.
  - Zoe and I sat on our hotel balcony, *watching/watched* the sunset.
  - Having completed/Had completed* his round-the-world tour, he flew back home.

Grammar reference pages 125–126

Grammatical multiple-choice cloze

- 2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Coping with TRAFFIC

Many large cities around the world have struggled to keep up with the increase in traffic in recent times. Densely populated areas, growing car ownership, as well as narrow roads <sup>1</sup> for much lower volumes of traffic all contribute to this. In 1975, Singapore decided to introduce a congestion charge – a fee paid <sup>2</sup> drivers entering the most traffic-heavy zones of the city. London introduced a congestion charge in 2003. Public opinion was initially opposed to <sup>3</sup> idea, but people soon became more supportive of the scheme. Despite this, its first decade <sup>4</sup> mixed success, and the number of cars in the city fell by only 10%. However, the scheme proved massively profitable, <sup>5</sup> allowed the city council to invest in other measures aimed at improving traffic conditions in London. These included cycle lanes, pedestrianized areas and better road surfaces.

- |                       |                |            |                    |
|-----------------------|----------------|------------|--------------------|
| 1 A build             | B built        | C building | D are building     |
| 2 A by                | B for          | C of       | D at               |
| 3 A the               | B an           | C such     | D some             |
| 4 A has been bringing | B was bringing | C brought  | D had been brought |
| 5 A who               | B which        | C what     | D that             |

Lexical multiple-choice cloze

EXAM STRATEGY

Think of your own answer to complete each gap. Then choose the option that is closest to your idea.

- 3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The rise of package holidays in the 20<sup>th</sup> century made us believe that travelling was about jetting off to beach resorts for two weeks of sun, fun and sand. And, more recently, due to the advent of <sup>1</sup> airlines, it has been a race to tick off experiences and destinations. Books with helpful titles, <sup>2</sup> *1000 Wonders of the World*, are bestsellers. Many holidaymakers set out with the <sup>3</sup> of crossing off all the must-see sites they have read about.

When you book a holiday today, the first thing you <sup>4</sup> yourself is, *Where shall I go?* But isn't the why and how just as important as the where?


Don't we also go on holiday to <sup>5</sup> our batteries and to meet interesting people? As the cost of flying increases and *carbon guilt* sets in, the purpose of travel will <sup>6</sup> become more important than ever. This new way of travelling could be described as *deep travel*. It will be about getting under the skin of a place. We will <sup>7</sup> real experiences rather than artificial culture packaged up for tourists. It will be about the <sup>8</sup> of local character and the detail. It will be about the things that make a place <sup>9</sup>. It will be as much about the particular smell of a place, for example fresh spices in Turkey, as it is about exploring <sup>10</sup> shops and restaurants. So get away from the crowds, and see what you can find!

- |                  |               |            |             |
|------------------|---------------|------------|-------------|
| 1 A low-charge   | B low-hire    | C low-cost | D low-price |
| 2 A like         | B so          | C such     | D as        |
| 3 A prospect     | B end         | C scheme   | D intention |
| 4 A say          | B ask         | C question | D tell      |
| 5 A remake       | B recharge    | C refill   | D restore   |
| 6 A safely       | B surely      | C firmly   | D solidly   |
| 7 A search       | B attempt     | C seek     | D hunt      |
| 8 A appreciation | B opinion     | C regard   | D judgment  |
| 9 A alone        | B independent | C unique   | D separate  |
| 10 A community   | B public      | C district | D local     |




# LISTENING

## Multiple-choice (listening for detailed understanding)

- 1 Work in pairs. Read the holiday adverts (A–D). Which holiday would you enjoy most? Why? Compare your ideas.
- 2 Read the questions (1–5) in the exam task. Which holiday (A–D) is it going to be about?
- 3  2.03 Listen to the first part of a conversation between two friends, Abby and Dan, talking about holidays. Then check your answer.

### EXAM STRATEGY

- Read the questions and options, and think about different ways of phrasing the same information. Think of synonyms and other ways to rephrase the key information.
- Remember that phrases from all the options may be mentioned in the recording.

- 4 **EXAM TASK**  2.04 Listen to the text. For questions (1–5) choose the correct answer (A, B, or C). You will listen to the text twice.

- 1 According to the advert, what is the aim of eco-tourism?
    - A to protect endangered animals
    - B to take care of natural environments
    - C to help tourists visit remote places
  - 2 What's Abby's opinion of working holidays?
    - A They are dull.
    - B They are interesting.
    - C They are educational.
  - 3 Which of the following is TRUE?
    - A Dan wants to go to Scotland by car.
    - B Abby suggests flying to South America.
    - C You mustn't use a plane if you go on an eco-holiday.
  - 4 What type of meals are provided at the farm?
    - A takeaway
    - B vegetarian
    - C chemical-free
  - 5 How would Abby like to spend her holiday?
    - A stay at home
    - B go to the seaside
    - C sunbathe by the pool
- 5 Work in pairs. Imagine that you are planning a two-week summer holiday together. Discuss and try to agree on the following:
    - preferred type of holiday
    - way to travel
    - accommodation
    - activities

### Use the following expressions from the recording.

Doesn't it sound like a (great/silly) idea?  
 That sounds really (exciting/boring).  
 I see what you're saying about ...  
 And how do you propose ... ?  
 I was thinking of ...  
 What's involved?



### A Cruises

Cruise your way round the Mediterranean Islands. Stop off in beautiful cities, and dine in luxury in our five-star restaurant.



### B Eco-tourism is alive and kicking

Do you want to feel you're helping the planet? Then contact us! We have a whole range of eco-friendly destinations for you and your family.



### C Activity holidays on the Red Sea

jet-skiing - bodyboarding - windsurfing

The holiday of a lifetime, an unforgettable experience! For those who enjoy a bit of fun and adventure.



### D Sunshine and sand

We are a small travel company offering great deals for beach holidays. We offer package deals to Spain, Italy and Croatia.

Formal letter: making a complaint

1 Work in pairs. Discuss the questions.

- 1 Why do some people choose to stay in a hotel when they're on holiday? Why do others choose to stay in a self-catering apartment?
- 2 What kinds of problems might you have staying in each type of accommodation?

- 3 Which problems would you accept as 'part of life' and which would you complain about to the hotel or apartment owner?
- 4 What would be your reason(s) for complaining?

2 You have been on a walking holiday in the UK with your British friends, Jamie and Anna. Read Jamie's letter to the tour company. Which of these problems does he mention?

- |                         |                          |                     |                          |
|-------------------------|--------------------------|---------------------|--------------------------|
| inexperienced guides    | <input type="checkbox"/> | unexpected costs    | <input type="checkbox"/> |
| uncomfortable minibuses | <input type="checkbox"/> | not enough guides   | <input type="checkbox"/> |
| bad food                | <input type="checkbox"/> | dirty accommodation | <input type="checkbox"/> |
| inaccurate information  | <input type="checkbox"/> | rude hotel staff    | <input type="checkbox"/> |

Dear Sir or Madam,

I am writing to complain about the walking tour that my friends and I went on from 23<sup>rd</sup> to 30<sup>th</sup> July with your company. I enclose copies of our receipts for your information.

The first problem we experienced was the sudden departure of one of the guides on the second day of the tour. This was completely understandable as he had a family emergency, but his replacement did not arrive until Day 5. This meant that we had only one guide for three days, and this was insufficient. On Day 4, someone had an accident during our walk, and the guide had to take her to hospital. The rest of us had to continue on to the next hotel, and we got lost on the way. We got there eventually, but it would have been safer if we had had a guide.

Secondly, the walks were much more difficult than expected. They were advertised as 'easy', but we all found them very challenging.

Finally, a couple of the hotels were disappointing because the standard of cleanliness there was low. At the Hill Hotel the carpets in our rooms were dirty and at the Queen's Head Hotel the bathrooms had not been cleaned.

All in all, the tour fell far short of our expectations. I would, therefore, be grateful if you would consider giving us a partial refund, or a discount on a future tour.

I look forward to hearing from you.  
Yours faithfully,  
Jamie Cooper

3 Read Jamie's letter again and answer the questions.

- 1 Does Jamie communicate clearly what he is unhappy about?
- 2 Does he say what he wants?
- 3 Does he write about anything that is not relevant?
- 4 Which of these words best describes the tone of his letter: *furious*, *quite angry* or *very dissatisfied*?

4 Answer the questions (1-2).

- 1 What is the adjective or verb that these nouns in the letter in exercise 2 come from?  
cleanliness \_\_\_\_\_ expectation \_\_\_\_\_  
departure \_\_\_\_\_ replacement \_\_\_\_\_
- 2 You might need to use the nouns of these adjectives in a letter of complaint. What are they?  
rude \_\_\_\_\_ inconvenient \_\_\_\_\_  
hot \_\_\_\_\_ faulty \_\_\_\_\_  
lazy \_\_\_\_\_ unreliable \_\_\_\_\_

EXAM STRATEGY

In the first paragraph say you are writing to complain and what the product or service is that you are complaining about. Use formal language and be polite. Avoid using a tone that is angry or emotional.

5 EXAM TASK While you were on a visit to a friend in the UK, you saw the following advertisement for a coach tour. You and your friend booked places and went. Write a letter of at least 100 words to the manager of the tour company in which you:

- ▶ complain about the coach,
- ▶ describe the problem you had at the hotel,
- ▶ express your feelings about the missed walking tour of Oxford and ask for compensation.

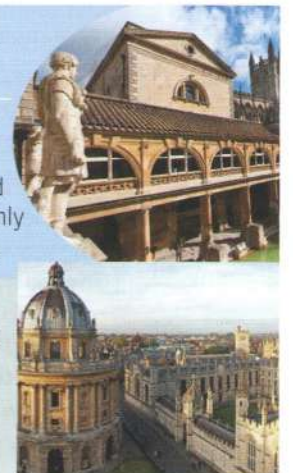
Two-day coach tour of BATH AND OXFORD

BATH

This city tour includes a visit to the Roman Baths, the Royal Crescent and The Circus. Your three-star hotel is only a short distance from the city centre.

OXFORD

A guided walking tour of the colleges, churches and other outstanding buildings gives you a chance to learn about this beautiful and world-famous city.



Writing bank page 154

6 Check your work.

- Have you written about all three points in the task?
- Have you communicated your complaints clearly?
- Have you used appropriate language and tone?
- Have you written at least 100 words?

## Conversation

- 1 **Work in pairs. Ask and answer the questions about travel and tourism.**
  - 1 How has tourism been recently developed in the region where you come from? If it hasn't, how do you think it could be developed? How would you make this region popular with tourists?
  - 2 Have you travelled to different regions of Ukraine? If so, why did you go? Who did you meet? Were the places as you had imagined them? If you haven't been to other regions, which ones would you like to visit? Why?
  - 3 'Tourism is having a terrible effect on many countries and should be limited.' Do you agree? Why?/Why not?
  - 4 Describe your way of travelling, or the way of someone you know. Do you take a lot of things with you? Do you plan everything carefully in advance? Explain why you do these things.
  - 5 'If we were meant to stay in one place, we would have roots instead of feet.' (Rachel Wolchin) Do you agree? Why?/Why not?
  - 6 Some holiday companies promise to take you 'out of your comfort zone' (do unfamiliar things that you are afraid of). Why do some people want to step out of their comfort zone on holiday? Would you want to? Why?/Why not?

## Debate

- 2 **Work in pairs. Read the statement and the points in the list and have a debate.**

Decide if you are going to argue for or against the statement. If you argue for it, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.  
**Student B:** Respond with an argument against Student A's point.  
**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

**Low-cost airlines do more harm than good.**

- increased travel opportunities
- the social impact on tourist destinations
- economic consequences

Speaking bank: debate ideas page 144

## Picture description

- 3 **Work in pairs. Look at the pictures (A–F) of different methods of commuting. Take turns to compare the pictures and say what you think about the advantages and disadvantages of each method.**



LISTENING

True/false

EXAM STRATEGY

Statements in the exam task may use different words to express the same ideas as in the recording.

1 2.05 Listen to the first part of a recording about a national park and decide if the statement is true or false.

T F

1 Cody will give visitors advice on staying out of danger.      \_\_\_ \_\_\_

2 What words does Beth use? Complete the sentence with words you hear in the text.

1 Cody will take you through some of the \_\_\_\_\_.

3 2.06 Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

T F

- 1 The two rivers are called the Colorado River and the Snake River.      \_\_\_ \_\_\_
- 2 It occasionally rains in the park.      \_\_\_ \_\_\_
- 3 Some cowboys settled permanently here.      \_\_\_ \_\_\_
- 4 It is possible to see parts of ancient buildings.      \_\_\_ \_\_\_
- 5 Kangaroo rats don't need water to stay alive.      \_\_\_ \_\_\_



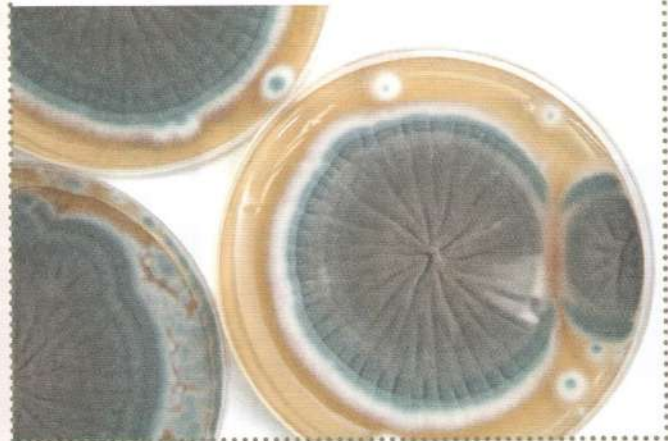
USE OF ENGLISH

Lexical multiple-choice cloze

4 EXAM TASK Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

A health crisis is coming

A new problem has arisen recently, in connection with Western healthcare and treatments. The world is entering an antibiotic crisis, which could make routine operations impossible and make a scratched knee <sup>1</sup> \_\_\_ fatal, the head of the World Health Organization has claimed. Every antibiotic ever developed is now at <sup>2</sup> \_\_\_ of becoming useless. This could <sup>3</sup> \_\_\_ in a return to the past – to the times before Alexander Fleming discovered penicillin. The <sup>4</sup> \_\_\_ problem has been caused by our misuse of antibiotics. One reason is that many people <sup>5</sup> \_\_\_ to finish their course of antibiotics. This can enable the bacteria to grow and <sup>6</sup> \_\_\_ back – attacking the antibiotic when it is used again. What's more, the number of new antibiotics that have been developed <sup>7</sup> \_\_\_ the 1980s has declined. This is primarily because they are not <sup>8</sup> \_\_\_ types of medicine to invest in. Governments need to do something <sup>9</sup> \_\_\_ this. They should offer financial <sup>10</sup> \_\_\_ to encourage companies to work in this area. Unless action is taken, the situation can only get worse.



- 1 A potentially    B thoughtfully    C imaginably    D likely
- 2 A chance        B danger          C risk            D threat
- 3 A cause         B result          C contribute    D produce
- 4 A actual        B modern         C current        D latest
- 5 A fail            B ignore          C miss            D avoid
- 6 A combat        B struggle        C challenge     D fight
- 7 A since         B for              C during         D meanwhile
- 8 A fulfilling     B profitable        C rewarding     D paying
- 9 A with          B around          C for             D about
- 10 A foundation    B support         C saving         D donation

## READING

### Gapped text



5 Look at the pictures (1–3) and answer the questions about ways of travelling.

- 1 Which is the most comfortable for travelling long distances? Why?
- 2 Which allows you to get to know a country better? Why?

6 **EXAM TASK** Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A wherever they were
- B when we were able to
- C when at the age of sixteen
- D whatever they felt like doing
- E but we had invited them to come
- F which was their home for the entire trip
- G where they took a boat to South America
- H but we didn't have a completely fixed plan

## THE TRIP OF A LIFETIME

Can you imagine leaving your home, friends and school for 18 months to travel the world with your family? This is exactly what Jack Clarke did in July 2005, <sup>1</sup>\_\_\_\_\_ he set off from his home in London with his parents and brothers, George, twelve, Nick, seven, and his sister Molly, nine.

Instead of flying between locations, they drove in a specially converted coach <sup>2</sup>\_\_\_\_\_. Jack's father had designed and built the interior of the coach, which included six beds at its rear, and four desks at the front where the children could study. The desks were hooked up to an Internet connection so that the children could access an online learning programme <sup>3</sup>\_\_\_\_\_.

During their trip, they travelled through Europe and down the east coast of Africa to South Africa, <sup>4</sup>\_\_\_\_\_. They drove up through the Americas and Canada, took a boat to Australia and then headed home via Thailand and India.

## WRITING

### Letter of complaint

#### EXAM STRATEGY

Learn some useful phrases that you can use in a letter of complaint:

- *I am writing to complain about a product that I bought in your shop.*
- *I would be grateful if you would give me a full refund/ exchange it for a new one.*
- *I would appreciate it if you could send me the instructions/ the missing part.*
- *I am enclosing the watch together with the receipt.*

7 **EXAM TASK** You have just come back from a package holiday. Unfortunately, you were not happy with it. Write a letter of complaint to the travel agency in which you:

- ▶ describe where you went and when,
- ▶ give a reason for your complaint,
- ▶ say what compensation you expect.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

Jack said, 'It was the most amazing experience. We had all made a list of the places we wanted to see, <sup>5</sup>\_\_\_\_\_ – if we really liked somewhere, we stayed there longer. Some people were concerned about our education, but our parents taught us themselves and they incorporated our travel experiences into lessons. So dealing with foreign money was part of maths, we learned lots of foreign languages and you couldn't have better history and geography lessons than actually seeing these places first-hand.'

'The hardest part of the trip,' he continued, 'was not being able to see our friends for 18 months, <sup>6</sup>\_\_\_\_\_ to visit us in different places. Two or three friends took us up on that offer, which was brilliant.'

## VOCABULARY

## 1 Work in pairs. Discuss the questions.

- 1 How do you prefer to spend your free time: a) on your own, b) with one person or c) with a group of people? Why?
- 2 What kind of activities do you most enjoy doing in your free time? Why do you enjoy them?

## Media and the press

## 2 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 *channel/studio*
  - a CNN was the first television \_\_\_\_\_ dedicated to broadcasting twenty-four hours of news.
  - b News programmes are produced in a TV \_\_\_\_\_ equipped for recording and broadcasting.
- 2 *vlogs/podcasts*
  - a I download news \_\_\_\_\_ so I can listen to them anywhere.
  - b Online video diaries are also known as \_\_\_\_\_.
- 3 *online gaming/social networks*
  - a \_\_\_\_\_ enable people to keep in touch with friends from anywhere in the world.
  - b With \_\_\_\_\_, there are always people to play against.
- 4 *streaming/broadcasting*
  - a We will be \_\_\_\_\_ the match live on national TV.
  - b Internet video \_\_\_\_\_ allows TV programmes to be distributed over a computer network.
- 5 *headline/breaking*
  - a We're interrupting our programme for \_\_\_\_\_ news about an earthquake in Japan.
  - b Have you read this \_\_\_\_\_ about the royal family?
- 6 *report/interview*
  - a Here is the latest \_\_\_\_\_ on the unfolding events from our special correspondent.
  - b A Hollywood star will talk about his childhood memories in an exclusive \_\_\_\_\_ tonight.

## 3 Work in pairs. Discuss the questions.

- 1 What's your main source for the latest news?
- 2 What forms of entertainment do you enjoy online? What do you like about them?
- 3 Do you prefer to watch films in the cinema, or stream them to a TV or mobile device? Why?

## Film

## 4 Complete the questions (1–10) with the correct words from the box.

awards cast dubbed plot rating sequels  
soundtrack special effects subtitles trailer

- 1 Does the \_\_\_\_\_ need to be straightforward for you to enjoy a film?
- 2 When was the last time you watched a foreign language film with \_\_\_\_\_? Where was the film made?
- 3 Can you think of any series where the \_\_\_\_\_ have been better than the original film?
- 4 How does using a(n) \_\_\_\_\_ system help parents choose suitable films for their children?
- 5 How often do you choose a film based only on who's in the \_\_\_\_\_?
- 6 How do \_\_\_\_\_ such as the Oscars influence the popularity of a film, if at all?
- 7 Does it spoil your enjoyment of a film if it is \_\_\_\_\_ from the original language into your own? Why?/Why not?
- 8 Do \_\_\_\_\_ distract from the story or do they improve it? Why?/Why not?
- 9 Have you ever bought the \_\_\_\_\_ for a film? If so, what did you enjoy about the music?
- 10 Are there times where you've felt that seeing the \_\_\_\_\_ has spoiled your enjoyment of the film itself?

## 5 Work in pairs. Choose five questions from exercise 4. Ask and answer them.



Performing arts: theatre and music

9 Complete the sentences about theatre (1–8) with people from the box.

choreographer composer conductor critic  
director principal dancer prompter stage hand

- 1 A \_\_\_\_\_ designs dance steps and physical movements.
- 2 A \_\_\_\_\_ leads an orchestra.
- 3 A \_\_\_\_\_ writes music.
- 4 A \_\_\_\_\_ plays leading roles in a company.
- 5 A \_\_\_\_\_ installs, sets and moves props on stage.
- 6 A \_\_\_\_\_ helps actors remember their lines.
- 7 A \_\_\_\_\_ gives actors instructions about their roles.
- 8 A \_\_\_\_\_ writes reviews about performances.

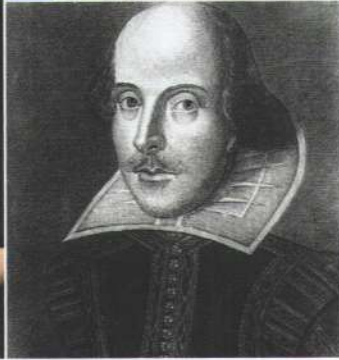
10 Choose the answer that is true for you, or write your own answer. Then, compare your ideas in pairs, and give reasons for your answers.

- 1 The musical genre I enjoy most is *classical/rock/hip-hop/jazz/folk/EDM/world music/\_\_\_\_\_*.
- 2 My favourite musical instrument is the *guitar/saxophone/violin/piano/bass/\_\_\_\_\_*.
- 3 I prefer to listen to music *live in concert/with headphones on my mobile phone or computer/at festivals/\_\_\_\_\_*.
- 4 My favourite music artist is \_\_\_\_\_.

11 Work in pairs. Take turns to answer the questions.

- 1 How can you decide whether a news source is reliable?
- 2 What do you think people find appealing about video games and online gaming?
- 3 How often do you download music, films or books from the Internet? Should people pay to do this? Why?/Why not?

- 4 Which authors are popular with your generation? Why are they more popular than others?
- 5 How important is art and music education for children today? Do you think schools should put more emphasis on teaching art and music? Why?/Why not?
- 6 What emotions does watching a stage performance (theatre or music) provoke in its viewers? How do you usually feel when you watch a live performance?



Creative arts: literature and art

6 Look at the four pictures. Which of the words from the box in exercise 7 are they associated with? Can you think of a famous example for each kind of artist (1–8)?

sculptor: Michelangelo  
painter: ...

7 Match the artists (1–8) with their work from the box. You can use some of the words twice.

autobiography bridge comedy fresco novel ode  
portrait relief snapshot sonnet statue stencil  
tag tower tragedy

- |                   |       |       |       |
|-------------------|-------|-------|-------|
| 1 sculptor        | _____ | _____ | _____ |
| 2 painter         | _____ | _____ | _____ |
| 3 architect       | _____ | _____ | _____ |
| 4 author          | _____ | _____ | _____ |
| 5 poet            | _____ | _____ | _____ |
| 6 playwright      | _____ | _____ | _____ |
| 7 graffiti artist | _____ | _____ | _____ |
| 8 photographer    | _____ | _____ | _____ |

8 Work in pairs. Choose your favourite work of art or literature and describe it to your partner. Use the adjectives from the box to help you and include information about the questions below.

articulate bold controversial conversational  
discursive fluent geometric lyrical mediocre  
monochrome naturalistic negative phenomenal  
positive revolutionary rhetorical satirical  
sensational subtle surreal wordy

- What appeals to you about this particular work?
- How did you discover it?
- Do you like this type of work in general? Why?/Why not?

Gapped text

1 Work in pairs. Discuss the questions.

- 1 Can you think of any authors who became successful at a young age? What was the first work they became famous for? How old were they when they wrote it?
- 2 What makes it difficult for young authors to get their work published?

2 Quickly read the article about a young author and decide what type of story (a, b, c or d) she wrote.

- a short story
- b memoir
- c novel
- d autobiography

EXAM STRATEGY

- Read the whole text first, ignoring the gaps, to understand what it is about.
- Analyse the sentences before and after the gaps and think about what information is missing. Then read the phrases in the exam task and try to find reference words which link them with other parts of the text.

3 EXAM TASK Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A having been educated in England from an early age
- B several more novels and a collection of short stories
- C managed to find the time to write two stage plays
- D while settling in a new country had a big impact
- E her own childhood experiences
- F including New York, Paris, Budapest and Berlin
- G she was studying for her A-level exams
- H moving to a different country brings with it its own difficulties

Words in context

4 Find the highlighted words in the article, and match them with the words and phrases (1–8) which have a similar meaning.

- 1 conflicts \_\_\_\_\_
- 2 leading character \_\_\_\_\_
- 3 praise \_\_\_\_\_
- 4 accomplishment \_\_\_\_\_
- 5 focuses \_\_\_\_\_
- 6 become known \_\_\_\_\_
- 7 source for ideas \_\_\_\_\_
- 8 passionately \_\_\_\_\_

# The ICARUS Girl

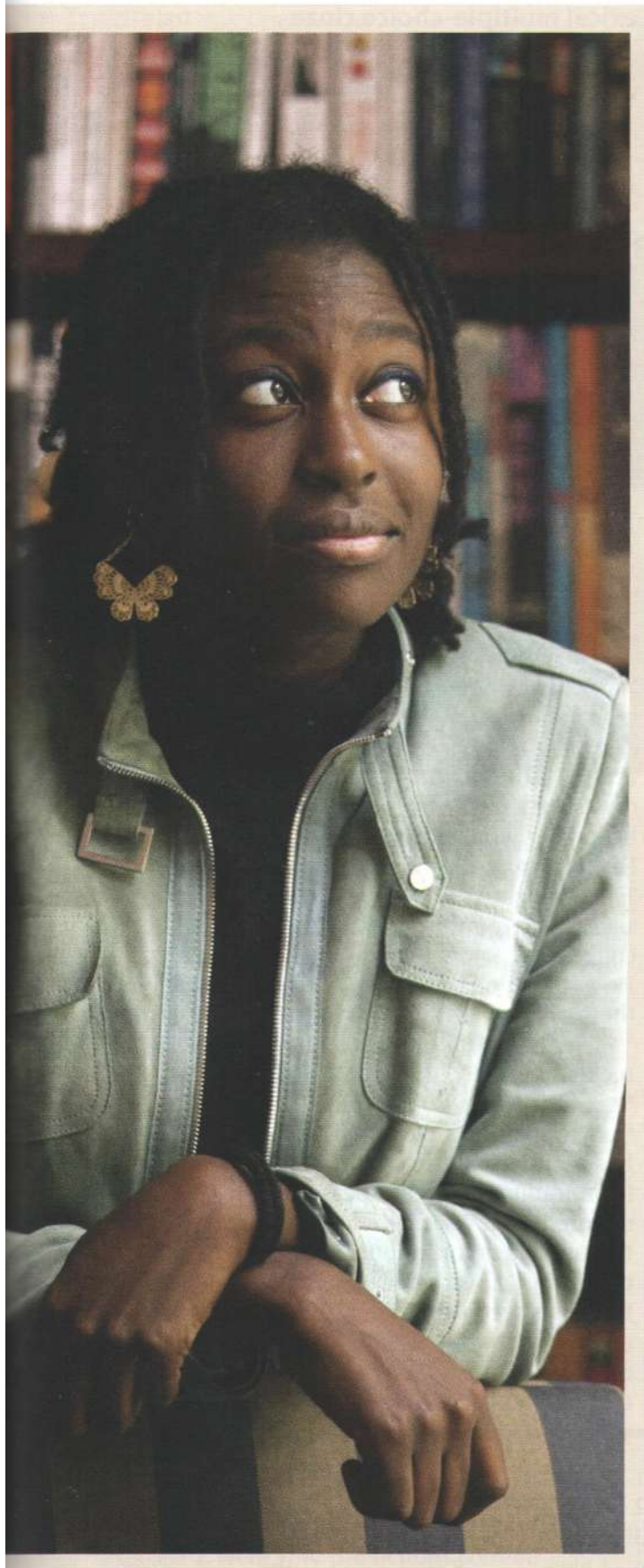
When Helen Oyeyemi sent twenty pages of writing to a literary agent, no one imagined that seven weeks later she would have completed her first novel and signed a £400,000 book deal with an international publisher. Her **feat** is all the more amazing since <sup>1</sup>\_\_\_\_\_ at the same time.

Helen was born in 1984 in Nigeria and moved to south London when she was four years old. However, it hasn't been an easy road to success for Helen. Her idea for the book came partly from <sup>2</sup>\_\_\_\_\_ and partly from her imagination. The richly-textured ghost story **centres around** a girl called Jess whose twin dies at birth. Jess moves to England from Nigeria, and the events which **unfold** show how Jess's own culture **clashes** with her new culture in England. As in Helen's own life, <sup>3</sup>\_\_\_\_\_.

After her first book, *The Icarus Girl*, was released to critical **acclaim** in 2005, Helen went on to study social and political sciences at Cambridge University. Despite being busy with her college studies, she also <sup>4</sup>\_\_\_\_\_, which her fellow students performed to glowing reviews. Although at the time she **vehemently** denied having any plans to become a full-time writer, she has, since then, published <sup>5</sup>\_\_\_\_\_. Her works often focus on female **protagonists** finding their way in an often hostile world.

Having lived in various places around the world, <sup>6</sup>\_\_\_\_\_, Helen finally settled in Prague in 2014. She continues writing and publishing to this day. Her style has sometimes been compared to that of Edgar Allan Poe and Emily Dickinson – authors that Helen herself acknowledges as her key sources of **inspiration**.





**5 Complete the sentences (1–8) with your answers from exercise 4. Use the correct form of each word or phrase.**

- 1 My \_\_\_\_\_ for painting always comes from nature.
- 2 In the final scene, two armies \_\_\_\_\_ on a battlefield.
- 3 The plot gradually \_\_\_\_\_, and everything became clear.
- 4 The novel's main \_\_\_\_\_ is an unhappy detective.
- 5 Our school orchestra achieved an amazing \_\_\_\_\_ by winning the contest!
- 6 *The Lord Of The Rings* saga \_\_\_\_\_ a mission to save the world from evil forces.
- 7 This movement won \_\_\_\_\_ for its brave position on race equality.
- 8 He \_\_\_\_\_ denied the accusations made against him.

**Using *since* to connect ideas**

**6 Find and underline two examples of *since* in the article. Match the examples to the uses.**

- 1 first paragraph    \_\_\_\_\_
  - 2 third paragraph    \_\_\_\_\_
- a expressing the reason for a claim
  - b indicating the starting point of a period of time in the past

**7 Identify the use of *since* (a or b) in the sentences (1–4).**

- 1 I've loved you since the day we met.    \_\_\_\_\_
- 2 I believe you since you've always been my friend.    \_\_\_\_\_
- 3 You had to take the blame since it was your responsibility.    \_\_\_\_\_
- 4 You've not been the same since it became your responsibility.    \_\_\_\_\_

**8 Work in pairs. Discuss the questions.**

- 1 Which literary character do you feel is closest to your own life experience? Why?
- 2 Which book has had the most profound influence on you? Why do you think it has been so influential?

LANGUAGE REVIEW

past modals

1 Complete the sentences. Use *must, can't, might, should, or needn't + have* and the correct form of the verb in brackets. Use each modal only once.

- They \_\_\_\_\_ (meet) Mark yesterday. He's on holiday at the moment.
- You \_\_\_\_\_ (learn) the entire poem! We were only asked to memorize one verse.
- The cause of Beethoven's deafness is unknown, but it \_\_\_\_\_ (be) a complication of Paget's disease.
- My sister used to play this song over and over again. She \_\_\_\_\_ (like) it a lot.
- Jenny \_\_\_\_\_ (switch) off the lights before she went to bed. It's a waste of electricity.

Grammar reference pages 126–128

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

A photo exhibition

When photographer Michael Peto died in 1970, he left a collection of 130,000 prints and negatives to the University of Dundee. While archiving the collection a few years ago, the university <sup>1</sup>\_\_\_\_\_ more than 400 photographs of The Beatles. The photos were taken during the period around the filming of *Help!* and none of <sup>2</sup>\_\_\_\_\_ had been seen in public before. The collection shows the Fab Four at <sup>3</sup>\_\_\_\_\_ peak of their success. Additionally, Peto's pictures of everyday scenes from 1960s England <sup>4</sup>\_\_\_\_\_ the band in social and historical context for visitors. His photos are known for their <sup>5</sup>\_\_\_\_\_ and emotional quality. Peto photographed other famous people as well, including several British prime ministers and artists.

- |                    |                   |
|--------------------|-------------------|
| 1 A was discovered | B discovering     |
| C discovered       | D was discovering |
| 2 A them           | B that            |
| C those            | D they            |
| 3 A a              | B some            |
| C the              | D their           |
| 4 A to put         | B be put          |
| C have been put    | D put             |
| 5 A truthful       | B true            |
| C truthfully       | D truthfulness    |

Lexical multiple-choice cloze

EXAM STRATEGY

- In this type of task, the incorrect options could often be used to express the same meaning, but in a different structure.
- Make sure your answer is correct in the given context.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The Edinburgh Fringe began when eight theatre companies turned up uninvited to the first Edinburgh International Festival in 1947 and arranged their own <sup>1</sup>\_\_\_\_\_. It might have turned out to be a one-off episode, but it ended up becoming what is now <sup>2</sup>\_\_\_\_\_ as the Edinburgh Festival Fringe, famous around the world. The Fringe takes <sup>3</sup>\_\_\_\_\_ every August, alongside several other cultural festivals, and they are collectively known as the Edinburgh Festival. However, the Fringe is by <sup>4</sup>\_\_\_\_\_ the largest of them all, and certainly the best known. It mostly <sup>5</sup>\_\_\_\_\_ events from the performing arts including theatre, comedy, music and dance. There is no <sup>6</sup>\_\_\_\_\_ for the acts to audition. The Fringe is <sup>7</sup>\_\_\_\_\_ to include anyone with a story to tell who has a place to perform it in. Productions <sup>8</sup>\_\_\_\_\_ from traditional Shakespeare plays to circus, children's shows, opera and musicals. You have to buy tickets for indoor performances, but there are <sup>9</sup>\_\_\_\_\_ street shows on Edinburgh's most famous street – the Royal Mile – that you can enjoy for free. More than 30,000 <sup>10</sup>\_\_\_\_\_ from all over the world come to perform. And almost two million people come to watch!

- |              |             |             |            |
|--------------|-------------|-------------|------------|
| 1 A concert  | B venue     | C event     | D play     |
| 2 A reported | B broadcast | C published | D known    |
| 3 A place    | B scene     | C spot      | D site     |
| 4 A high     | B far       | C way       | D long     |
| 5 A pulls    | B absorbs   | C engages   | D attracts |
| 6 A demand   | B wish      | C need      | D want     |
| 7 A amused   | B satisfied | C happy     | D content  |
| 8 A run      | B pass      | C reach     | D range    |
| 9 A besides  | B also      | C further   | D as well  |
| 10 A acts    | B displays  | C stages    | D dramas   |

# LISTENING

## True/false

### 1 Work in pairs. Discuss the questions.

What's your hobby? How did you start doing it?  
What do you enjoy most about it? Why?



### EXAM STRATEGY

- Read the statements carefully before you listen to the recording so that you know what information you should listen for.
- Do not try to answer the questions using your own ideas – remember that sentences are true only if they express the same ideas as stated in the recording.
- On the first listening, try to identify the parts of the recording that contain the relevant information. On the second listening, pay closer attention to details.

### 2 You will hear the first part of a recording about leisure activities. Before you listen, read the sentences (1–3) and try to predict if they are true or false.

- |   | T | F |
|---|---|---|
| 1 Spending your free time in a creative way is tiring.          | — | — |
| 2 You should do exercise that gives your mind a rest.           | — | — |
| 3 If you change your routine, keep it secret from your friends. | — | — |

### 3 2.07 Listen and check your ideas from exercise 2. Were your predictions correct?

### 4 **EXAM TASK** 2.08 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- |   | T | F |
|---|---|---|
| 1 Learning a language is as beneficial as reading.          | — | — |
| 2 Exercising every day will wear you out.                   | — | — |
| 3 You should carefully choose what you want to watch on TV. | — | — |
| 4 Your hobby should be similar to what you do at work.      | — | — |
| 5 One third of your time is usually wasted.                 | — | — |

### 5 The speaker gives several pieces of advice about using leisure time. Look at the phrases and try to recall the advice you heard.

- anything / brain active / distinct from  
\_\_\_\_\_
- regular / boost / help you to relax  
\_\_\_\_\_
- pick out / favourite / switch / more constructive  
\_\_\_\_\_
- choose / different from your job  
\_\_\_\_\_

### 6 2.08 Listen again to check if you have recalled the advice correctly.

### 7 Work in pairs. Discuss the questions.

- Do you agree with the speaker's suggestions? Why?/Why not?
- Are you happy with the way you use your free time?
- What advice would you give to someone about how to use their free time?



Informal email: making an invitation

1 Work in pairs. Discuss the questions.



- 1 What cultural events do you go to? Who do you go with? How far are you prepared to travel?
- 2 How do you find out what's on?
- 3 What event have you been to that you really enjoyed? What did you like about it?
- 4 Is there something that you really want to go to? What is it? Why do you want to go?

2 Read the email and discuss the questions (1–3).

- 1 What do you think the relationship between Clare and Maddy is?
- 2 In which paragraph does Maddy ...
  - invite Clare to something? \_\_\_\_\_
  - describe a past event? \_\_\_\_\_
  - recommend Clare does something? \_\_\_\_\_
  - express her opinions? \_\_\_\_\_
  - tell Clare that she understands her? \_\_\_\_\_
- 3 What tells you that this email is written in an informal style?

● ● ●
✉

Hi Clare,

- (1) How are you? I hope you had a good time on Friday. It was a shame you couldn't come to the play, but of course you had to go to your brother's graduation.
- (2) Would you like to come to another play some time soon? *Julius Caesar* is on next month and I know how passionate you are about Shakespeare! The company that's doing it is great. Their director is famous for her productions of Shakespeare because they really bring the plays to life. I saw their *Macbeth* last year and thought it was stunning! If *Julius Caesar* is like that, you'll love it!
- (3) Have a look online and if you'd like to go, let me know, and we can arrange a date.
- (4) See you soon,  
Maddy

3 Complete the sentences (1–6) with the prepositions from the box.

about at for of to with

- 1 This music and arts venue is typical \_\_\_\_\_ venues built in the 1990s.
- 2 He's well known \_\_\_\_\_ his controversial performances.
- 3 If you're crazy \_\_\_\_\_ ballet, you must come to this production of *Swan Lake*.
- 4 She's brilliant \_\_\_\_\_ relating to the audience.
- 5 I was very impressed \_\_\_\_\_ his last film.
- 6 This song is very similar \_\_\_\_\_ the one we were listening to earlier.

EXAM STRATEGY

- Make your writing interesting by using a variety of adjectives.
- If the adjective is followed by a preposition and a noun, make sure you use the correct preposition.
- In this task, use adjectives that express approval. For example: *stunning, memorable, exceptional, impressive*.

4 EXAM TASK You are staying in Exeter in the UK and you have received this email from one of your British friends. Write an email of at least 100 words in which you:

- ▶ tell Tom that you understand why he couldn't come to the concert with you,
- ▶ suggest another concert you could go to together,
- ▶ explain your reasons for suggesting this concert.

● ● ●
✉

I'm sorry I couldn't come to the concert on Saturday and had to cancel at the last minute. I had a horrible cold and had to stay in bed all weekend! I was really disappointed not to go and very sorry to let you down. I hope you had a good time.

It would be great if we could get tickets for something else though. Is there anything good on in the next couple of weeks? Let me know if there's anything you fancy seeing.

Tom

Writing bank pages 146–147

5 Check your work.

- Have you written about all three points in the task?
- Have you used a variety of adjectives that express approval?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

# SPEAKING

## Conversation

### 1 Work in pairs. Ask and answer the questions about museums and art galleries.

- 1 Describe an exhibition that you have been to or read about. What was it about? Why did you see it or read about it? What is your opinion of it?
- 2 If a foreign visitor came to stay with you, which museums and art galleries would you recommend they visited? Why?
- 3 'The average time spent looking at a piece in a museum is between 15 and 30 seconds. This is far too short.' Do you agree? Why?/Why not?
- 4 What would make you go to museums and art galleries more often? Or would you be happy if you could view everything in their collections online?
- 5 If there are interactive activities available at a museum, do you try them? Why?/Why not?
- 6 What objects of today's society would you put into an imaginary museum for people a hundred years from now. Why?



## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for it, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Spending a lot of our free time on the Internet is bad for us.

- relationships with others
- creativity
- finding information



Speaking bank: debate ideas page 144

## Picture description

### 3 Work in pairs. Look at the pictures (A–E) of types of mass media. Take turns to compare them and say how they affect people today.



## VOCABULARY

## 1 Work in pairs. Discuss the questions.

- 1 What sports do the pictures (A–E) show? What do you know about each sport?
- 2 What sports do you do? What do you like best about them?

## Sports venues

## 2 Complete the text with the correct form of the words from the box. One of the words is used more than once.

circuit course court pitch pool rink  
slope velodrome

## DID YOU KNOW?

- 1 The Monaco Grand Prix is a Formula One motor race that takes place every year on a racing \_\_\_\_\_ in the city streets of Monte Carlo.
- 2 The Pine Valley Golf \_\_\_\_\_ in the USA is hard to find and extremely private, yet it is considered one of the world's finest.
- 3 Wimbledon in England has over thirty tennis \_\_\_\_\_s, the majority of which are grass-covered.
- 4 It is said that the first heated swimming \_\_\_\_\_ was built in the 1<sup>st</sup> century BC by the Roman Gaius Maecenas.
- 5 Besides recreational ice skating, ice \_\_\_\_\_s are used for ice hockey, speed skating and figure skating.
- 6 The Black Hole in Vermont is considered one of the world's scariest ski \_\_\_\_\_s – only for genuine fans of slalom among pine trunks and branches.
- 7 The size of a football \_\_\_\_\_ is defined by Law 1 of the Laws of the Game issued by FIFA.
- 8 Bicycles for racing in a \_\_\_\_\_ have no brakes. They have a single, fixed rear gear which helps maximize speed.
- 9 In handball, each team consists of seven players on \_\_\_\_\_ and seven substitute players on the bench.



## 3 Work in pairs. Test each other. Take turns to ask questions about the sports venues in exercise 2. The person answering must cover the text.

Which grand prix uses normal roads for the motor-racing circuit?

The Monaco Grand Prix.

## Doing sports

## 4 Choose the correct words to complete the sentences (1–10).

- 1 Boxers practise with *punch/kick* bags that are filled with sand or grain.
- 2 A *hitting/sparring* partner is a person you practise boxing with.
- 3 A player who sits on the sideline is called a(n) *substitute/extra*.
- 4 Olympic ski jumpers compete for medals in three disciplines: the normal hill, the large hill and *team/band* events.
- 5 A player whose role is to score goals in football is called a *striker/fighter*.
- 6 In a sprint race, each athlete runs in his/her own *track/lane*.
- 7 In basketball, a player must *roll/bounce* the ball while running with it.
- 8 In a *kick off/knockout* tournament, once you lose a game you're out.
- 9 When you play a(n) *guest/away* game, your opponents often have more supporters.
- 10 A *victory/record* is when you win a game or competition.

**5 Complete the text with the correct form of the words from the box.**

attend award cover enter hold leave open participate receive



**Sports results**

**6 Complete the sentences (1–8) with the correct form of the verbs from the box.**

break compete defeat draw eliminate qualify score win

- 1 In the final, a young Czech player \_\_\_\_\_ the champion in three sets.
- 2 Anna \_\_\_\_\_ in the Kyiv Euro Marathon every year. She does it for fun really, not to win.
- 3 The striker \_\_\_\_\_ again in the second half, making the final score 2–0.
- 4 Brazil \_\_\_\_\_ their game against Mexico. The score was 3–1.
- 5 The runner has now \_\_\_\_\_ for the finals, achieving her best finish.
- 6 Last year's tournament winner was \_\_\_\_\_ in the first round by an unknown player.
- 7 Ukraine \_\_\_\_\_ with Portugal in the 2020 Euro qualifications. No goals were scored.
- 8 The Italian cyclist is likely to \_\_\_\_\_ the record for the 10-mile time trial.

**Sports events**

**7 Work in pairs. Say if you agree or disagree with the ideas (a–g) below. Explain why.**

- Sports events attract more spectators when ...
- a the prize money is high.
  - b the competitors are well-known.
  - c they are free.
  - d the facilities at the venue are of the highest standard.
  - e celebrities attend.
  - f the competition itself is fun.
  - g it's likely that something unexpected will happen.

**Extreme sports**

**8 Match the names of the extreme sports from the box to the descriptions (1–9).**



abseiling BMX racing bungee jumping  
free climbing parkour skateboarding  
skydiving white-water rafting zip-lining

- 1 getting down a cliff, mountain or building using a rope \_\_\_\_\_
- 2 reaching the top of a rock or wall with no ropes or protective equipment \_\_\_\_\_
- 3 using bicycles specially designed for riding on uneven terrain \_\_\_\_\_
- 4 using a device to slide down a wire or a rope usually suspended high above ground \_\_\_\_\_
- 5 moving through a city by running, jumping and climbing under, around and through things \_\_\_\_\_
- 6 taking the experience of surfing to the street \_\_\_\_\_
- 7 jumping off high ground, with an elastic rope tied around your ankles \_\_\_\_\_
- 8 travelling over turbulent river rapids in an inflatable vessel \_\_\_\_\_
- 9 jumping out of a plane and spending time in free fall before opening a parachute \_\_\_\_\_

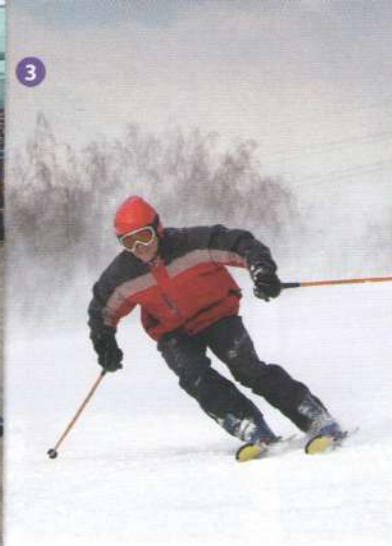
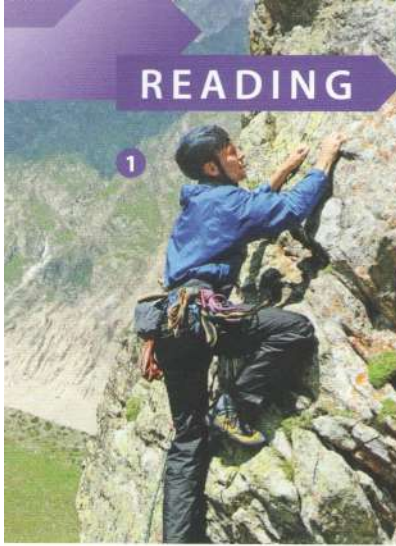
**9 Which of the extreme sports in exercise 8 appeals to you most? Which appeals to you least? Why?**

**10 Work in pairs. Take turns to answer the questions.**

- 1 What are the most popular sports venues in Ukraine? What events are held there?
- 2 What team sports and individual sports are popular in Ukraine? What skills can you learn from doing individual and team sports?
- 3 What sports do students do at your school? What do you learn from doing sports at school?

- 4 What teams do most people in Ukraine support? How do people choose who to support?
- 5 What do you think are the most watched sports in the world? What makes them popular?
- 6 Do you think the money professional athletes earn reflect their achievements? Why?/Why not?

## READING



### Matching (general)

1 Work in pairs. Look at the pictures (1–8) and discuss the questions.

- 1 What are these sports activities? Which do you think require the most team work or skill? Why?
- 2 Have you tried any of these activities? Which would you like to try?

2 Work in pairs. Read the headings (A–H) in exercise 3. Try to predict what information and vocabulary you would find in a text that matches each heading.

#### EXAM STRATEGY

- Read the texts carefully to find out what the main point of each text is. Then read the headings to see which of them match your ideas.
- When you read for the second time, focus on eliminating the incorrect headings and double-checking your matches.

3 **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Match the advertisements with the type of exercise.

- |                  |       |
|------------------|-------|
| A Gym            | _____ |
| B Skiing         | _____ |
| C Football       | _____ |
| D Swimming       | _____ |
| E Dance          | _____ |
| F Figure skating | _____ |
| G Climbing       | _____ |
| H Bungee jumping | _____ |

1

### We are looking for new members!

It doesn't matter if you already are a racer, or you are new to the mountains.

Training consists of weekly fitness sessions and trips to local indoor snow slopes.

Join us for THE VARSITY TRIP – the largest students snowsports event in the world!

2

### Come and try an exciting new sport!

**25% discount for all new members!**

We provide all equipment for beginners.

Ropes are made of high quality nylon and conform with UK safety requirements.

See this [link](#) for a safety video on how to attach yourself to a rock or wall.

3

### We run classes in:

- ballroom
- Latin American
- rock 'n' roll
- tango

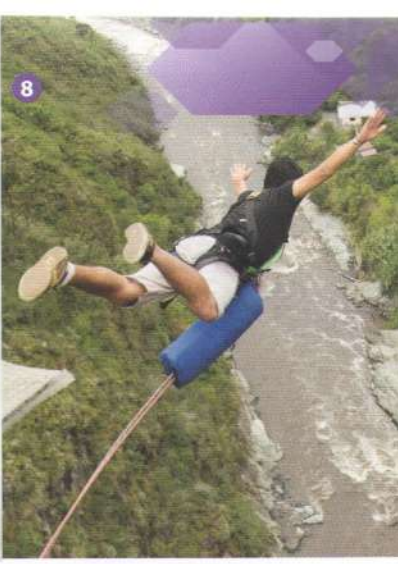
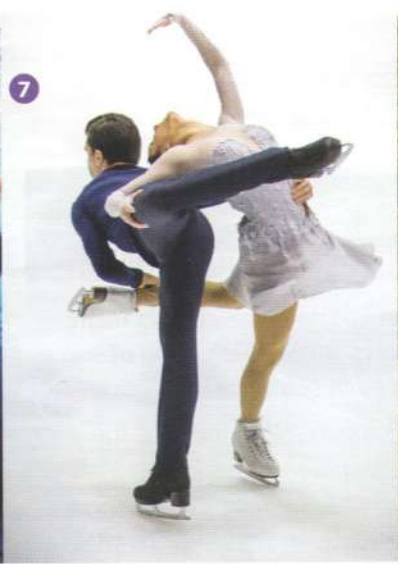
Classes are fun and offer a powerful workout!

You don't need a partner or any special equipment.

Check out our app to find out times.

Each session lasts for 45 minutes.





**4 TAKE UP A NEW SPORT AND GET FIT IN JANUARY!**

We have a range of exercise classes to suit all ages and abilities.

**Come along and try a class of your choice plus the Jacuzzi and Spa – for free!**

We offer a 25% discount for all clients who book their first membership month!

**5 If you are a strong defender or a top-scorer, we want to hear from you!**

We are an ambitious team of players looking for new teammates. Our club competes in the British University League, which is made up of the UK's top university teams.

**Training sessions:**

- 2 sessions on the pitch every week
- 2 strength and conditioning sessions per week

**Facilities:**

- 2 full-sized pitches
- fully-equipped gym

- 5 Complete the sentences (1–8) with the correct form of the words from the table.**
- 1 My sister was always very \_\_\_\_\_ as a child. Whatever we played, she always wanted to win.
  - 2 Weightlifting isn't only about raw \_\_\_\_\_. It's also about timing and balance.
  - 3 We've had some good results, but we've only played against weaker \_\_\_\_\_ so far.
  - 4 You should've taken my previous results into \_\_\_\_\_ before dropping me from the team.
  - 5 Doing six hours of exercise every single day is probably \_\_\_\_\_.
  - 6 He didn't have the \_\_\_\_\_ to swim any further.
  - 7 Many sports injuries are \_\_\_\_\_ if you take care not to overstretch yourself.
  - 8 It would have been impossible to \_\_\_\_\_ the outcome of the match – we were all astonished!

**Dependent prepositions and phrasal verbs**

- 6 Complete the sentences (1–8) with the correct particle: a preposition or an adverbial.**
- 1 A triathlon consists \_\_\_\_\_ swimming, cycling and running.
  - 2 I'm considering taking \_\_\_\_\_ yoga to improve my fitness.
  - 3 Extra time lasts \_\_\_\_\_ half an hour: two halves of fifteen minutes each.
  - 4 A goalkeeper, defenders, midfielders and strikers make \_\_\_\_\_ a football team.
  - 5 You need to attach the net \_\_\_\_\_ the goalposts to stop it from falling off.
  - 6 Do you know what golf balls are made \_\_\_\_\_ ?
  - 7 We are waiting \_\_\_\_\_ the game to start.
  - 8 My trainer believes \_\_\_\_\_ training hard every day.

**Words in context**

**4 Find the verb *compete* in one of the texts. Then, write the missing form of all the words in the table.**

	verb	adjective	noun
1	compete	_____	_____
2	_____	excessive	excess
3	power	_____	power
4	_____	considerate	consideration
5	oppose	opposing	_____
6	avoid	_____	avoidance
7	_____	_____	prediction
8	strengthen	_____	_____

LANGUAGE REVIEW

conditionals review • mixed conditionals

1 Complete the sentences with the correct form of the verb in brackets. Identify the type of conditional used in each sentence.

- If you \_\_\_\_\_ (keep) breaking the rules, the coach \_\_\_\_\_ (drop) you from the squad.
- Dan \_\_\_\_\_ (take) part in the race tomorrow if he \_\_\_\_\_ (not twist) his ankle last Saturday.
- If I \_\_\_\_\_ (train) harder, I \_\_\_\_\_ (not fail) in the qualifying round yesterday.
- We \_\_\_\_\_ (go) to the game together tonight if you \_\_\_\_\_ (come) to my house beforehand.
- If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not buy) those trainers. They look really uncomfortable.
- I'm so upset. If I \_\_\_\_\_ (not lose) the last game, I \_\_\_\_\_ (be) in the finals now.

Grammar reference pages 129–131

Grammatical multiple-choice cloze

EXAM STRATEGY

Look carefully at the words that come before and after the gaps to identify what word is needed in each gap. Look for tenses or structures used with typical, auxiliary verbs.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

THE *Olympic* GAMES



The Ancient Greeks gave us the Olympics, but it was a Frenchman, Pierre de Coubertin, <sup>1</sup>\_\_\_\_\_ in Paris in 1863, who gave us the modern Olympic Games. He also founded the International Olympic Committee and served as <sup>2</sup>\_\_\_\_\_ President from 1896 to 1925.

Pierre de Coubertin came <sup>3</sup>\_\_\_\_\_ that sport should be an important part of what students learned at school. He also felt strongly that people should do sport out of passion, and not for money. These were the ideas behind the first Games of modern times, <sup>4</sup>\_\_\_\_\_ took place in Athens in 1896. The first modern Olympic Games were very different from today: most of the athletes were Greek, there were <sup>5</sup>\_\_\_\_\_ women at all, and the athletes were amateurs, not professionals.

- A born B has been born C was born D being born
- A it B its C it's D its'
- A believed B believe C believing D to believe
- A that B which C where D who
- A nothing B none C no D not

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



Sport for all, and all for sport

Most people agree that participating in sport is beneficial, particularly for young people. As well as <sup>1</sup>\_\_\_\_\_ us fit and healthy, involvement in individual and team sports encourages dedication and commitment. There is also evidence that sport can <sup>2</sup>\_\_\_\_\_ to improvements in society as a whole.

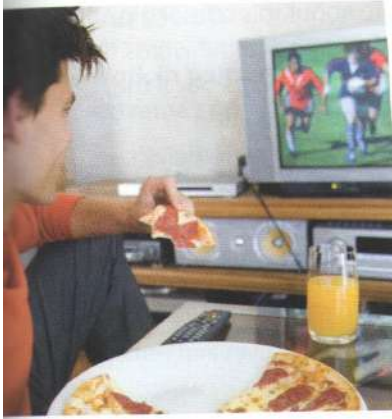
<sup>3</sup>\_\_\_\_\_ part in sports can improve people's lives. For example, a young woman in India started <sup>4</sup>\_\_\_\_\_ the local cricket team. It soon became clear that she was good at organizing sports events, <sup>5</sup>\_\_\_\_\_ she had never been responsible for doing this type of work before. Soon, people started asking her to help them organize other community <sup>6</sup>\_\_\_\_\_, such as charity events and local festivals. Eventually, they elected her as the mayor of her village.

Sport also helps improve discipline among young people. Setting up sports facilities and organizing competitions <sup>7</sup>\_\_\_\_\_ teenagers with meaningful out-of-school activities. As a(n) <sup>8</sup>\_\_\_\_\_, juvenile crime is reduced. If the activities are connected with the local school, they also help reduce non-attendance – a <sup>9</sup>\_\_\_\_\_ problem in many areas.

<sup>10</sup>\_\_\_\_\_, sports help you become a more rounded person. Working together as a team helps you anticipate other people's needs and build empathy towards them.

- A staying B keeping C maintaining D developing
- A lead B help C turn D reach
- A Being B Playing C Having D Taking
- A enabling B educating C guiding D coaching
- A however B despite C although D also
- A businesses B circumstances C situations D matters
- A gives B provides C contributes D delivers
- A conclusion B impact C result D objective
- A natural B joint C common D regular
- A Absolutely B Definitely C Eventually D Finally

# LISTENING



## Multiple-choice (listening for specific information)

1 Work in pairs. Look at the pictures (1–3) and discuss the questions.

- 1 Which picture most closely reflects your attitude to sport? Why?
- 2 Does playing sports help people work better together as a team?
- 3 Would you like to be a professional sportsperson? If yes, in what discipline? If not, why not?

2 2.09 Listen to Sam and Ewan talking about the activities in exercise 1. Which of them does Sam decide to do? Which activity is Ewan going to do?

### EXAM STRATEGY

Remember that all three items shown in the pictures may be mentioned in the recording.

3 **EXAM TASK** 2.10 Listen to the text. For questions (1–6) choose the correct answer (A, B or C). You will listen to each recording twice.

1 Which sport will Miss Keeping teach tomorrow?



2 What type of sport does the speaker enjoy?



3 Where does Harry go running?



- 4 Why did the speaker get upset?
  - A She didn't break a record.
  - B She didn't win the race.
  - C She wasn't able to finish the race.
- 5 At what stage of the game does the penalty happen?
  - A the beginning
  - B the middle
  - C the end
- 6 How does the speaker describe paralympic athletes?
  - A They are tireless.
  - B They are extraordinary.
  - C They are unbeatable.

4 Complete the sentences (1–8) with words from the box.

beat drive fit in overcome rely set take under

- 1 When doing sport, do you feel motivated when you \_\_\_\_\_ your personal best?
- 2 Does playing team sports make you feel \_\_\_\_\_ pressure?
- 3 Are you the kind of person who likes to \_\_\_\_\_ a shot at a goal, or do you prefer to be in defence?
- 4 How easy is it for you to \_\_\_\_\_ sport \_\_\_\_\_ to your daily routine?
- 5 Are you happy to \_\_\_\_\_ on other people in team sports or do you prefer to go it alone?
- 6 Are there any obstacles you have had to \_\_\_\_\_ in your life?
- 7 How important is it to \_\_\_\_\_ yourself personal challenges in life?
- 8 Do you sometimes feel you \_\_\_\_\_ yourself too hard? In what situations, if any?

5 Work in pairs. Ask and answer the questions in exercise 4.

**Blog post: describing an important event**

**1 Work in pairs. Discuss the questions.**

- 1 Which sports events are popular in your area? Do you attend them? Why?/Why not?
- 2 Do you watch any sports on TV or online? If yes, which ones? Who do you watch them with? If no, why not?

**2 Read Jessica's post on her blog 'Sportcrazy' and answer the questions (1-4).**



I'm super excited because on Saturday I'm going to an outdoor activity centre with the school for a week! It's right next to a lake and, although I don't like swimming much, I'm dying to go kayaking and sailing.

Last year we went to a different centre for just three days. We went hiking and riding – but the big highlight for me was climbing! I felt like giving up loads of times, but in the end, I got totally hooked on the challenge! Each time I finally got to the top, I felt fantastic! In fact, it was so brilliant that I started going to our local climbing wall. Here I am!

I'd really recommend climbing because it's fun and it makes you stronger and more flexible.

Please reply and tell me what school sports trips you've enjoyed as I want some ideas for my next challenge!

- 1 What is the main experience Jessica describes?
- 2 What phrase does she use to say that this experience was the most important one for her?
- 3 What does she invite people to write about? Why does she invite them to do this?
- 4 Which three informal expressions does she use to express emotions?

**3 Read Simon's post and answer the questions (1-2).**

Jessica, great to read about your school trip last year!

Two years ago I went on our school ski trip, which turned out to be extremely inspiring. I'd never been skiing before and didn't know if I would like it. I found that I did! In fact, the whole experience was pretty awesome. The scenery was absolutely breathtaking and it was so exciting to be out in it all day and going very fast downhill! We had some good instructors and I learned the basics quite quickly, although the lessons got a bit harder after the first couple of days.

By the end of the week I felt quite proud of my new skills and was completely addicted to winter sports. Now I look forward all year to the next ski trip. If you get the chance, you should go on one. Skiing's great for your heart and strengthens your core and leg muscles. It's also incredibly exciting!

- 1 Why does Simon write about this school trip?
- 2 Find these adverbs of degree and the words they modify in Jessica and Simon's posts. Say if they express a small (S) or large (L) degree.

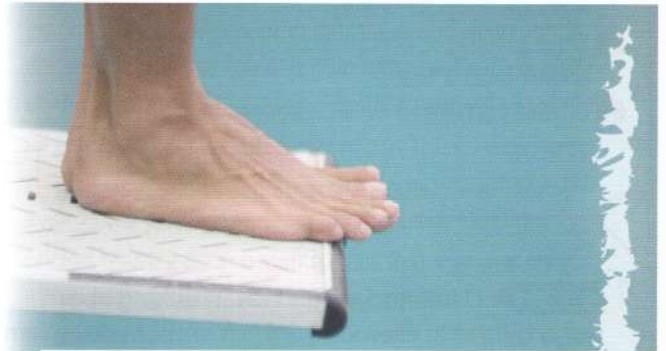
totally \_\_\_\_\_ really \_\_\_\_\_ extremely \_\_\_\_\_  
 pretty \_\_\_\_\_ so \_\_\_\_\_ absolutely \_\_\_\_\_  
 quite \_\_\_\_\_ a bit \_\_\_\_\_ completely \_\_\_\_\_  
 incredibly \_\_\_\_\_

**EXAM STRATEGY**

Use a variety of adverbs of degree, adjectives and verbs to make your writing interesting.

**4 EXAM TASK** You have read this post on a British teenager's blog called 'Sportcrazy'. Write a post of at least 100 words in which you:

- ▶ describe a memorable sporting experience and explain why it was significant to you,
- ▶ explain the popularity of this sport,
- ▶ persuade your readers to watch or play this sport.



Today I came across some old photos of me swimming with my parents when I was about five. I looked so happy! We used to go to the pool all the time in the summer and I loved it. Then when I was about ten, I got into diving. I remember watching it in the 2008 Olympics and thinking 'Wow! I want to do that!' I was totally amazed at the beauty of the dives and incredibly excited by the height of the boards! I desperately wanted to dive off the highest one and learn all the moves. I started learning to dive and I've been pretty obsessed with it ever since! I'm not amazingly good, but I've competed in a few local competitions and done quite well. Have you ever watched or taken part in a sporting event that made a big impression on you? If so, I'd love to hear about it.

**Writing bank page 155**

**5 Check your work.**

- Have you written about all three points in the task?
- Have you used informal language?
- Have you used a variety of adverbs of degree?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

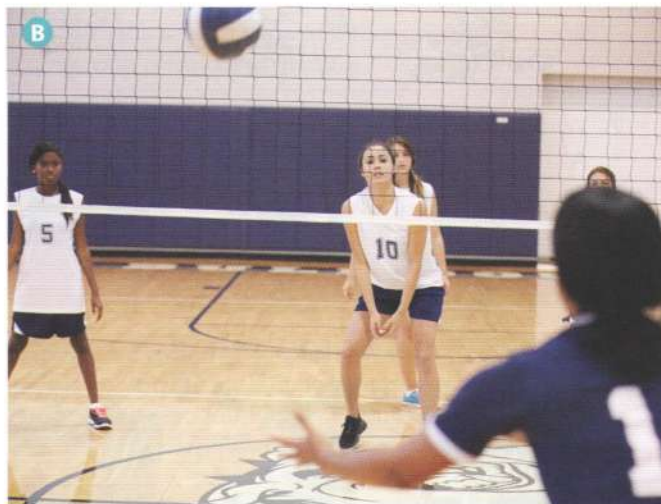
## Conversation

### 1 Work in pairs. Ask and answer the questions about extreme sports.

- 1 People can do extreme sports on land, water, snow, ice or in the air. Describe a place that would be suitable for doing extreme sports. Which extreme sports could be done there?
- 2 If somebody paid for you to do a bungee jump for your birthday, what would you do?
- 3 Have you ever done an extreme sport? If you have, which one? Describe the experience and your reasons for doing it. If you haven't, why not?
- 4 'Parents of young children and teenagers who do extreme sports are irresponsible.' Do you agree? Why?/Why not?
- 5 Does the high cost of extreme sports make them more or less attractive? Explain your point of view.
- 6 'Extreme sports give people confidence and so schools should take pupils on trips to do them.' Do you agree? Why?/Why not?

## Picture description

### 3 Look at the pictures (A–D) of different people doing sports. Take turns to compare them and talk about the different roles that sport plays in people's lives.



## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for it, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

**Professional sports benefit society.**

- health
- education
- the economy

Speaking bank: debate ideas page 144

LISTENING

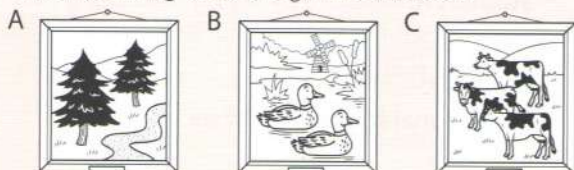
Multiple-choice  
(listening for specific information)

EXAM STRATEGY

Speakers often change their mind while talking about a subject. So when a question asks about a speaker's opinion, you should listen carefully to the whole recording before you choose the answer.

1 **2.11** Listen to two people talking about some paintings and answer the question.

1 Which painting does the girl like the best?



2 **EXAM TASK 2.12** Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C). You will listen to each recording twice.

1 What can you do inside the installation?



2 What is Frida Kahlo holding?



3 What was the weather like at the beach?



4 What did the artist NOT do?

- A use more than one colour at a time
- B allow people to stand close to his work
- C put frames around his paintings

5 What type of art does the speaker create?

- A photos
- B cartoons
- C paintings

6 What was the first animal the artist made?

- A polar bear
- B wolf
- C rhinoceros

USE OF ENGLISH

Lexical multiple-choice cloze

3 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

THE SUPER BOWL

The Super Bowl is the most important event in American football. People in the USA, <sup>1</sup>\_\_\_\_ young or old, seem to stop everything to enjoy it. So how and when did it start? American football was invented in the 19<sup>th</sup> century when different <sup>2</sup>\_\_\_\_ of traditional European football and rugby were combined. It wasn't until 1966, however, when two rival organizations decided to merge, that the decision to host a large-scale championship <sup>3</sup>\_\_\_\_ was made. The name 'Super Bowl' was originally only a <sup>4</sup>\_\_\_\_ for the event. But everyone used it, and it soon became <sup>5</sup>\_\_\_\_. The first Super Bowl <sup>6</sup>\_\_\_\_ place on 15 January 1967 in Los Angeles in front of a few fans and a lot of empty seats. At the time, nobody imagined how popular it would become, so tickets were <sup>7</sup>\_\_\_\_ at between six and twelve dollars. (Today tickets can cost as much as \$1,000.) Despite the small number of <sup>8</sup>\_\_\_\_, the game was broadcast across America on TV. There were around 60 million viewers, <sup>9</sup>\_\_\_\_ it the largest number to ever see a sporting event at that time – and it continues to be as popular as ever.

An important part of its <sup>10</sup>\_\_\_\_ these days is the half-time show. Big names such as Rihanna, Cardi B and Jay Z have been keen to perform there.



- 1 A however B though C despite D even
- 2 A positions B aspects C sides D views
- 3 A play B cup C league D game
- 4 A label B nickname C title D term
- 5 A official B lawful C approved D formal
- 6 A got B held C took D gained
- 7 A rated B estimated C traded D priced
- 8 A observers B spectators C watchers D witnesses
- 9 A making B putting C having D giving
- 10 A admiration B acceptance C favour D popularity

## READING

### Matching (specific)

4 Read the six reviews in exercise 5 and decide what is being reviewed. Choose from the list below. There is one category you do not need to use.

- A an exhibition \_\_\_\_\_
- B a theatrical production \_\_\_\_\_
- C an autobiography \_\_\_\_\_
- D a love story \_\_\_\_\_
- E a romantic comedy \_\_\_\_\_
- F a collection of stories \_\_\_\_\_
- G a detective story \_\_\_\_\_

5 **EXAM TASK** Read the texts. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Which of the reviews talks about ...

- A acting in a West End comedy? \_\_\_\_\_
- B giving someone assistance? \_\_\_\_\_
- C reading a diary? \_\_\_\_\_
- D learning to paint? \_\_\_\_\_
- E performing outdoors? \_\_\_\_\_
- F showing different art forms? \_\_\_\_\_
- G reflecting on personal experiences? \_\_\_\_\_
- H trying to change a way of living? \_\_\_\_\_

1

The narrator of Philippe Beaussant's *Rendezvous in Venice* is called Pierre. For many years, he watched as his Uncle Charles – an eminent art historian – deciphered portraits like a detective. Pierre is convinced that the only women Uncle Charles was interested in were those in portraits, until, after his uncle's death, he finds a notebook that details a passionate affair and a trip to Venice.

2

What would Emily Brontë have thought about her novel, *Wuthering Heights*, being turned into a play performed in a central London park? Perhaps that it was funny. But whatever she may have thought, the Hyde Park Theatre Company have achieved a major triumph in taking their audience on a journey to a strange and dark world of the wild Yorkshire Moors.

3

We proudly present our 5<sup>th</sup> annual show at The Black & White gallery in Pall Mall, London: *500 Shades of London*. We have put together a breath-taking collection of photographs, paintings and illustrations of different aspects of London life. All the participating artists came to the UK from other countries – from Jamaica to Japan – and developed their own sense of belonging and a community in which to create their own art.

4

Guo Yue is renowned as a Chinese bamboo flute player; he also offers cookery workshops in London. It's little surprise then that his memoir *Music, Food and Love* should put these subjects into focus. The terrors of the Cultural Revolution are softened here by Yue's thoughts about cooking and eating. The traditional recipes included in the book will appeal to adventurous chefs and less experienced amateurs alike.

5

This is the story of a 30-something-year-old woman who struggles with her age, weight, job, and her lack of love. She decides to take control of her life. It's adapted from the book by Helen Fielding and stars Renée Zellweger, Colin Firth and Hugh Grant. It also includes cameo appearances by Salman Rushdie and Jeffrey Archer. Despite the chick-flick genre, it's a very funny and heart-warming movie!

6

Get to know Arthur Conan Doyle: wildly successful author of the Sherlock Holmes mysteries, whose life turns upside down when he meets George Edalji, a half-Indian lawyer who was wrongfully convicted and imprisoned. George needs Arthur's help to clear his name. However, as the case unfolds, Arthur himself questions George's innocence. Julian Barnes transforms a real-life case into a gripping fictional story of a private investigator.

## WRITING

### Blog post

#### EXAM STRATEGY

Focus only on the most important things that you liked or did not like about the film. If you liked it, recommend it for others to watch, and give a reason why you think they should see it.

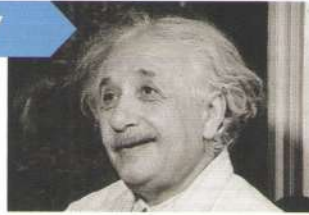
6 **EXAM TASK** Write a review of a film you have recently seen for your blog. Your review should include the following information:

- ▶ what the film was and why you decided to see it,
- ▶ a brief outline of the plot,
- ▶ what you liked or didn't like about it, and if you would recommend it.

Write a blog post of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your post in an appropriate way.

## VOCABULARY

## Science



1 Work in pairs. Discuss the questions.

- Look at the picture. Who is it and what is he famous for? What field of science did he work in?
- Which of the areas of science do you think are the most important in the 21<sup>st</sup> century? Why?

astronomy biology chemistry cybernetics ecology  
genetics geology medicine meteorology physics  
sociology zoology

2 Choose the correct word from the pair of given words to complete sentences a and b.

- research/experiment*
  - \_\_\_\_\_ : a careful study of something to discover new facts or information about it
  - \_\_\_\_\_ : a scientific test to study what happens and to gain new knowledge
- evidence/findings*
  - \_\_\_\_\_ : facts, signs or objects that make you believe that something is true
  - \_\_\_\_\_ : information that you discover as a result of research
- hypothesis/analysis*
  - \_\_\_\_\_ : an idea that is based on a few known facts, but that has not yet been proved to be true
  - \_\_\_\_\_ : the detailed study of something to understand more about it
- data/sample*
  - \_\_\_\_\_ : a number of people or things taken from a larger group and used in tests to provide information about the group
  - \_\_\_\_\_ : facts or information we use to find out things or to make decisions
- theory/practice*
  - \_\_\_\_\_ : a set of ideas that is intended to explain why something happens or exists
  - \_\_\_\_\_ : application of an idea or method through use
- invention/discovery*
  - \_\_\_\_\_ : learning about something that was not known before
  - \_\_\_\_\_ : creating something that has never been made before

3 Choose the correct word to complete each sentence (a–f). What is the order in which scientists do these things? Number the sentences (1–6).

- \_\_\_ a They *analyse/explore/watch* samples.
- \_\_\_ b They *bring/express/formulate* a hypothesis.
- \_\_\_ c They *observe/scan/view* an object or an activity.
- \_\_\_ d They *address/conduct/make* experiments.
- \_\_\_ e They *interpret/rewrite/translate* data and findings.
- \_\_\_ f They *assume/bring/draw* conclusions.

## LANGUAGE NOTE

hypothesis → hypotheses (plural)

analysis → analyses (plural)

phenomenon → phenomena (plural)

findings (usually only in the plural form)

data (used both as uncountable singular and plural)

This data shows ... / These data show ...

4 Work in pairs. Complete the questions (1–8) about science with words from the box.

element force measurement planet process  
qualified scientific scientist

## Science quiz

- What do we call a \_\_\_\_\_ who studies physics?
- Which \_\_\_\_\_ is the hottest in our solar system?
- What \_\_\_\_\_ means a person weighing 100 kg on Earth only weighs 38 kg on Mars?
- What \_\_\_\_\_ makes up 70% of the Sun's mass?
- What is the \_\_\_\_\_ called, when water turns to ice?
- What \_\_\_\_\_ do we use to describe the energy that food contains?
- What do we call a person \_\_\_\_\_ to practise medicine, but not surgery?
- What is another word for a(n) \_\_\_\_\_ rule?

5 Ask and answer the quiz questions from exercise 4. Go to page 145 to check your answers.



Technology

6 Choose the correct word to complete the sentences (1–6).

- 1 It's illegal to use your mobile phone while driving unless it is *touchscreen/hands-free*.
- 2 Tap any *icon/menu* on the screen to open a file or to run a program.
- 3 When you're ready to start talking, you need to press *Record/Play*.
- 4 In low-light conditions, it's a good idea to use your camera's *zoom lens/flash*.
- 5 E-readers allow you to *bookmark/download* pages so you don't lose your place.
- 6 You can't listen to recorded *files/documents* on your MP4 player without headphones.

Technical problems

7 Match the sentences (1–6) with the devices (a–f).

- |  |   |
|--|---|
| 1 I can't call - there's no signal here.   | — |
| 2 No wonder you can't change channels. It needs new batteries.                     | — |
| 3 It's crashed again. How do I restart?  | — |
| 4 I couldn't hear anything, then I realized I'd forgotten to plug in my earphones. | — |
| 5 So, the engine won't start. Are you sure you've got fuel?                        | — |
| 6 It's out of order. You'll have to go to the cafeteria.                           | — |
- a mobile phone  
 b MP3 player  
 c TV remote control  
 d drinks machine  
 e motorbike  
 f laptop

8 Work in pairs. Imagine that there is a technical problem with the following devices. Discuss the questions (1–3) for each one.



family car fridge laptop mobile phone television washing machine

- 1 How does the problem affect you?
- 2 What does it prevent you from doing?
- 3 What could you try to do to fix it?

Information technology

9 Complete the questions (1–6) with the words or phrases from the box.

applications back up browser cloud external  
 hack monitors virus



- 1 Some office workers use two \_\_\_\_\_. Why?
- 2 What \_\_\_\_\_ have you installed, but never use on your mobile phone or tablet?
- 3 How often do you clear your \_\_\_\_\_ history when you're using the Internet?
- 4 What do you need to do when you find a(n) \_\_\_\_\_ on your computer?
- 5 Do you \_\_\_\_\_ your documents to a(n) \_\_\_\_\_ hard drive or to \_\_\_\_\_ storage?
- 6 How can you protect your data if someone tries to \_\_\_\_\_ into your computer?

10 Work in pairs. Ask and answer the questions from exercise 9.

11 Work in pairs. Take turns to answer the questions.

- 1 What area of science are you most interested in? Why?
- 2 What do you wish had never been invented or discovered? Why?
- 3 What was the most memorable experience you've had in a science class? Why?

- 4 How much technology do you use in different classes? How do they improve your learning experience?
- 5 What does technology make easier and what does it make more difficult to do? Why?
- 6 'Digital detox' means limiting the amount of time you use devices like your mobile phone. Do you think it is important to do this? Why?/ Why not? Have you ever tried it yourself?

Gapped text

1 Work in pairs. Answer the questions.

- 1 What does the picture show?
- 2 How would you describe the shape?

- 2 Read the text quickly to check your ideas in exercise 1.
- 3 Read the first paragraph of the text again. Which words might link the text with the missing phrase?
- 4 Read the phrases (A–H) in exercise 5. Which one is the correct phrase to complete gap 1 in the text? How is it linked to the rest of the paragraph?

EXAM STRATEGY

- Look for pronouns and linking words in the text and in the phrases from the exam task. We use them to refer to people, things or ideas mentioned previously, and to avoid repetition.
- Pay attention to these reference words or phrases as they will help you connect the phrases to the gaps.

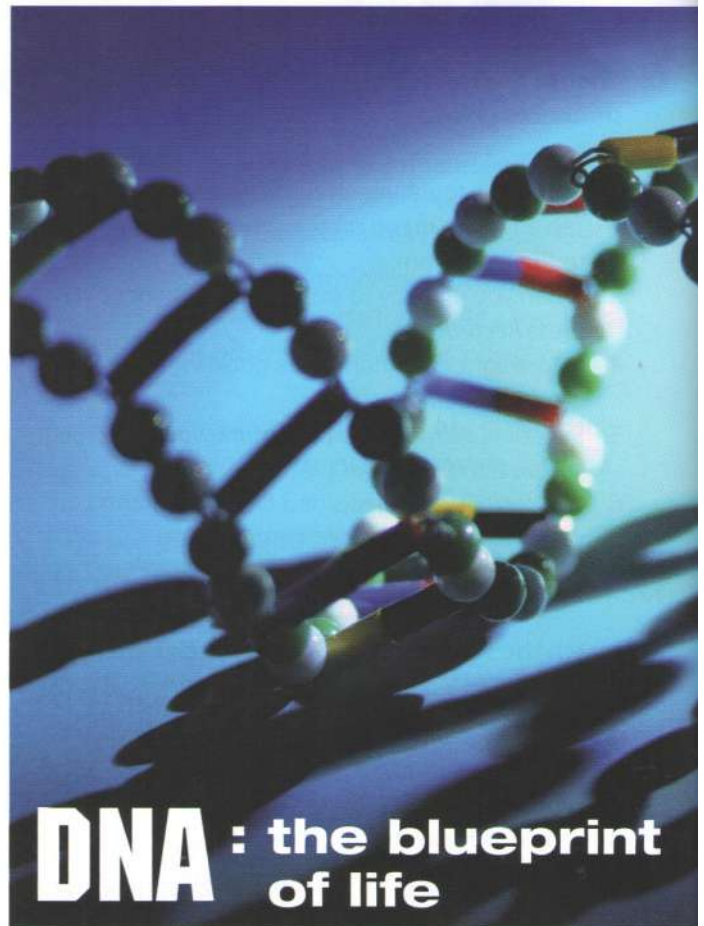
5 **EXAM TASK** Read the text. Choose from (A–H) the one which best fits the space (1–6). There are two choices you do not need to use.

- A that the structure is a double helix
- B whether two people are related or not
- C how to build a life form
- D whose work was key to solving the mystery
- E in order to understand the structure of molecules
- F which he couldn't identify
- G is responsible for carrying genetic code
- H what the term DNA stands for

Words in context

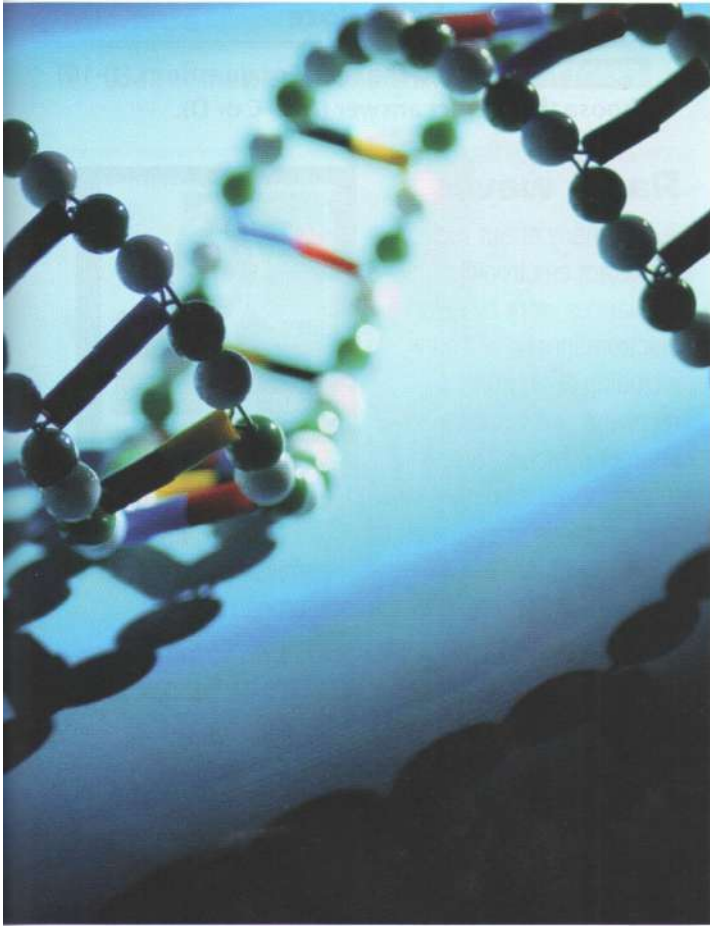
6 Find words in the text to match the definitions (1–6).

- 1 the arrangement of genes that controls how each living thing will develop: g\_\_\_\_\_ c\_\_\_\_\_
- 2 a way of doing something, especially one in which you have to learn special skills: t\_\_\_\_\_
- 3 a big change or strong effect: i\_\_\_\_\_
- 4 typical features or qualities that someone or something has: c\_\_\_\_\_
- 5 a fact or piece of evidence that helps you solve a mystery or problem: c\_\_\_\_\_
- 6 the central part of a cell: n\_\_\_\_\_



DNA was discovered in 1869 by Swiss biologist Friedrich Miescher, while he was investigating what the nucleus in human cells contains. Miescher found that the cells contained mostly protein, as expected, but also another substance <sup>1</sup>\_\_\_\_\_. This mysterious substance later became known as *nucleic acid*.

In 1933 Belgian chemist Jean Brachet found that DNA was present inside cells. After many years of research, he also realized that DNA <sup>2</sup>\_\_\_\_\_ from generation to generation. Scientists then realized that within our DNA there must be thousands of genes which carry information for every human characteristic. Together, these are like a complete instruction manual giving a detailed plan of <sup>3</sup>\_\_\_\_\_. The challenge now was to work out the structure of the DNA molecule in order to understand how it does its job.



In the 1940s, scientists began to use a technique involving X-rays <sup>4</sup>\_\_\_\_\_ . English scientist Rosalind Franklin carried out this type of experiment on DNA molecules until she produced a clear pattern of dots on photographic film. This provided the clues needed about the structure of DNA for molecular biologists James Watson and Francis Crick. Using Franklin's photograph they were able to build a model of DNA in their laboratory in 1953. They realized <sup>5</sup>\_\_\_\_\_ , which can be described as a spiral staircase.

The understanding of how DNA works has had a big impact on our lives today, and has led to many different scientific applications. For example, understanding that everyone has a unique DNA code has been crucial in criminal investigations and also in proving <sup>6</sup>\_\_\_\_\_ . In medicine, gene therapy is a technique in which healthy DNA is introduced into a patient's cells to treat a genetic disease. In agriculture, similar techniques are used to alter the genetic information in plants in order to make them stronger and faster growing.

## 7 Choose the correct verb from the pair of given words to complete sentences a and b.

- 1 *carry/lead*
  - a The role of your blood is to \_\_\_\_\_ oxygen to your vital organs.
  - b Discoveries in one area of science often \_\_\_\_\_ to other discoveries in different fields.
- 2 *alter/realize*
  - a Sometimes scientists don't \_\_\_\_\_ the importance of their discoveries in their own time.
  - b Nothing can \_\_\_\_\_ the fact that our genes play a big part in who we are.
- 3 *investigate/solve*
  - a Does anyone know how to \_\_\_\_\_ these maths problems?
  - b In this programme, scientists \_\_\_\_\_ the link between diet and cancer.
- 4 *prove/provide*
  - a I'm not going to believe you unless you can \_\_\_\_\_ that what you say is true.
  - b It isn't possible for scientific tests to \_\_\_\_\_ clear-cut answers in every police investigation.

## 8 Work in pairs. Do some research to find out more about the topic of the article. Then discuss the questions.

- 1 What genetic information has been passed on to you from your mother and/or father?
- 2 What can the knowledge of DNA tell us about history and anthropology?
- 3 What do you think about using the knowledge of DNA for genetic engineering? What are its uses?



LANGUAGE REVIEW

future perfect and continuous

1 Complete the sentences with the correct future form of the verb in brackets: the future continuous or the future perfect.

- I've told the guest speaker that we \_\_\_\_\_ (wait) for her outside the conference hall at 10.30.
- Do you think the team \_\_\_\_\_ (complete) the science project by the end of next year?
- I think in 50 years' time, teachers \_\_\_\_\_ (replace) by computers or robots.
- Jack, \_\_\_\_\_ (you/use) your laptop in the next two hours or so? If not, I'd like to borrow it.
- This time next Monday our class \_\_\_\_\_ (take) the test – and probably be anxious to finish it.

Grammar reference pages 132–134

Grammatical multiple-choice cloze

EXAM STRATEGY

Think about the context and analyse the meaning of the sentences with gaps. For example, if you have to select the correct form of a verb, check if the subject is singular or plural, or look for time expressions to tell you what tense to use.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

To infinity and beyond

Having already explored all earthly territories, humans have moved on <sup>1</sup> one of the last remaining uncharted areas: the universe. This desire for space exploration has resulted in numerous technological achievements. Technologies from space travel <sup>2</sup> to create everyday items such as water filters and Velcro. In recent decades, satellites have given us vastly <sup>3</sup> communication and weather forecasting systems. Then there are navigation systems, without <sup>4</sup> many of us would be unable to find our way around unfamiliar cities. Undoubtedly, space travel opens up possibilities that <sup>5</sup> exist without it. But the question still remains as to whether it is worth the cost.



- A discover B discovering C to discover D discovered
- A use B will use C have used D have been used
- A improved B improvable C improving D improve
- A whom B which C that D who
- A shouldn't B mustn't C wouldn't D don't have to

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Radio waves

Today, many of our most important electronic appliances work by using electromagnetic waves, including radio and TV receivers and wireless Internet devices. The



technological advances which led to the creation of these devices started with the <sup>1</sup> of radio waves. Radio waves are used for the transmission of electronic pulses that <sup>2</sup> sounds, information and pictures.

Scottish physicist James Maxwell first <sup>3</sup> the existence of radio waves in the 1860s. World-famous Italian inventor Guglielmo Marconi later proved that radio communication was a real <sup>4</sup> when he transmitted the world's first wireless radio signal in 1895. At a <sup>5</sup> date, the letter S in Morse code was broadcast over 2,100 miles across the Atlantic from the USA to England in 1901. It was the first <sup>6</sup> wireless radio signal to cross between continents.

Marconi's company became <sup>7</sup> as a provider of wireless equipment and operators for shipping. It most <sup>8</sup> supplied equipment to the Titanic. The company's wireless transmissions helped save many lives, as SOS messages were sent out from the <sup>9</sup> ship to other ships nearby.

Marconi had been invited to sail on the ship's first <sup>10</sup>, but had not been able to make it. It was only after the event that he must have realized how lucky he had been!

- A discovery B confirmation C invention D evidence
- A illustrate B picture C reflect D represent
- A predicted B judged C reckoned D valued
- A capacity B possibility C probability D certainty
- A coming B following C successive D later
- A lucky B profitable C successful D fortunate
- A well-said B well-known C well-done D well-made
- A officially B publicly C famously D remarkably
- A dropping B sinking C falling D collapsing
- A voyage B travel C cruise D expedition

4 Work in pairs. Discuss the question.

Which invention or discovery do you think has had the biggest impact on the way we live our lives today? Why?

# LISTENING

## True/false

1 Look at the picture and answer the question.



What is a cyborg?

- a a robot programmed to learn like a human being
- b a robot designed to look like a human being
- c a human being enhanced with robotic body parts

2 Read the fact file. Answer the questions (1–3).

## Kevin Warwick

(born 9 February 1954, Coventry, UK) is a scientist and professor of cybernetics at the University of Reading in the United Kingdom.

He is known for his studies on direct interfaces between computer systems and the human nervous system, and has also done research in the fields of artificial intelligence, control, robotics and biomedical engineering.



- 1 What is Kevin Warwick's academic title?
- 2 What does his academic subject involve?
- 3 Have you heard of any inventions connected with it?

## EXAM STRATEGY

- True/false statements often focus on a particular fact or detail from the recording. Identifying the key words in the statements can help you decide what information you need to listen for.
- When you hear the topics from the statements mentioned in the recording, listen carefully to exactly *what* the speaker says about them. Pay attention to details, as these often help you decide on the meaning of what is said.

3 **EXAM TASK** 2.13 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Kevin was able to operate a robotic hand remotely from a different country.	___	___
2 Kevin's hand sent signals to his wife's brain.	___	___
3 Kevin was more excited than concerned about the dangers of the experiment.	___	___
4 Kevin thinks robots will rule our planet one day.	___	___
5 Kevin says the army isn't increasing their use of artificial intelligence at the moment.	___	___

4 Match the words from the box with their definitions (1–6).

adapt   artificial intelligence   extend   nervous system  
operate   signal

- 1 cover a particular area or distance: \_\_\_\_\_
- 2 a movement or sound that gives somebody information or instructions: \_\_\_\_\_
- 3 the network of organs and cells that connect the body to the brain: \_\_\_\_\_
- 4 control the functioning of a machine or process: \_\_\_\_\_
- 5 become adjusted to new conditions: \_\_\_\_\_
- 6 the development of computers able to perform tasks independently that normally require people to do them: \_\_\_\_\_

5 Work in groups. Discuss the questions (1–2).

- 1 How do you think life will have changed by 2030 and by 2050?
- 2 How will people be living in the future? Consider the following:
  - energy production and use
  - computers and communication devices
  - homes and cities

Formal letter: responding to an article (2)

1 Work in pairs. Look at the pictures (1–4) and discuss how you could use these devices at school.



tablet



virtual reality headset



3D printer



multimedia projector

2 Read the letter to a newspaper and answer the questions (1–4).

Dear Editor,

I was interested to read Kate Fisher's article 'New ways of learning' (5<sup>th</sup> October) about the use of technology in higher education. As a student myself, I completely agree with her that it can have a hugely positive impact on learning and that it should be encouraged.

The university I attend uses lecture capture software for recording lectures. These are then uploaded to a website where students can view them. This is incredibly useful for revision and also for those students who cannot attend lectures. Another valuable tool is video conferencing software that can be used for one-to-one discussions or tutorials.

Unfortunately, not all lecturers are willing to use these tools or are adequately skilled to use them. So, although the software is there, sometimes it is not used or does not function properly.

In my view, technology plays a vital role in academic life and its provision should be a priority in all universities. The use of new technology should be compulsory for all lecturers and they should be trained in how to use it.

Yours faithfully,

Ben Carmichael

- 1 What is Ben's response to the original article?
- 2 In which paragraph(s) does he describe his relevant experience?
- 3 What suggestions does he make for universities?
- 4 Do you think he cares a lot or a little about this issue? How do you know?

3 Circle the correct option to complete the sentences (1–4).

- 1 We have found this to be a high quality app with many excellent features. *In addition/In respect of*, it is very affordable. *A/Another* excellent app for learning languages is SayItNow.

- 2 Some students report problems with the software. *Brilliantly/Fortunately*, I have not experienced any myself.
- 3 One solution is to allow students to bring their own devices to school. *Whereas/While* not without problems, this approach can work well.
- 4 Digital technology provides many possibilities for data sharing between teachers and students. One *example/type* is Moodle, a 'Virtual Learning Environment' in which users can post content, homework and assessment.

EXAM STRATEGY

Make sure that paragraphs flow in a logical sequence. Use phrases that refer back to previous paragraphs, where appropriate.

4 EXAM TASK You have read the following article in a newspaper. Write a letter of at least 100 words in which you:

- ▶ explain if you agree or disagree with the author of the article and give reasons,
- ▶ describe the educational technology that is used in your school,
- ▶ suggest ways of improving the use of educational technology at your school.

17<sup>TH</sup> DECEMBER

MAKE A PLACE FOR TECHNOLOGY IN THE CLASSROOM

Christopher Johnson

Digital technology is used everywhere, all the time, but one place where it is not used very much is the classroom. Here the teacher speaks to a group of children while some of them listen. The others have switched off and some of them misbehave. The teacher has to stop teaching and manage student behaviour. What a waste of time! If each student had a laptop or tablet that was connected to the Internet, instruction could be delivered online and students could learn at their own pace. The teacher could then respond to individual students and nobody would switch off.

Admittedly, some teachers regularly use interactive whiteboards and tablets, but digital technology needs to be used in every lesson and for every piece of homework. Young people have considerable digital skills, so why don't teachers use them for learning?

Writing bank pages 150–151

5 Check your work.

- Have you written about all three points in the task?
- Do your paragraphs follow a logical sequence?
- Have you used appropriate formal language?
- Have you written at least 100 words?

# SPEAKING

## Conversation

### 1 Work in pairs. Ask and answer the questions about gadgets and apps.

- 1 Describe a gadget that you used to use. What did it do? Why don't you use it anymore?
- 2 If you read about a new gadget, do you want to buy it? Why?/Why not?
- 3 'Parents shouldn't use phone tracking apps to see where their teenage children are.' Do you agree? Why?/Why not?
- 4 Have you ever recommended an app to someone? If so, what was it? Why did you recommend it? If not, what app might you recommend to someone?
- 5 'Extended video gaming has a negative impact on the physical health of adults and children.' Do you agree? Why?/Why not?
- 6 Why are social media apps so popular with teenagers?

## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

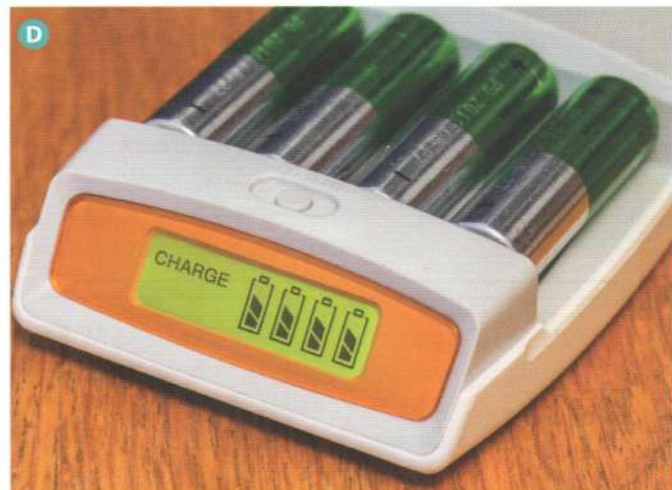
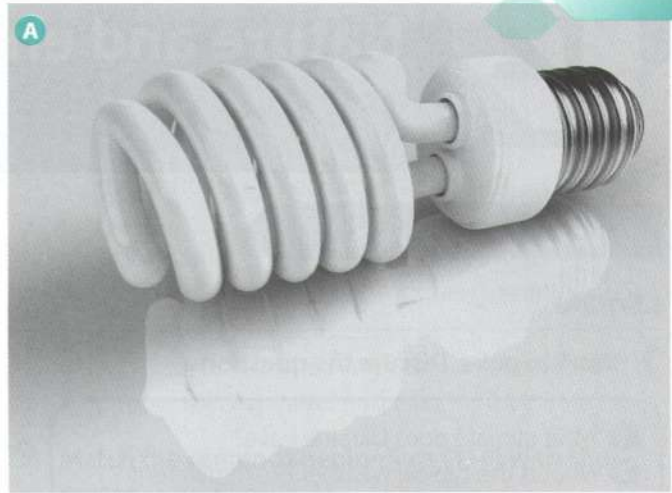
Modern technology makes life less interesting.

- electricity
- transport
- information and communication

Speaking bank: debate ideas page 145

## Picture description

### 3 Look at the pictures (A–D) of different eco-friendly inventions. Take turns to compare them and describe how they protect the environment.



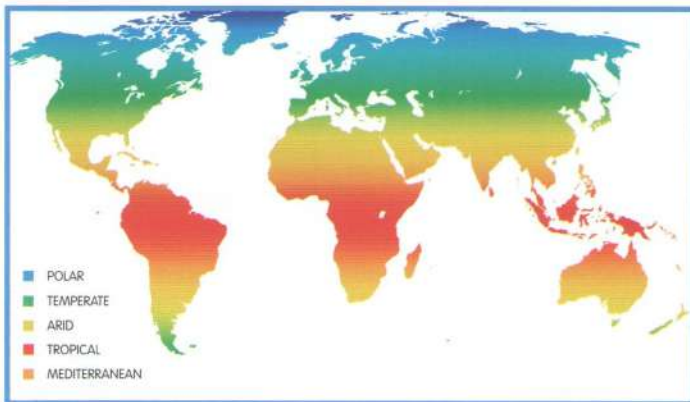
## VOCABULARY

## Climate

## 1 Work in pairs. Discuss the questions.

- 1 What climate does Ukraine have?
- 2 What is the typical weather like in different seasons?
- 3 In what ways are weather patterns or the seasons changing in Ukraine?

## 2 Match these main climatic zones to their descriptions (1–5).



arid Mediterranean polar temperate tropical

- 1 There are four seasons: spring, summer, autumn and winter – each with different characteristics. \_\_\_\_\_
- 2 The temperature is hot all year round. There are only two seasons: a dry and a wet season. \_\_\_\_\_
- 3 The warm sea makes summers hot and dry and winters mild, but wet. \_\_\_\_\_
- 4 Winters are long and cold and summers are short. For most of the year, ice covers everything. \_\_\_\_\_
- 5 The weather is hot, and there is hardly any precipitation – sometimes for years. \_\_\_\_\_

## Extreme weather

## 3 Match the descriptions of extreme weather events (A–E) with the correct headings (1–5). Ignore the gaps in the text.

- 1 Tornadoes
- 2 Hurricanes
- 3 Thunderstorms
- 4 Droughts
- 5 Heatwaves



**A** \_\_\_\_ These are extended periods of unusually high temperatures. The heat may be <sup>1</sup>\_\_\_\_\_. This makes people feel that it's even hotter than it is. Other times the heat may be very dry. These dry periods <sup>2</sup>\_\_\_\_\_, and cause health problems for many people.

**B** \_\_\_\_ They involve strong winds accompanied by torrential rain and lightning. The relatively large amount of rainfall in a short period of time can cause <sup>3</sup>\_\_\_\_\_. This happens when the land can't absorb the water quickly enough.

**C** \_\_\_\_ They appear as <sup>4</sup>\_\_\_\_\_ columns of air moving along the ground at speeds between 180 and 450 kilometres an hour. These storms can cause severe structural damage where they strike.

**D** \_\_\_\_ These are <sup>5</sup>\_\_\_\_\_ that form over tropical oceans. Coastal regions along the Caribbean Sea and the Southwest Pacific Ocean are most at risk of these storms which regularly cause devastation on land, and are often followed by an extreme rise in <sup>6</sup>\_\_\_\_\_. These storms are called typhoons in Southeast Asia.

**E** \_\_\_\_ They can last for days, months or even years. Below-average precipitation causes <sup>7</sup>\_\_\_\_\_, harms agriculture and often causes <sup>8</sup>\_\_\_\_\_ among the local population.

## 4 Complete the descriptions in exercise 3 with words from the box below.

damage crops flash floods powerful windstorms  
 rapidly rotating severe famine unbearably humid  
 water levels water shortages

## 5 Work in pairs. Discuss the questions.

- 1 What extreme weather events affect Ukraine? How often do they occur?
- 2 What is usually done to prepare for them?
- 3 When extreme weather events happen, what can people do to cope with them?



Flora and fauna

6 Complete each fact (1–5) with two words from the box.

biodiversity deforestation extinction habitat ivory plants poaching species tusks wild

- 1 Items carved out of \_\_\_\_\_, the white, hard material from elephant \_\_\_\_\_, have been considered valuable throughout history. Although its trade is banned internationally, it still continues.
- 2 The number of tigers living in the \_\_\_\_\_ has dropped from 100,000 at the start of the 20<sup>th</sup> century to less than 4,000 today due to the continuing destruction of their natural \_\_\_\_\_.
- 3 The continued \_\_\_\_\_ (illegal hunting and capturing of animals) threatens many of them with \_\_\_\_\_. In some parts of the world, it affects more animals than legal forms of hunting.
- 4 According to some estimates, we are losing nearly 140 \_\_\_\_\_ of plants, animals and insects every day due to the \_\_\_\_\_ of the world's rainforests, where large areas are cleared to create farmland or space for construction.
- 5 In order to preserve \_\_\_\_\_, gene banks are used to store the genetic resources (seeds, frozen cuttings, etc.) of all key crop \_\_\_\_\_ – which means these could be re-introduced after a regional and global agricultural crisis.

7 Work in pairs. Discuss the questions.

- 1 Which of the issues in exercise 6 is the most important? Why?
- 2 What are the threats for animals and plants in Ukraine? What is being done about these?

The environment

8 Complete the sentences (1–8) with words or phrases from the box.

carbon dioxide ecosystem endangered species logging natural resource organic farming ozone layer soil contamination

- 1 \_\_\_\_\_ is produced by burning fossil fuels in factories.
- 2 Many household appliances emit CFCs (chlorofluorocarbons) which damage the \_\_\_\_\_.
- 3 \_\_\_\_\_ can be caused by industrial activity or improper disposal of waste.

- 4 \_\_\_\_\_ excludes or strictly limits the use of synthetic fertilizers.
- 5 Wildlife can be found in every \_\_\_\_\_, including the most developed urban areas.
- 6 Excessive \_\_\_\_\_ can lead to land erosion called deforestation.
- 7 Protected national parks improve the chance of survival of some \_\_\_\_\_.
- 8 A \_\_\_\_\_ is something occurring in nature that people use, e.g. water and oil.

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

- |   |       |
|---|-------|
| 1 There are many things we can do   | _____ |
| 2 The <b>knock-on effects</b> of deforestation include                              | _____ |
| 3 Islands often support delicate <b>ecosystems</b> that                             | _____ |
| 4 The government is making attempts to reduce <b>smog</b> in big cities             | _____ |
| 5 Perhaps rising sea levels and temperature change aren't solely caused             | _____ |
| 6 41 billion tons of the <b>greenhouse gas</b> carbon dioxide (CO <sub>2</sub> ) is | _____ |
- a are easily damaged.  
 b drier soils and stronger winds.  
 c caused by traffic fumes.  
 d by **global warming**.  
 e to **minimize our impact** on the environment.  
 f **emitted** into the atmosphere every year.

10 Work in pairs. Take turns to explain the words and phrases in bold in exercise 9 in your own words.

11 Which of the following are fossil fuels? Which sources renew themselves naturally?

biofuel/biomass coal geothermal hydroelectric natural gas petroleum oil solar wind

Fossil fuels	
Manufactured renewables	
Natural renewables	

12 Work in pairs. Discuss the questions.

- 1 If you could live anywhere in the world, what kind of climate would you prefer to live in? Why?
- 2 What everyday things can people do to reduce their impact on the environment?

- 3 What sources of energy are used to generate heat and electricity where you live? Are there alternatives available?
- 4 What are the main environmental concerns in your neighbourhood, town or region?

Multiple-choice

1 Work in pairs. Look at the picture and the title of the article and answer the questions.

- 1 How difficult do you think it would be to run a zoo?
- 2 What problems do you think you would have?

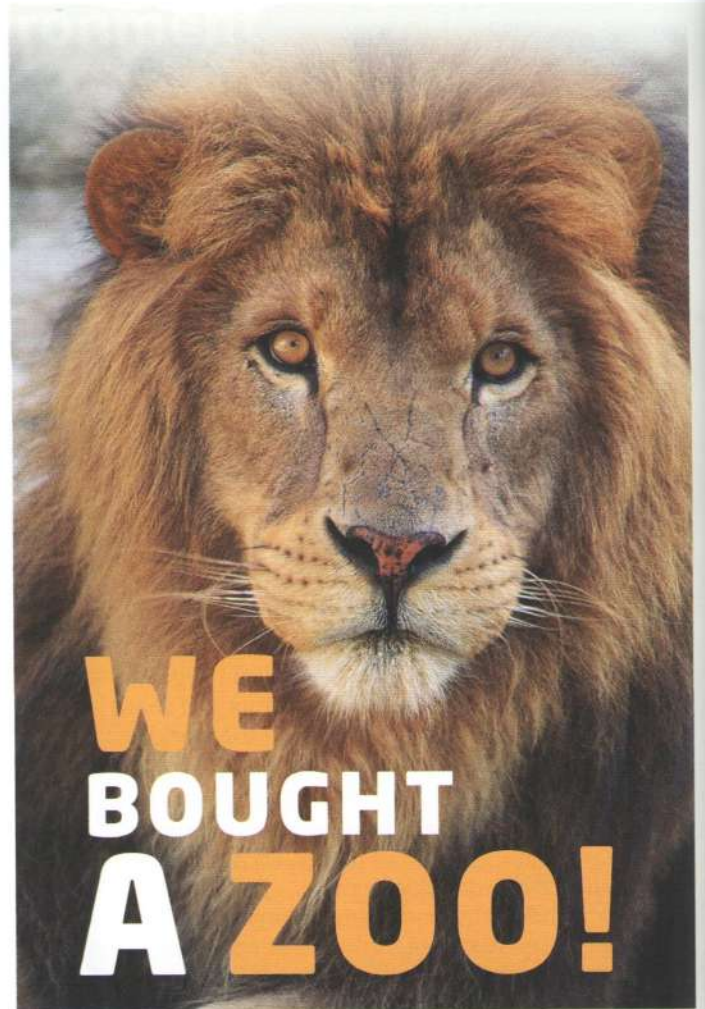
2 Read the article quickly and check your ideas in exercise 1.

EXAM STRATEGY

If you cannot decide which answer is the correct one, then make an educated guess. Do not leave any questions unanswered.

3 **EXAM TASK** Read the text again. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 Why did Benjamin want to buy the zoo in the first place?
  - A He was tired of his current job.
  - B He had always loved animals.
  - C He liked big cats.
  - D He wanted to move house.
- 2 Why did Benjamin try to buy the zoo a second time?
  - A His family persuaded him.
  - B He was able to find more money.
  - C The owners lowered the price.
  - D He wanted to save the animals.
- 3 When the jaguar escaped, what did Benjamin think?
  - A He realized he needed new employees.
  - B He understood that the zoo was a big responsibility.
  - C He regretted spending all his money.
  - D He worried about the safety of the other animals.
- 4 Which of the statements is **NOT TRUE** about the opening day?
  - A Benjamin wouldn't leave his office.
  - B The press covered the story.
  - C The zoo's name was changed.
  - D Benjamin felt sad his wife wasn't there.
- 5 How did the zoo help Benjamin?
  - A It showed him how similar all animals are.
  - B His job was so busy that he stopped missing his wife.
  - C His children became easier to manage.
  - D It made being a single parent less difficult than it was before.



One afternoon, Benjamin Mee was sitting in the kitchen of his new family home after a tiring day, when his brother ran in shouting, 'A big cat has escaped.' The home, which Mee had moved into four days earlier, was a zoo, and a 150 lb jaguar was on the loose.

Mee has had a lifelong fascination with animals, but it was his sister who spotted that Dartmoor Wildlife Park was up for sale and posted him the brochure. But things didn't go smoothly.

First, Mee had to convince his mother that it was a good idea to sell her house and buy a zoo. He then had to persuade his wife Katherine, who was recovering from a brain tumour, that they should leave their home in France and move back to England to run the zoo. Even buying the zoo wasn't simple; his first offer was rejected in favour of a higher bid. However, that sale fell through and a year later, Mee saw a news story announcing there were eleven days to find a new buyer.

He knew he had to try again and this time he managed to buy it, but by then the council had taken away the zoo's licence. Rotten fence posts and faulty electric fences meant the zoo wasn't safe; then the jaguar escaped because an inexperienced keeper hadn't locked the enclosure correctly.

'There were lots of times when I thought, "What have I done?"' Mee said. 'But when the jaguar escaped it was the first time I realized there were lives at stake.'

In addition, the zoo was very expensive to run. Utility bills, animal feed and staff wages cost £3,000 per week and £500,000 was needed to make the repairs required to reopen the zoo to the public.

While Mee was struggling to find the money for the renovation, his wife's brain tumour returned. The next few months were very tough; Katherine started chemotherapy and Mee continued his attempts to secure the bank loan they needed. He finally achieved this in February 2007. Katherine died the following month. But Mee could not give in to his own grief - he had only two months until the zoo inspection.

Mee's extraordinary determination to succeed meant that the zoo passed its inspection, and on July 7 they opened to the public as the rebranded Dartmoor Zoological Park. 'Opening day was such a relief,' Mee says. 'But all day, strangers - who knew our story from the local paper - kept coming up to me saying, "Katherine would have been so proud of you." I wasn't expecting it. I had to go to the office to take a breath, but someone had put my favourite picture of her on the wall. When I saw her there looking at me, I cried for two hours.'

Mee's story was made into a Hollywood film starring Matt Damon. The idea at the heart of the film is that rebuilding the zoo helps the family **get over** the loss of a loved one. For Mee this was certainly true: 'The zoo itself is also a tremendous place for healing. It connects you to the circle of life. We have births, we have deaths and they remind you that we are just another family unit that has suffered a loss - like the tigers who lost their grandfather.'

Mee is now a single parent who has to **deal with** the usual difficulties of getting his children to school as well as the day-to-day running of the zoo. However, not many children can say that their after-school chores include helping the keepers feed the animals.

#### 4 Work in pairs. Discuss the questions.

- 1 What do you think Mee learned from this experience?
- 2 Why do you think Hollywood made this story into a film?

- 3 Do you think that this zoo will survive? Why?/ Why not?
- 4 Do you think that zoos have an important job to do? Why?/Why not?

#### Words in context

#### 5 Match the highlighted words in the text with their definitions (1-5).

- 1 saw or noticed something or someone \_\_\_\_\_
- 2 take action in order to achieve something \_\_\_\_\_
- 3 recover from something \_\_\_\_\_
- 4 said no to something or someone \_\_\_\_\_
- 5 failed to happen \_\_\_\_\_

#### 6 Complete the passage from a zookeeper's diary with the correct form of the words in exercise 5.

Every day there is a new problem that I have to <sup>1</sup>\_\_\_\_\_. Yesterday, our plans to enlarge the tiger enclosure <sup>2</sup>\_\_\_\_\_; today, I was cleaning out the tigers' enclosure when I <sup>3</sup>\_\_\_\_\_ one of the animals lying on the floor. It was breathing heavily and it <sup>4</sup>\_\_\_\_\_ the food that I put in the enclosure, so I decided to call the vet. I'm still trying to <sup>5</sup>\_\_\_\_\_ the loss of two lion cubs last month.

Luckily, the vet thought that the tiger seemed well. She recommended that it **get** plenty of rest and will check on it in the morning.

LANGUAGE REVIEW

the passive with the infinitive and the -ing form

1 Complete the sentences with the passive form of the verb in brackets.

- 0 The scientists have asked for the rabbits to be set (set) free.
- 1 My mother regrets not \_\_\_\_\_ (give) a chance to train a dog.
- 2 I will never forget \_\_\_\_\_ (show) around the animal shelter.
- 3 The bananas need \_\_\_\_\_ (pick) before they are ripe.
- 4 After \_\_\_\_\_ (give) an anaesthetic, the giant panda was unable to move.
- 5 Some cats don't mind \_\_\_\_\_ (keep) indoors.
- 6 The protesters want animal testing \_\_\_\_\_ (suspend).

Grammar reference page 134

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Water: our most precious resource

There are a lot of people around the world who do not have enough water for their daily needs. And as the <sup>1</sup> population increases, so does the demand for water. Today, nearly 20% of the world's population live in areas <sup>2</sup> there isn't sufficient fresh water. Not only that, but 25% live in developing countries that suffer from frequent water shortages. They lack the systems necessary <sup>3</sup> the water from the rivers to where it would be used. If there is not enough clean water to drink, people will drink water of poor quality. This <sup>4</sup> increase the risk of contracting diseases such as cholera and dysentery.

Water is a precious resource, but in countries with above-average rainfall, like the UK or Holland, it is often <sup>5</sup> for granted. However, with anticipated increase in global temperatures in years to come, we should all learn to be less wasteful.

- 1 A world's B world C worlds D worlds'
- 2 A which B where C that D what
- 3 A to carry B carry C carrying D be carried
- 4 A shall B should C ought D can
- 5 A took B taken C takes D taking

Lexical multiple-choice cloze

EXAM STRATEGY

Look for collocations or vocabulary patterns before and after the gaps to help you decide which option is the correct answer.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Reducing your carbon footprint

A carbon footprint is the amount of carbon dioxide that every individual on the planet releases into the atmosphere. Carbon dioxide is thought to contribute <sup>1</sup> to global warming.

We all produce different amounts of carbon dioxide, <sup>2</sup> more or less damage to the planet. For example, when you breathe, you will release some carbon dioxide in the air you exhale. But that's not <sup>3</sup> a big problem, as it doesn't do much to change the atmosphere. What is much more <sup>4</sup> for environmentalists is the increase in air and car travel. If you go to school every day by car, the burning of fuel necessary to <sup>5</sup> your car releases carbon dioxide into the air. What is perhaps interesting to <sup>6</sup> is that air travel is a bit more carbon-friendly than car travel. In an estimate on the <sup>7</sup> of miles travelled, flying produces slightly less carbon.

What needs to be done? First of all, we should use public transport more. Cycling is also much better for the environment, as is walking and both are <sup>8</sup> for your health. But if you're <sup>9</sup> to drive, remember that the distance you travel matters as well. Reducing the mileage of a(n) <sup>10</sup> new car from 15,000 to 10,000 miles a year will save more than a ton of carbon dioxide. And remember that if you switch to an electric car, it will save you money on fuel, too!

- 1 A specially B obviously C significantly D remarkably
- 2 A causing B making C resulting D affecting
- 3 A as B like C so D such
- 4 A doubtful B suspicious C worrying D uncertain
- 5 A adjust B run C manage D direct
- 6 A inform B identify C tell D know
- 7 A basis B motive C cause D method
- 8 A rewarding B valuable C beneficial D productive
- 9 A fixed B decided C committed D determined
- 10 A everyday B average C normal D regular



## LISTENING



### Multiple-choice (listening for detailed understanding)

1 Work in pairs. Look at the pictures (1–4) and discuss the questions.

- 1 How has the world changed in your lifetime?
- 2 How do you expect it to change in the next few decades?

2 2.14 Listen to the first part of a conversation between two friends, Mark and Beth. What are they talking about?

- a How different the world was 30 years ago.
- b How technology has changed the world.
- c What the world will be like in the future.

#### EXAM STRATEGY

- In multiple-choice questions, the key words from the questions often appear in the recording, but some of them will be used to distract you.
- Listen carefully to how they are used by the speakers. If you can explain why an answer is incorrect, it will be easier for you to choose the correct answer.

3 **EXAM TASK** 2.15 Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- 1 What will the global population be in 2050?
  - A It will be double what it is now.
  - B It will be less than nine billion.
  - C It will be more than nine billion.
- 2 How will we produce enough food in the future?
  - A We will bring more food into the country.
  - B We will grow more GM produce than before.
  - C We will increase the amount of land that crops are grown on.

- 3 Which of the following will be **TRUE** about energy, according to Mark?
  - A We are likely to discover new types of power.
  - B We will only use solar energy.
  - C We certainly won't have cars running on water.
- 4 What reason does Beth give for why wildlife is at risk?
  - A Global warming is causing the destruction of forest habitats.
  - B Certain animals are taking over the habitats of other species.
  - C Some species are losing their natural environment.
- 5 According to Mark, what are scientists researching?
  - A How to develop crops which need less water.
  - B How to tell in advance what the weather will be.
  - C How to change weather systems using Internet technology.

4 Can you explain the following words and phrases in your own words? Compare your ideas in pairs.

- 1 genetically modified
- 2 fossil fuels
- 3 biodegradable
- 4 habitat

5 Work in pairs. Who do you agree with more: Mark or Beth? Why? Consider the following:

- food
- energy sources
- transport
- wildlife
- climate

Forum post: suggesting solutions

- 1 Work in pairs. Do the quiz. Go to page 145 to check your answers.

**What do you know about the problem of pollution?**

- 1 What is the biggest cause of air pollution?
- 2 Why do chemicals used to kill insects cause soil pollution?
- 3 How do some industries pollute water?
- 4 In cities, what kinds of noise pollution are there?
- 5 What are the sources of light pollution?



- 2 Work in pairs. Read the exam task below and a student's reply. Discuss the questions (1–3).

- 1 Which point in the exam task hasn't Kate written about?
- 2 Which point(s) does she write about in more detail than others? Why does she do this, do you think?
- 3 Does she express her view clearly? What is it?

**EXAM TASK** You have read the following post on the Internet forum 'YoungAndGreen'. Write a comment of at least 100 words in which you:

- ▶ say if you think air pollution should be taken seriously and why,
- ▶ suggest what the government and local councils could do,
- ▶ recommend some ways Lauren can reduce air pollution.

**Lauren**

This week my neighbour was rushed into hospital because he was having trouble breathing. The doctors said his attack was caused by air pollution.

When I looked on the Internet, I was shocked to discover that most places in the UK have dangerous levels of air pollution. So it's no wonder my neighbour got ill.

I'm going to campaign to clean up our air, starting right now!

**Kate**

Thanks for your post. I was really sorry to read that your neighbour was made ill by air pollution, but not surprised. I know other people who've had similar experiences.

The government and local councils in the UK should do much more to reduce pollution levels. As the main cause is car emissions, they should reduce the number of diesel and petrol cars on the roads. Local councils could charge people to drive in town and city centres, like London does now. The government should ban the sale of new petrol and diesel cars much sooner than 2040. And it would be a good idea if local councils installed a lot more plug-in points for electric cars to encourage people to buy them.

It's great you're going to campaign for clean air! You could also do some practical things to make the air cleaner. If you have a petrol car or motorbike, turn off the engine when you're waiting at traffic lights. Or better still, why not use public transport, or cycle or walk instead? I'd also recommend keeping plants in your house because they absorb nasty stuff in the air.

Good luck! I hope you see some changes soon!

- 3 Work in pairs. Write at least two sentences about the point Kate did not write about.

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**EXAM STRATEGY**

Remember that you need to write at least 100 words and include all the information required in the exam task.

- 4 **EXAM TASK** You have read the following post on the Internet forum 'YoungAndGreen'. Write a comment of at least 100 words in which you:

- ▶ say if you think something needs to be done,
- ▶ suggest what the governments and big companies could do,
- ▶ consider how you will reduce your own use of plastic.

**Jack**

I was recently shocked to see images of dead seabirds with stomachs full of plastic. Apparently, millions of fish, birds and sea animals eat small bits of plastic called microplastics, which make them suffer and sometimes die. Many microplastics come from bottles and bags that are used on land and then get washed out to sea by rivers.

I've read that there could be more plastic than fish in our oceans by 2050, so I'm determined never to buy a single-use plastic item again!

**Writing bank pages 148–149**

- 5 Check your work.

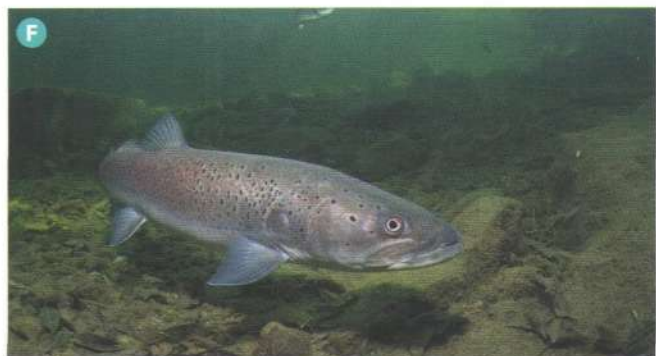
- Have you written about all three points in the task?
- Have you used appropriate informal language?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?



## Conversation

### 1 Work in pairs. Ask and answer the questions about natural disasters.

- Describe a natural disaster that you have experienced or seen on TV. What happened? What were its consequences?
- Imagine that your family has been told to leave your home because of a flood or a wildfire. You are going to stay in a shelter with other families. What will you take with you?
- 'Not all natural disasters are completely "natural".' Do you agree? Why?/Why not?
- There is usually more support for natural disasters that happen suddenly, such as earthquakes, than for those that happen slowly, such as droughts. Why do you think this is?
- How can others help people who have experienced a disaster? What are the difficulties?
- Do you think that people get tired of hearing about natural disasters on the news? Why?/Why not?



## Debate

### 2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

**Student A:** Begin the debate with one point.

**Student B:** Respond with an argument against Student A's point.

**Student A:** Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Nuclear power is essential in order to provide enough energy globally.

- safety
- construction and maintenance cost
- reliability

## Picture description


- ### 3 Look at the pictures (A–F) which show different endangered species. Take turns to talk about why you think they are in danger of extinction.

LISTENING

Multiple-choice

EXAM STRATEGY

Read the questions and options carefully. Then try and predict what the recording is going to be about based on what you have read. Remember, however, that you need to answer the questions on the basis of what is said in the recording, and not on your general knowledge.

- 1 Read the questions (1-5) in exercise 2. Which answers do you think are most and least likely to be correct? Why?
- 2 **EXAM TASK**  2.16 Listen to the text. For questions (1-5) choose the correct answer (A, B or C). You will listen to the text twice.
  - 1 What should surfers do?
    - A avoid surfing unless there are nets
    - B don't let a shark see you're scared
    - C only go in the water during daylight hours
  - 2 What do most shark species eat?
    - A fish
    - B seals
    - C small mammals
  - 3 Why do sharks attack humans?
    - A they are protecting themselves from us
    - B they do it out of curiosity
    - C they attack anything in their natural environment
  - 4 What is the biggest threat to sharks?
    - A being caught by accident
    - B being hunted for their fins
    - C being sold for shark meat
  - 5 What will happen if too many sharks are killed?
    - A the balance of marine life will change
    - B other fish and plant life will die as a result
    - C sharks will lose their place at the top of the food chain



USE OF ENGLISH

Lexical multiple-choice cloze

EXAM STRATEGY

Read the text quickly without choosing any answers. Think about what you already know about the topic. This might help you decide which words fit the gaps.

- 3 Work in pairs. Think about some famous inventions in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Who invented them? What do these inventions do?
- 4 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

Who thought of it first?

When you think of inventors, what names usually come to mind? You might think of people like Alexander Graham Bell, Charles Babbage, Tim Berners-Lee – the men who <sup>1</sup>\_\_\_ up with the idea for the telephone, the computer, and the Internet. However, recent research has shown that it is women who were behind many other <sup>2</sup>\_\_\_ used devices, even though they may not have received any public recognition.

Why is this? The explanation partly lies in the fact that in the past it was <sup>3</sup>\_\_\_ for women to apply for a patent or licence. As they were unable to <sup>4</sup>\_\_\_ the invention as their own, their husbands often ended up being registered officially as the inventors. Now we know that it was a woman, Josephine Garis Cochrane, who thought of making the first 'modern' dishwasher.

Her invention basically involved <sup>5</sup>\_\_\_ a simple wire crate with a motorized wheel. The plates were loaded into the crate, and the wheel turned the crate around and around while hot soapy water was <sup>6</sup>\_\_\_ over the dishes. Modern versions of this relatively simple domestic <sup>7</sup>\_\_\_ are, of course, still very popular today. Another woman, Mary Anderson, invented windscreen wipers in 1903. Anderson noticed that New York City tram drivers had to stop and get out <sup>8</sup>\_\_\_ few minutes to clear snow from their screens. So she thought of a rubber blade connected to a handle inside the driver's cabin, to allow drivers to do this more <sup>9</sup>\_\_\_. Today, these are a legal <sup>10</sup>\_\_\_ for all road vehicles. Coffee filters, dipped headlights for cars or the world's first computer program – and we have women to thank for them all!

- |                  |               |               |               |
|------------------|---------------|---------------|---------------|
| 1 A put          | B brought     | C came        | D took        |
| 2 A commonly     | B daily       | C averagely   | D normally    |
| 3 A illegal      | B inadequate  | C irregular   | D offensive   |
| 4 A insist       | B protest     | C claim       | D state       |
| 5 A adjusting    | B fitting     | C gripping    | D holding     |
| 6 A rushed       | B shot        | C soaked      | D sprayed     |
| 7 A tool         | B aid         | C appliance   | D instrument  |
| 8 A each         | B every       | C any         | D all         |
| 9 A thoughtfully | B securely    | C confidently | D comfortably |
| 10 A conviction  | B requirement | C certainty   | D result      |



## READING

### Multiple-choice

#### 5 Read the text quickly and answer the questions.

- 1 How long will the passengers be flying for?
- 2 How much will they have to pay for a ticket?
- 3 What type of preparation will they need?

### A REVOLUTIONARY SPACE PLANE



EADS Astrium, Europe's largest space company, has designed a plane which will carry passengers into semi-orbit, about 100 kilometres above the Earth. The plane will be able to take off from a normal airport and will use normal jet engines to climb to 12 kilometres. From there rocket engines will ignite, which will give sufficient acceleration to reach its destination. In only 80 seconds the plane will have climbed a further 64 kilometres.

At the top of the climb the pilot will 'stop' the plane so that it could *hover* in space and the passengers will be allowed to undo their seatbelts and float around the cabin, experiencing zero gravity for three minutes. The whole trip will last about an hour and a half. The space plane, which doesn't have a name yet, looks just like a business plane from the outside. The windows are similar to an ordinary plane, but 33% bigger. More importantly, there are 15 windows, but only four passengers, so people will be able to float around the cabin and get spectacular views of space, the stars, the Moon and the Earth. Because the plane will be outside the Earth's atmosphere, passengers will see the Earth as a spherical object and everything else around them will be black.

The plane has special hi-tech seats that balance themselves, which reduces the powerful effects of acceleration and slowing down and makes the journey safer and more comfortable. Luxury, however, will not be as important as comfort and safety. Passengers can have a drink on the way up and down, but drinking and eating in zero gravity will be prohibited. Tickets are expected to cost up to 200,000 euros, which will include a week's training, so only very rich people will be able to afford the flights.

Astrium is going to be in direct competition with Sir Richard Branson, the British billionaire, whose Virgin Galactic company is already taking bookings for space flights which will begin in the next few years. However, the plane that Virgin Galactic will be using will be different to the Astrium plane. It will not be able to take off and land like a normal plane. It will have to be taken up by another plane before it uses its rocket engine to go into space. Astrium predicts that around 20,000 space tourists will have gone on a space trip by the year 2030 and they hope to serve a third of them.

### EXAM STRATEGY

Read the title and the whole text quickly to get a general idea what it is about. At this stage, do not worry about words you do not know. Then read the questions and the answer options. After that, read the text again more carefully to identify the parts of the text which contain information that you need to answer the questions.

#### 6 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 How will the space plane be powered?  
A with only jet engines  
B with only rocket engines  
C with both jet engines and rocket engines  
D with solar energy
- 2 What does *hover* in paragraph 2 mean?  
A stay in the same position  
B advance at a steady pace  
C stay in a place for longer than necessary  
D slowly move from one place to another
- 3 How are the windows in the space plane different from a regular plane?  
A They are a different shape and size.  
B They are larger, but there are fewer of them.  
C They are a similar shape, but not the same size.  
D They aren't as big, but there are more of them.
- 4 What must the customers **NOT** do in zero gravity?  
A use any electronic technology  
B look out of the windows  
C consume food or liquids  
D leave their seats
- 5 What is **TRUE** about space flights?  
A It isn't possible to reserve tickets yet.  
B 20,000 people will travel in space in 2030.  
C Virgin Galactic will be the only company offering flights in 2030.  
D Different companies will use different types of planes.

## WRITING

### Blog post

#### 7 You have taken part in an environmental event. Write about it on your blog. In your blog post:

- ▶ write what the event was and where it took place,
- ▶ explain what happened and what the purpose of the event was,
- ▶ encourage your readers to take part in similar events.

Write a blog post of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your blog post in an appropriate way.

UNIT 1 FAMILY AND RELATIONSHIPS

Infinitive and gerund (-ing form)

**Infinitive**

We use the infinitive:

- ▶ after adjectives to describe feelings.  
*It's nice to meet you.*  
*She wasn't surprised to see John at the party.*  
*Are you happy to show us around the school?*
- ▶ to express reason and purpose.  
*I'm going to London to improve my English.*  
*He doesn't play football to keep fit – he does it because he loves the game!*  
*Are we stopping here to get petrol?*
- ▶ after certain verbs, which include: *agree, afford, appear, ask, begin, choose, continue, decide, hesitate, hope, learn, manage, offer, promise, refuse, seem, want, wish.*  
*She never wants to see James again.*  
*Can you afford to buy a new laptop?*  
*He didn't hesitate to offer me a lift.*

**Infinitive without to**

Certain verbs are followed by an object + infinitive without *to*. These include: *feel, let, hear, make, notice, see, watch.*

- I made my friend wait while I got ready.*
- Our school doesn't let us use phones in class.*
- Did you hear someone knock on the door?*

**Gerund (-ing form)**

We use the gerund (-ing form):

- ▶ as the subject of a sentence.  
*Making a cake is easy.*  
*Swimming is good for you.*
- ▶ as the object of a sentence.  
*I avoid shopping in supermarkets.*  
*We don't feel like going out tonight.*  
*Why did they burst out laughing?*
- ▶ after prepositions and phrasal verbs.  
*Are you keen on running?*  
*I finished my essay by working all night.*  
*He's given up eating biscuits and sweets.*
- ▶ after certain verbs, which include: *admit, can't stand, consider, deny, dislike, don't mind, enjoy, finish, go, imagine, keep on, like, look forward to, love, practise, suggest.*  
*I don't mind having pizza tonight.*  
*My sister doesn't enjoy learning ballet.*  
*Have they ever considered getting a pet?*  
*We're looking forward to going on holiday.*  
*Did Dan suggest meeting at his house?*

**Gerund (-ing form) or infinitive**

We can use either the gerund (-ing form) or the infinitive after some verbs, with little change in meaning. These include: *begin, can't stand, continue, hate, like, love, prefer* and *start*.

*Everyone began talking/began to talk at once.*

Some verbs are followed by the gerund (-ing form) or the infinitive with *to* with a change in meaning. We use *remember/forget* + -ing to talk about memories. *I remember seeing that film when I was about ten.* We use *remember/forget* + infinitive with *to* to talk about things we should do.

*Don't forget to tell your staff about the bonus!*

We use *regret* + -ing to express regret about something in the past.

*Do you regret not going to university?*

We use *regret* + infinitive with *to* in formal contexts to express regret about something we are about to do.

*We regret to inform you that the training course has been cancelled.*

We use *stop* + -ing when we stop an action.

*I don't think he'll ever stop playing table tennis.*

We use *stop* + infinitive with *to* to give the reason why we stop another action.

*I need to stop at the shop to get some bread.*

We use *go on* + -ing to express the continuation of an action.

*He just went on telling the story even though no one was listening!*

We use *go on* + infinitive with *to* to talk about a change in action or activity.

*They started the concert with the old favourites, then they went on to play their more recent songs.*

**1 Complete the sentences with the infinitive (with or without to) or the gerund (-ing form) of the verbs in brackets.**

- 1 Our employees are always encouraged \_\_\_\_\_ (use) their own initiative.
- 2 The politician denied ever \_\_\_\_\_ (have) any connections with the oil industry.
- 3 We won't be there on the fourth, but we hope \_\_\_\_\_ (join) you all on the fifth.
- 4 To maximize your score, avoid \_\_\_\_\_ (make) unnecessary mistakes.
- 5 Tori was really disappointed \_\_\_\_\_ (learn) that she had failed the test.
- 6 I decided \_\_\_\_\_ (make up) for \_\_\_\_\_ (let) the team down last time around.
- 7 My grandparents will never get used to \_\_\_\_\_ (live) in the capital city.
- 8 Before \_\_\_\_\_ (submit) your essay, check that you have answered every question.
- 9 We're looking forward to \_\_\_\_\_ (receive) your proposal for the new design.
- 10 Edmund has recently taken up \_\_\_\_\_ (collect) old sports magazines.

**2 Read the dialogues. Describe the situations using the verbs from the box.**

admit arrange ask keep on promise suggest

- 1 John: 'Can you drive me to the station?'

---

- 2 Alice: 'Why don't we go to the Green Day concert?'  
Joe: 'That's a great idea.'

---

- 3 Ignacio: 'I'll meet you outside the cinema at six.'  
Dani: 'OK. See you then.'

---

- 4 Henry: 'Help me! Help me! Help me!' he shouted.

---

- 5 Deb: 'It's a secret. Don't tell anyone!'  
Jon: 'I won't.'

---

- 6 Ben: 'Did you break my mobile phone?'  
Emma: 'Yes, I did. I'm sorry.'

---

**3 Read the sentences. Decide if the meaning is different (D) or stays the same (S) in each pair.**

- 1 \_\_\_  
a) My parents have started studying psychology together.  
b) My parents have started to study psychology together.
- 2 \_\_\_  
a) Stefan loves meeting new people.  
b) Stefan loves to meet new people.
- 3 \_\_\_  
a) I'm going to stop visiting her.  
b) I'm going to stop to visit her.
- 4 \_\_\_  
a) I wonder if she remembered meeting him?  
b) I wondered if she remembered to meet him?
- 5 \_\_\_  
a) Does your brother hate doing exercise?  
b) Does your brother hate to do exercise?
- 6 \_\_\_  
a) I prefer to go out with friends rather than family.  
b) I prefer going out with friends rather than family.
- 7 \_\_\_  
a) He had forgotten to call me.  
b) He had forgotten calling me.

**4 For each of the sentences (1–10), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Use between two and five words, including the words in brackets.**

- 1 I don't want to pay more than £50 for it. (prefer)  
I'd \_\_\_\_\_ more than £50 for it.

- 2 It wasn't easy to cycle through all that mud. (cycling)  
It was \_\_\_\_\_ mud.
- 3 Don't waste your time trying to fix it. (point)  
There's \_\_\_\_\_ trying to fix it.
- 4 I'd like to know what time they're planning to arrive. (useful)  
It would be \_\_\_\_\_ what time they're planning to arrive.
- 5 They're probably going to be hungry. (likely)  
They \_\_\_\_\_ hungry.
- 6 He isn't good enough to give a presentation. (capable)  
He \_\_\_\_\_ a presentation.
- 7 Do you want to work on Saturday night? (interested)  
\_\_\_\_\_ on Saturday night?
- 8 I enjoyed seeing you last week. (lovely)  
It \_\_\_\_\_ you last week.
- 9 We paid extra for the tickets, but it was a waste of money. (worth)  
It \_\_\_\_\_ extra for the tickets.
- 10 Megan hasn't got time to see you because she's cleaning the car. (busy)  
Megan can't see you because she \_\_\_\_\_ the car.

**5 Complete the text with the infinitive or gerund (-ing form) of the verbs in brackets.**

**SHOPPING**

If you want to go <sup>1</sup> \_\_\_\_\_ (shop) then it's fascinating <sup>2</sup> \_\_\_\_\_ (explore) the Riverside area. Expect <sup>3</sup> \_\_\_\_\_ (see) high prices in the shops: this isn't a cheap part of town! For a different shopping experience, spend some time <sup>4</sup> \_\_\_\_\_ (walk) around Central Market. It's not worth <sup>5</sup> \_\_\_\_\_ (go) after one o'clock, though. Most of the stalls start closing at midday. At the Crafts Centre there are shops and workshops where you can see people <sup>6</sup> \_\_\_\_\_ (make) ceramics and jewellery.

**TRANSPORT**

<sup>7</sup> \_\_\_\_\_ (travel) by underground is expensive, and you'll miss <sup>8</sup> \_\_\_\_\_ (see) many interesting sights. We suggest <sup>9</sup> \_\_\_\_\_ (take) the bus or the tram. The water taxis are also an excellent way of <sup>10</sup> \_\_\_\_\_ (get) about.

**SECURITY**

Avoid <sup>11</sup> \_\_\_\_\_ (walk) around the city on your own late at night. Remember <sup>12</sup> \_\_\_\_\_ (keep) your identity card with you at all times. Would you like <sup>13</sup> \_\_\_\_\_ (know) more? Visit our website <sup>14</sup> \_\_\_\_\_ (read) about the history of this exciting city.

- 6 Complete the article with the correct form of the verbs in brackets. Add prepositions where necessary.

## Five ways to beat boredom at work

Do you ever have days at work when you feel incapable <sup>1</sup> \_\_\_\_\_ (**concentrate**), when you have an uncontrollable need <sup>2</sup> \_\_\_\_\_ (**take**) a nap at your desk, or you are just desperate <sup>3</sup> \_\_\_\_\_ (**get**) home? We all do. Here are five ways to make your days a little more interesting.

### BE TASK-FOCUSED, NOT TIME-FOCUSED

Avoid the temptation to watch the clock. If you tell yourself you can go home at 5 p.m., the time is likely <sup>4</sup> \_\_\_\_\_ (**crawl**) slowly by. A better way of motivating yourself is to focus instead on completing the task that you are doing.

### ACHIEVE MORE AND EARN BONUS POINTS WITH YOUR BOSS

If your work is dull, consider the idea <sup>5</sup> \_\_\_\_\_ (**take**) some extra notes during meetings, or taking on a new project. Not only will this serve the purpose <sup>6</sup> \_\_\_\_\_ (**keep**) you engaged, it will show your boss you are keen <sup>7</sup> \_\_\_\_\_ (**get**) ahead and may even get you a promotion.

### FIGHT EXHAUSTION AND GET BACK TO WORK

Maybe the problem isn't your work. Maybe you're just exhausted and don't have the energy to work. Performing a few quick exercises will help <sup>8</sup> \_\_\_\_\_ (**get**) your blood moving and can wake you up, too.

### LEARN A NEW SKILL DURING WORK

If there really is little or nothing <sup>9</sup> \_\_\_\_\_ (**do**), use the time productively by learning new skills. Online training makes it easy <sup>10</sup> \_\_\_\_\_ (**do**) this from your desk. While <sup>11</sup> \_\_\_\_\_ (**improve**) your abilities, you're also increasing your chances <sup>12</sup> \_\_\_\_\_ (**find**) a better job in the future. Just be sure to check your company's policies about <sup>13</sup> \_\_\_\_\_ (**pursue**) personal projects during work time.

### GET SOME NEW RESPONSIBILITIES

You could try talking to your employer to see if they would be willing <sup>14</sup> \_\_\_\_\_ (**change**) your job description. That way you can work on things you are more interested <sup>15</sup> \_\_\_\_\_ (**do**).

## UNIT 2 PEOPLE AND SOCIETY

### Past tenses review (1); used to and would

#### Past simple

We use the past simple when we speak about an activity that finished at a definite time in the past. That includes events occurring one after another or actions repeating in the past. *When Sara came home, her mother made dinner.* (Her mother started to cook after Sara arrived home.)

*When we were in Budapest, we went to the cinema every evening.*

In past simple sentences we often use time expressions, such as: *yesterday, (two days) ago, when I was a child, in April/2008, last week/month/year, etc.*

#### Past continuous

We use the past continuous to give the background to another event.

*When Sara came home, her mother was making dinner.* (Her mother started to cook before Sara came home, but dinner was not ready when Sara arrived.)

We often use the past simple and the past continuous in the same sentence, describing a situation when a longer activity was interrupted by a shorter activity.

*It was raining when we left the house.*

We can begin a sentence in the past continuous with *while*. *While* is not used with the past simple.

We don't use the past continuous with verbs describing conditions, e.g. *believe, need, understand*, etc. We use it with verbs expressing a longer activity, e.g. *wait, live, work, rain*, etc.

#### Past perfect simple

We use the past perfect to talk about something that happened before something else in the past.

*He couldn't read or write because he had never been to school.*

*When we talked at the party, I realized we had met before.*

- 1 Combine the pairs of sentences using the correct forms of the verbs and the time expressions in brackets. Do not change the order of the sentences.

- I (swim) in the sea. I (get) stung by a jellyfish. (While)
- I (not experienced) extreme cold temperatures. I (go) to Siberia. (until)
- The plane's engine (make) a strange noise. It (take) off. (as)
- We (never go) to Italy. We (go) to Naples last year. (before)
- She (meet) her fiancé. They (train) to climb Everest. (while)
- I (taste) some wonderful food. I (travel) in India. (when)

## 2 Complete the text with the correct form of the verbs in brackets.

### Ben Saunders

#### World record-breaking polar explorer

Imagine the cold. Minus 50 degrees Centigrade. Cold enough to freeze boiling water instantly. Picture the ground – icy, uneven, slippery, full of cracks. Then imagine having 1,795 miles to walk, knowing that this journey has never been completed successfully on foot and has killed everyone who has tried ... This is the challenge that <sup>1</sup>**faced/had faced** British polar explorer Ben Saunders and his companion Tarka L'Herpiniere as they <sup>2</sup>**set off/had set off** in October 2013, from the coast of Antarctica to the South Pole and back. They aimed to complete the journey that the famous British explorer Captain Robert Falcon Scott had attempted a century earlier, but which unfortunately <sup>3</sup>**was costing/had cost** him his life. Captain Scott and his team had walked for six months before they <sup>4</sup>**reached/had reached** the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, <sup>5</sup>**got/had got** there first. All Scott's team died as they <sup>6</sup>**returned/were returning** home.

A hundred years later, it <sup>7</sup>**took/was taking** Saunders and L'Herpiniere 105 days to make the journey, and in doing so they <sup>8</sup>**broke/were breaking** the record for the longest human-powered polar journey in history. Their achievement is extraordinary when you consider that throughout the journey they <sup>9</sup>**dragged/were dragging** 200 kg of food and equipment and they <sup>10</sup>**used/were using** skis.

Although he is best known for the South Pole expedition, Saunders <sup>11</sup>**already broke/had already broken** a record ten years earlier when he <sup>12</sup>**became/was becoming** the youngest person, at the age of 23, to reach the North Pole alone and on foot.

#### Used to

We use *used to*:

- ▶ to talk about repeated past actions or habits.  
*We used to spend the weekends at our aunt's house.*
- ▶ to describe states that were true in the past but are not usually true in the present.  
*Did you use to be scared of spiders when you were a child? Yes, I did, but I'm not scared of them now.*  
*We didn't use to live in the city, we used to live in a small village in the country.*  
*I used to smoke. (I don't smoke anymore.)*  
*We used to live in the countryside. (We don't live there any longer.)*

Note the difference between:

- ▶ *used to* (repeated past actions, habits or states in the past)  
*I used to eat a lot of cheese in France.*
- ▶ *get used to* (become accustomed to)  
*Since we've lived in France, I've got used to eating\* a lot of cheese.*

- ▶ *be used to* (be accustomed to)  
*Are you used to eating\* a lot of cheese, now that you live in France?*

\*We use the *-ing* form after *get used to/be used to*.

#### Would

We use *would* to talk about repeated past actions or habits.

*We would spend the weekends at our aunt's house.*

We cannot use *would* to talk about past states:

*She used to be happy.*

NOT *She would be happy.*

*They used to be able to play the piano.*

NOT *They would be able to play the piano.*

*I used to have a pet frog.*

NOT *I would have a pet frog.*

We have to use the past simple to describe things in the past that happened only once.

*She moved to Cardiff in 2007.*

NOT *She would move to Cardiff in 2007.*

NOT *She used to move to Cardiff in 2007.*

## 3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

- 1 I am used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 I know your job is difficult at the moment, but you will get used to it.
- 3 She doesn't get used to having such a big breakfast, she usually just has a piece of toast.
- 4 Did you use to go to my school?
- 5 I can't be used to the cold weather in this country!
- 6 We are used to cold water because we go swimming in the sea every morning.

## 4 Complete the sentences using *would* or *used to*. If both are possible, use *would*.

- 1 When we lived in Brighton, my father \_\_\_\_\_ (go) swimming in the sea every morning.
- 2 I \_\_\_\_\_ (have) a small green bicycle when I was younger.
- 3 \_\_\_\_\_ (you/believe) in ghosts when you were a child?
- 4 While they were on holiday, they \_\_\_\_\_ (not/get) up before ten o'clock in the morning.
- 5 She \_\_\_\_\_ (not/understand) her maths teacher at her last school.
- 6 Every year, in the summer, we \_\_\_\_\_ (travel) three hundred kilometres to visit our grandmother in Birmingham.
- 7 She \_\_\_\_\_ (like) sugar in her coffee, but now she hates it.
- 8 We \_\_\_\_\_ (always/walk) home through the park when we finished school.

## UNIT 3 HOME

### Perfect tenses

#### Present perfect simple and present perfect continuous

We use the present perfect simple to focus on the result of an action, and we use the present perfect continuous to focus on the doing of the action itself.  
*I've been practising this piece for weeks, but still haven't learned it.*

We use the present perfect simple to talk about how much or how many. When we focus on how long something has taken, we use the present perfect continuous.

*I've done three tests this term.*

*We've seen that show three times.*

*I've been working on this project for a month now. I need to finish it by the end of the week.*

We use the present perfect simple to talk about how many times. But we use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as *all day* and *recently* in these sentences.

*We've seen that show three times.*

*I've been trying to contact him all morning.*

We usually use the present perfect simple, not the present perfect continuous, to talk about states rather than actions with state verbs such as: *be, have, know, seem.*

*We've known each other since university.*

NOT *We've been knowing each other since university.*

*She's had that laptop for over ten years!*

NOT *She's been having that laptop for over ten years!*

#### Past perfect simple and past perfect continuous

We use the past perfect simple to describe completed events that happened before another event in the past, often with time expressions, such as: *by the time, when, before, after* and *until.*

*She had already learned how to read and write by the time she started school.*

We use the past perfect continuous:

- ▶ to describe ongoing activities leading up to a past event.

*They had been walking for hours when they saw the house in the distance.*

- ▶ to give background information about an event.  
*She was concerned because he hadn't been sleeping well recently.*

### 1 Match the sentence beginnings (1–6) with their correct endings (a or b).

- By the time he reached the prison gates, ...
  - a large crowd had already gathered to greet him.
  - a large crowd had already been gathering to greet him.
- When the visitors arrived at the island ...
  - they had travelled for many days.
  - they had been travelling for many days.
- His head ached and his eyes were sore because ...
  - he had studied since five o'clock in the morning.
  - he had been studying since five o'clock in the morning.
- Until I read Mandela's autobiography ...
  - I hadn't realized that he had spent twenty-seven years in prison.
  - I hadn't been realizing that he had spent twenty-seven years in prison.
- We heard about the riot ...
  - after we had left the building.
  - after we had been leaving the building.
- How much studying had you done ...
  - before you took the exam?
  - before you had been taking the exam?

### 2 Complete the sentences using the past perfect simple or past perfect continuous form of the verbs from the box.

climb look for not expect not finish swim work

- She \_\_\_\_\_ for thirty minutes before she realized that she couldn't see the shore.
- He \_\_\_\_\_ the speech before the crowd began to cheer.
- By the time we reached the top of the mountain, we \_\_\_\_\_ over 300 metres.
- She was surprised to see the room so full – she \_\_\_\_\_ so many people to come.
- He was extremely tired because he \_\_\_\_\_ hard all day.
- How long \_\_\_\_\_ the book before you found it?

### 3 Match the sentence beginnings (1–5) with their correct endings (a or b).

- I'd been cutting ...
  - I'd cut ...
    - wood all morning.
    - my finger.
- I've been thinking about you ...
  - I've thought about you ...
    - several times this week.
    - a lot recently.
- I've seen a lot of good films ...
  - I saw a lot of good films ...
    - this year.
    - last year.

4

- 1 You've been wearing the same socks ...  
 2 You're wearing the same socks ...  
 a since Monday!                      b as me! Look!

5

- 1 How long have you been ...  
 2 How many times have you been ...  
 a to Spain?                      b going to Spain for the winter?

**4 Complete the text with the correct form of the verbs from the box. Use the past simple, present perfect simple, present perfect continuous or past perfect simple.**

be (x2)   get   improve   introduce   kill  
 not cook   not live   result   rise

Who wants to live for ever? In wealthy countries, the number of years people can expect to live <sup>1</sup> \_\_\_\_\_ over the last 200 years. Most babies born in 1900 <sup>2</sup> \_\_\_\_\_ past the age of 50, but many babies born these days will live to over 80. There are three main reasons why people are living longer these days.

Firstly, public health <sup>3</sup> \_\_\_\_\_ dramatically. In the 20<sup>th</sup> century, thanks to developments in medical science, a large proportion of the population were protected against diseases which <sup>4</sup> \_\_\_\_\_ many people, such as smallpox, polio and measles. In addition, medical research <sup>5</sup> \_\_\_\_\_ in cures being found for many other illnesses.

Secondly, there is a much greater understanding of the importance of good hygiene than there <sup>6</sup> \_\_\_\_\_ in the past. People wash their hands more often than they used to and are much more aware of food hygiene. In the past, for example, people often <sup>7</sup> \_\_\_\_\_ ill because they ate food that they <sup>8</sup> \_\_\_\_\_ properly. Awareness of the importance of keeping people safe and well at school and at work has grown, too, and laws for ensuring health and safety at work <sup>9</sup> \_\_\_\_\_ in place for several decades now.

Finally, people generally lead more healthy lifestyles these days. Fewer people smoke and in many countries governments <sup>10</sup> \_\_\_\_\_ smoking bans in public places.

**5 Complete the text with the correct form of the verbs in brackets. More than one option may be possible.**

My life <sup>1</sup> \_\_\_\_\_ (**change**) dramatically in 2010, when I <sup>2</sup> \_\_\_\_\_ (**lose**) my job as an accountant. My father <sup>3</sup> \_\_\_\_\_ (**die**) the year before, and he <sup>4</sup> \_\_\_\_\_ (**leave**) me some money. I <sup>5</sup> \_\_\_\_\_ (**look**) at some travel magazines and I <sup>6</sup> \_\_\_\_\_ (**think**) about spending the money on an exotic holiday, when I <sup>7</sup> \_\_\_\_\_ (**hear**) a programme on the radio about orphanages in India. 'I <sup>8</sup> \_\_\_\_\_ (**want**) to make a difference,' I thought to myself. 'Why <sup>9</sup> \_\_\_\_\_ (**I/dream**) about holidays when I can help other people?' Since then, I <sup>10</sup> \_\_\_\_\_ (**travel**) several times to India and I <sup>11</sup> \_\_\_\_\_ (**help**) to rebuild an orphanage in Calcutta. It <sup>12</sup> \_\_\_\_\_ (**be**) an amazing experience.

**UNIT 4 SCHOOL**

***Would rather, would prefer, had better***

***Would rather, would prefer***

We use both *would rather (do something)* and *would prefer (to do something)* to talk about general preferences.

We use *would rather* + infinitive without *to* and *would prefer* + infinitive with *to*. Compare:

*I'd rather play basketball than play tennis.*

*I'd prefer to play basketball than play tennis.*

The negative form is *would rather not (do something)* or *would prefer not (to do something)*.

*Martha's tired so she'd prefer not to go out/she'd rather not go out.*

*'Will you take the dog for a walk now?' 'I'd prefer not to./I'd rather not.'*

*Would rather* (but NOT *would prefer to*) is followed by a verb in the past tense when other people are involved in a present or future action and the sentence has two subjects.

*I'd rather you made lunch today.*

*'Who's going to drive?' 'I'd rather you did.'*

*Is Max going to do the shopping or would he rather we did it?*

*'Shall I talk to your teacher, or will you?' 'I'd rather you talked to her.'*

**1 Complete the sentences (1–6) with no more than three words to express a preference.**

- 1 Shall I go ahead and book these tickets online now?  
We \_\_\_\_\_ you waited until this evening. There's no hurry.
- 2 Would your grandmother like a drink?  
I think she'd prefer \_\_\_\_\_ something, actually. She's hungry!
- 3 Does your sister want a lift to school?  
It's OK, she \_\_\_\_\_ walk since the weather's nice.
- 4 Would you rather \_\_\_\_\_ TV or go to the cinema?  
Neither – I've got some work to do!
- 5 Do you feel like going to the park?  
No, I \_\_\_\_\_ go out today. I've got a cold.
- 6 Let's run or we'll miss the bus.  
I'd prefer \_\_\_\_\_ – we can catch the next bus.

**Had better**

We can use *had better* instead of *should/ought to*, especially in spoken English, to say that we think it would be a good idea to do something. Like *would rather*, *had better* is followed by the infinitive without *to*.

*We'd better not be late for class again. We've been late every day this week!*

*You'd better phone Jules straight away. He's been waiting for your call all day.*

We don't use *had better* to talk about the past or to make general comments:

*You should/ought to have eaten something before we went out.*  
NOT *You had better have...*

*I don't think teenagers should/ought to use the Internet for more than two hours a day.*

NOT *I don't think teenagers had better...*

*Had better* can sound slightly threatening in tone.

*You'd better say sorry right now or I'll never forgive you!*

It is more urgent than *should/ought to* and has a similar meaning to *I would advise you strongly to...* or *We must/we mustn't...*

**2 Complete the sentences (1–7) with *had better* or *had better not* and the verbs from the box.**

arrive eat go start take use write

- 1 You \_\_\_\_\_ training if you're serious about entering the marathon next year.
- 2 Sarah \_\_\_\_\_ for a walk if she wants some fresh air.
- 3 The children \_\_\_\_\_ any more of those sweets. They're going to feel sick!
- 4 We were so late yesterday! We \_\_\_\_\_ on time today!
- 5 You \_\_\_\_\_ Dan's phone. He hates other people taking his stuff without asking.
- 6 Jamie \_\_\_\_\_ any more time off work. The boss isn't very happy with him as it is.
- 7 I \_\_\_\_\_ to Aunty Betty. I haven't sent her an email for ages.

**3 Choose the correct words in each sentence (1–9). Sometimes both answers are possible.**

- 1 Kate *had not better/had better not* cheat in the exam like she did last week.
- 2 You'd better *to take/take* those books back to the library today.
- 3 *You'd better not/You hadn't better* tell anyone what we've found out.
- 4 You *ought to/'d better* take an umbrella with you.
- 5 *Had we better/Should* we leave the windows open as it's so hot?
- 6 'Shall we go to another café?' '*We'd better not/We'd better not go.* It's getting late.'
- 7 Students *should/had better* wait outside until the bell rings at nine o'clock.
- 8 Andrew *shouldn't/had better not* speak to Mr Whitfield like that again.
- 9 You *better had/had better* get up early on Saturday.

**UNIT 5 WORK**

**The causative**

**Have/get something done**

The causative is used when someone else does something for you. The structure is:  
*have/get* + object + past participle = *to have/get something done*

We can use it in questions and negatives and in any tense or verb form. It emphasizes the action rather than the person who performs it.

*I've just had my bike repaired.*

*We're going to get our house painted.*

*She'll have had her hair cut by this time tomorrow.*

We can use *have* + object + past participle when something bad happens, especially when someone is affected by an action which they did not cause.

*We've had our front window broken.*

*Hundreds of people had their electricity cut off as a result of the power failure.*

**Have someone do**

We use *have* + object + infinitive without *to* when we talk about instructing (or paying) someone to do something. It emphasizes the person who performed the action.

*I'll have my secretary call you back with the details.*

*Did you have the plumber fix that leak?*

**Get someone to do**

We use *get* + object + infinitive with *to* when we talk about persuading someone to do something. It emphasizes the person who performs the action.

*I'll get Harry to help me with this assignment.*

*Did you get your little sister to eat her dinner?*



### Make someone do

We use *make* + object + infinitive without *to* when we talk about forcing someone to do something. It emphasizes the person who performed the action. *Our teacher made us work hard in class today.*  
*Stop pulling faces at the baby – you're making him cry!*

#### 1 Put the words in order to complete the sentences (1–8).

- I've lost my house key.  
cut/need/I/to/a new one/get/as soon as I can.  
\_\_\_\_\_
- How often  
cut/your/?/hair/you/do/get  
\_\_\_\_\_
- We do our weekly shopping online and  
it./delivered/have/we/to the house  
\_\_\_\_\_
- I can't give you a lift tomorrow, I'm afraid,  
'm/having/I/serviced/./my car  
\_\_\_\_\_
- The windows are dirty.  
cleaned/need/get/we/to/./them  
\_\_\_\_\_
- the house/./we/someone/have/clean/once a week  
\_\_\_\_\_
- There's a problem with my computer.  
'm/going/look/at/it/I/to/./someone/get/to  
\_\_\_\_\_
- Miranda doesn't want to come to the party tonight,  
but/her/'re/going/us/come/with/we/to/!/make  
\_\_\_\_\_

#### 2 Complete the sentences (1–12) with the correct form of *have*, the past participle, and the words in brackets.

- I need to \_\_\_\_\_ (suit/clean) before my cousin's wedding.
- When we were in Paris, I \_\_\_\_\_ (my portrait/paint) by a street artist.
- I absolutely hate \_\_\_\_\_ (my photo/take). I always look awful!
- We \_\_\_\_\_ (our kitchen/redecorate) at the moment.
- If you are feeling dizzy, you should \_\_\_\_\_ (blood pressure/check).
- Have you ever \_\_\_\_\_ (your fortune/tell)?
- I \_\_\_\_\_ (my car/service) tomorrow. Could you give me a lift to work?
- I need \_\_\_\_\_ (my watch/repair) – it's not working properly.
- They had to \_\_\_\_\_ (the big tree/cut down) in their garden. It was damaged in a storm.

- We usually \_\_\_\_\_ (our house/repaint) every five years.
- I nearly couldn't stop in time at the traffic lights today. I must \_\_\_\_\_ (the brakes/test) tomorrow.
- Our neighbours \_\_\_\_\_ (a lot of new furniture/deliver) yesterday.

#### 3 Find one grammatical mistake in each sentence (1–11) and correct it.

- You didn't get your glasses mend.
- He took his car to the garage and had repaired it.
- I'm getting these photos framing tomorrow.
- Stop messing about – you're make me laugh, and I'm trying to be serious!
- They had their luggage stole on holiday.
- I've my computer upgraded.
- We have our house painted at the moment.
- My mum and sister always have their nails paint together.
- I'll have my administrator to email you the contract later today.
- My brother will be his hair getting cut this time tomorrow.
- Kate will have stolen her car if she doesn't remember to lock the doors.

#### 4 Complete the text with the correct form of the words in brackets. Use a causative structure.

## Productivity in the workplace



Research has shown a moderate noise level is good for productivity and creativity in the workplace. High noise levels, especially when it's stop-start, make it difficult to process information efficiently. Anyone who has tried to work at home while their neighbours are playing loud music, speaking loudly on the phone or, even worse, (1) \_\_\_\_\_ (their apartment/renovate), will have experienced this. Research about temperatures in the workplace has shown that productivity decreases significantly and up to 40% more mistakes are made when the temperature is below 20°C. So, if you're feeling cold, (2) \_\_\_\_\_ (your boss/turn up) the heating, but not too much, as too high temperatures cause an even greater decrease in creativity. When it comes to lighting, too little light and too much light can both reduce productivity. Natural light is generally preferable as long there is enough of it. So, if your workplace is too dim, you should consider (3) \_\_\_\_\_ (skylights or large windows/install). Finally, research has shown that an untidy workspace is better for creative thinking than a tidy one. So if you are a naturally tidy person, it may be worth (4) \_\_\_\_\_ (a colleague/mess up) your desk from time to time!

## UNIT 6 MONEY

### Inversion

#### Inversion

Inversion is used in English for:

- ▶ formality
- ▶ emphasis
- ▶ dramatic purpose

There are different ways of inverting a sentence.

- ▶ After a negative or limiting adverb or adverbial phrase (*hardly, seldom, not only, never, never before, no way, rarely, no sooner ... than*). If there is no auxiliary verb, add *do, does, or did*.

People had seldom been so confused. → Seldom had people been so confused.

They not only go to the cinema, but they also go to the theatre. → Not only do they go to the cinema, but they also go to the theatre.

We had never experienced this before. → Never before had we experienced this.

- ▶ After *barely, hardly, scarcely*, and *no sooner* + past perfect to signal that one action finished just before another one started. Notice the use of the time connectors *when* and *than*.

I had scarcely sat down to eat dinner when the phone rang. → Scarcely had I sat down to dinner when the phone rang.

As soon as he had bought his new phone a new model came out. → No sooner had he bought his new phone than a new model came out.

- ▶ After expressions with preposition + *no*, e.g. *at no time, on no account, under no circumstances*.

You definitely shouldn't pay the bill. → On no account should you pay the bill.

They definitely shouldn't apologize. → Under no circumstances should they apologize.

- ▶ After *little* with a negative meaning.

She doesn't know how lucky she is to have such a well-paid job. → Little does she know how lucky she is to have such a well-paid job.

#### 1 Put the words in order to make sentences.

- 1 I/so/felt./Seldom/embarrassed/had  
\_\_\_\_\_
- 2 we/spent/Never/money./had/so/much  
\_\_\_\_\_
- 3 your./Under/pay/no/I/for/ticket/will/  
circumstances  
\_\_\_\_\_
- 4 the station/sooner/arrived/had/No/the train/  
reached/than/we/.  
\_\_\_\_\_

- 5 ./had/they/got into bed/when/they/fell asleep/Hardly  
\_\_\_\_\_
- 6 all evening/going to/are/TV/No way./we/watch  
\_\_\_\_\_
- 7 do/in the project/has invested/realize/Little/no one/  
./that/they  
\_\_\_\_\_
- 8 he/it/the film, ././Not only/direct/he/did/funded/also  
\_\_\_\_\_
- 9 ./the terms/offering/should/accept/On no account/  
the bank/is/you  
\_\_\_\_\_
- 10 left the store/was missing/had./when/I/Scarcely/  
my wallet/found/I  
\_\_\_\_\_

#### 2 Choose the correct answer.

- 1 Never before **had he/he had** felt so strange.
- 2 No sooner had I left the house **when/than** the phone rang.
- 3 **Hardly/Rarely** have we seen such beautiful scenery!
- 4 Under no circumstances **should/could** you drive my car.
- 5 No way **I did/did I** spend all that money.
- 6 **Barely/Little** does she know what a big mistake she is making.
- 7 **On no account/Scarcely** will they change their minds about this.
- 8 Seldom does this orchestra **play/plays** so well.

#### 3 Rewrite the second sentence so that it has a similar meaning to the first sentence.

- 1 They had not only wasted our money, they had also wasted our time.  
Not only \_\_\_\_\_
- 2 You definitely can't proceed with this scheme without sufficient funds.  
Under no circumstances \_\_\_\_\_
- 3 She had never heard such shocking news before.  
Never before \_\_\_\_\_
- 4 He had only just started his new job when the boss gave him a promotion.  
Hardly \_\_\_\_\_
- 5 I had just paid for the movie online when I realized I'd seen it before.  
No sooner \_\_\_\_\_
- 6 She doesn't know how unpopular the budget cuts are likely to be.  
Little does \_\_\_\_\_
- 7 There has rarely been such an extraordinary reaction to a public announcement.  
Rarely \_\_\_\_\_
- 8 Businesses don't often become successful so quickly.  
Seldom \_\_\_\_\_

## UNIT 7 HEALTHY LIVING

### Reported speech

#### Tense changes

We use reported speech to quote another person's words. Sentences in reported speech are usually spoken by another speaker and at a different time, so we change the verb tenses and pronouns. Below you can see how the tenses change between direct speech and reported speech.

Direct speech		Reported speech
<b>Present simple</b> 'I need a new computer.'	→	<b>Past simple</b> He said that he needed a new computer.
<b>Present continuous</b> 'We're working on a new invention.'	→	<b>Past continuous</b> She said that they were working on a new invention.
<b>Present perfect</b> 'She's lost her mobile phone.'	→	<b>Past perfect</b> He said that she had lost her mobile phone.
<b>Past simple</b> 'I didn't understand the instructions.'	→	<b>Past perfect</b> He said that he hadn't understood the instructions.

#### MODALS

<b>can</b> 'I can't get into my Facebook account.'	→	<b>could</b> He said that he couldn't get into his Facebook account.
<b>will</b> 'We'll buy a 3D TV next year.'	→	<b>would</b> They said that they would buy a 3D TV next year.
<b>must</b> 'We must install the new software.'	→	<b>had to</b> She said that we had to install the new software.

It is usually also necessary to change pronouns and possessive adjectives.

'My dog isn't very well,' Harry said. → Harry said that **his** dog wasn't very well.

'I'm buying a present for **my** dad,' she said. → She said that she was buying a present for **her** dad.

We also change expressions of time and place.

now → then/at that moment

today → that day

this week → that week

last week → the week before

yesterday → the day before

tomorrow → the next/following day

a minute ago → a minute earlier/before

next week → the following week

here → there

'Our email isn't working **today**,' they said. → They said that their email wasn't working **that day**.

'I forgot my password **yesterday**,' she said. → She said that she had forgotten her password **the day before**.

'We left our laptops here **last week**,' he said. → He said that they had left their laptops there **the week before**.

We don't change the tense, time or place words when the reporting verb is in the present, present perfect, or future.

'We're too busy to come tomorrow.' → They'll say that they're too busy to come tomorrow.

'I was here yesterday.' → She says that she was here yesterday.

'We didn't expect to win the prize.' → They've said that they didn't expect to win the prize.

The following tenses do not change.

Direct speech		Reported speech
<b>Past perfect</b> 'He had already tested the new plane.'	→	<b>Past perfect</b> She said that he had already tested the new plane.
<b>would</b> Would you like to use my computer?	→	<b>would</b> She asked me if I would like to use her computer.
<b>should</b> I think you should leave.	→	<b>should</b> He said he thought I should leave.
<b>could</b> We couldn't see the screen.	→	<b>could</b> He said that they couldn't see the screen.
<b>had better</b> They'd better improve their performance.	→	<b>had better</b> She said that they'd better improve their performance.

#### Yes/No questions

To report a yes/no question, we use the structure *ask* (+ object) + *if/whether* + affirmative word order.

'Did you fix your Wi-Fi?' → He asked (me) *if/whether* I had fixed my Wi-Fi.

#### Wh- questions

To report a *wh-* question, we use the structure *ask* (+ object) + *wh-* + affirmative word order.

'Where is your bag?' → He asked (me) *where* my bag was.

'What are they doing?' → You asked *what* they were doing.

'Why are you tired?' → She asked *why* he was tired.

'When will we leave?' → We asked *when* we would leave.

#### Say and tell

We use *say* and *tell* to report what someone else said.

▶ After *tell* we always use a complement (a pronoun or somebody's name).

Harry told me he was hungry.

Harry told Sally he was hungry.

NOT Harry told he was hungry.

▶ We never use a complement directly after *say*.

Mary said that she wanted a sandwich.

Dominic said to Tom that he had eaten some pasta.

NOT Mary said me that she wanted a sandwich.

### 1 Rewrite the reported speech as direct speech.

- 1 She said that she had bought an amazing new MP3 player.  
\_\_\_\_\_
- 2 He said that he was testing a new video game.  
\_\_\_\_\_
- 3 They say that they didn't use a calculator to solve these maths problems.  
\_\_\_\_\_
- 4 Sarah told me that she would reply to my email the following day.  
\_\_\_\_\_
- 5 Ben will say that he didn't leave the house yesterday.  
\_\_\_\_\_
- 6 She asked John why he didn't answer her calls.  
\_\_\_\_\_

### 2 Put the words in the correct order in each of the sentences (1–6) to make reported questions.

- 1 her/He/the headphones./when/had/asked/bought/she  
\_\_\_\_\_
- 2 Tom/work./She/if/would/meet/he/her/after/asked  
\_\_\_\_\_
- 3 angry with/Rick/was/asked/whether/I/him./me  
\_\_\_\_\_
- 4 switched off/they/He/hadn't/asked/why/the computer./them  
\_\_\_\_\_
- 5 doing/what/there./asked/we/us/She/were  
\_\_\_\_\_
- 6 if/him/asked/he/plane./They/repair/their/could  
\_\_\_\_\_

### 3 Rewrite the direct questions as reported questions.

- 1 Did you watch the TV programme about inventors last night?  
He asked me \_\_\_\_\_.
- 2 Why aren't you answering my calls?  
She asked John \_\_\_\_\_.
- 3 Are you happy with your new tablet?  
Sophie asked her mother \_\_\_\_\_.
- 4 Can you help me with my homework?  
He asked me \_\_\_\_\_.
- 5 Have you decided where to go on holiday?  
They asked him \_\_\_\_\_.
- 6 Who will be responsible for this project?  
He asked her \_\_\_\_\_.

### Reported commands and requests

We can use several different structures to report people's speech.

- ▶ verb + *that* + reported statement  
*admit, agree, announce, apologize, boast, claim, confess, deny, explain, insist, promise, say, suggest*  
*We admitted that we had copied the plans.*  
*She promised that she would call him the following day.*  
*I suggested that we go for a walk.*
  - ▶ verb + object + *that* + reported statement  
*remind, tell, warn*  
*They reminded us that they had already changed the instructions.*  
*He warned me that I would find the course very challenging.*  
*I told them that it was time to leave.*
  - ▶ verb + infinitive with *to*  
*agree, demand, offer, promise, refuse*  
*I agreed to leave at once.*  
*She refused to speak to us.*
  - ▶ verb + object + infinitive with *to*  
*advise, ask, beg, encourage, forbid, invite, order, persuade, remind, tell, warn*  
*He persuaded us to buy the more expensive model.*  
*She told them not to wait for her.*
  - ▶ verb + gerund  
*admit, deny, recommend, suggest*  
*We admitted cheating in our final exams.*  
*They suggested moving to a different part of the country.*
  - ▶ verb + preposition + gerund  
*apologize for, boast of/about, confess to, insist on*  
*I apologized for forgetting his birthday.*  
*He insisted on speaking to the manager.*
  - ▶ verb + object + preposition + gerund  
*accuse (someone) of, congratulate (someone) on, criticize (someone) for, warn (someone) against*  
*They criticized us for leaving early.*  
*She accused me of stealing her ideas.*
- Some verbs can be followed by more than one structure.
- He admitted that he had broken the window./He admitted breaking the window.*  
*Erica promised that she would be on time./Erica promised to be on time.*  
*I suggested eating outside./I suggested that we (should/could) eat outside.*  
*You recommended buying a new phone./You recommended that I (should) buy a new phone.*

**4 Choose the correct form of the verb in each sentence (1–6).**

- 1 She boasted about *getting/to get* top marks in the exam.
- 2 He told me *restart/to restart* the computer.
- 3 She recommended *to call/calling* the help desk.
- 4 We denied *ignoring/us to ignore* the instructions.
- 5 You criticized *that I got/me for getting* the question wrong.
- 6 She reminded them *to finding out/that they would find out* the results the following morning.

**5 Complete the sentences (1–7) with the correct form of the verbs in brackets.**

- 1 They advised us \_\_\_\_\_ (leave) the building.
- 2 They apologized \_\_\_\_\_ (argue).
- 3 He advised me \_\_\_\_\_ (read) the newspaper more often.
- 4 James suggested that we \_\_\_\_\_ (write) to the newspapers.
- 5 I suggested \_\_\_\_\_ (watch) a film.
- 6 She apologized for \_\_\_\_\_ (not take) any photos.
- 7 She advised me \_\_\_\_\_ (not go) to bed so late.

**6 Complete the news extracts (1–7) using the past tense of the reporting verbs from the box.**

admit insist persuade predict reassure  
remind warn

- 1 Gareth's parents \_\_\_\_\_ him to hand himself in to the police.
- 2 The hospital \_\_\_\_\_ Miss Williams that she would make a full recovery.
- 3 The judge \_\_\_\_\_ the witness that lying in court was an offence.
- 4 The court was told that Harry Palmer \_\_\_\_\_ on paying for everything.
- 5 Susan Evans \_\_\_\_\_ stealing the coat and was fined £500.
- 6 Ashley \_\_\_\_\_ that Rotherham United would win 2–0.
- 7 The minister \_\_\_\_\_ Mr Jones against saying too much.

**7 Rewrite the direct speech as reported speech.**

- 1 'You should get a new camera.'  
She recommended \_\_\_\_\_.
- 2 'You are not allowed to use this science lab at lunch time.'  
The teacher forbade \_\_\_\_\_.
- 3 'Well done! You've passed your driving test.'  
She congratulated \_\_\_\_\_.
- 4 'Yes, it's true. I ate your sandwich.'  
I confessed \_\_\_\_\_.

- 5 'I will buy you a new bag tomorrow.'  
He promised \_\_\_\_\_.
- 6 'Would you like to come to this science show with me?'  
He invited \_\_\_\_\_.
- 7 'I'm not going to drive you to college today.'  
She refused \_\_\_\_\_.

## UNIT 8 TRAVEL AND TOURISM

### Participles

#### Participles

Instead of using a full relative clause (defining or non-defining) to connect ideas, we can use a clause introduced by a participle. The participle can be an *-ing* form or an *-ed* form. These participles are known as active participles (*-ing* form) and passive participles (*-ed* form). An active participle replaces an active verb.

*I need to get a message to someone who is getting on the plane.*

*I need to get a message to someone getting on the plane.*

#### Active participles

We can also use the active participle to replace a past verb. *Oliver, who was worrying about his exam results, didn't notice that his bus had just left.*

*Oliver, worrying about his exam results, didn't notice that his bus had just left.*

The participle can only replace a relative pronoun when it refers to the subject of the relative clause, not the object.

*Oliver, who I was worrying about, ...*

NOT *Oliver, I worrying about, ...*

The participle can replace *that*, *which* and *who*.

*The police stopped a small car that/which was carrying ten people.*

*The police stopped a small car carrying ten people.*

but NOT *when*, *where* or *whose*.

*The house, whose owners are living in Spain, ...*

NOT *The house, owners living in Spain, ...*

#### Passive participle

A passive participle replaces a passive verb, which can be in the present or past.

*Bags of rubbish which are left on the pavement are causing problems.*

*Bags of rubbish left on the pavement are causing problems.*

*The book, which was bought online, was torn when I received it.*

*The book, bought online, was torn when I received it.*

If the relative clause includes a negative verb, we simply put *not* in front of the participle, whether an active or a passive participle.

*Oliver, who wasn't thinking about anything in particular, ...*

*Oliver, not thinking about anything in particular, ...*

*The book, which wasn't bought in a shop, ...*

*The book, not bought in a shop, ...*

**1 Choose the correct sentence. Sometimes both options (a–b) are correct.**

- 1 a My brother, appearing on stage for the first time with his band, looked nervous.  
b My brother, appeared on stage for the first time with his band, looked nervous.
- 2 a The cat, which looking very hungry, came towards us.  
b The cat, looking very hungry, came towards us.
- 3 a The people who attended the event arrived from far and wide.  
b The people attending the event arrived from far and wide.
- 4 a The acclaimed actress, wore a long, flowing dress, fell over as she left the stage.  
b The acclaimed actress, wearing a long, flowing dress, fell over as she left the stage.
- 5 a The event taking place on stage at the moment is really comical.  
b The event that is taking place on stage at the moment is really comical.
- 6 a The cakes baked in the oven were almost ready to come out.  
b The cakes baking in the oven were almost ready to come out.
- 7 a David, looking bored, asked me if it was time to leave yet.  
b David, looked bored, asked me if it was time to leave yet.
- 8 a The clouds which were forming looked threatening.  
b The clouds formed looked threatening.

**2 Replace the underlined words in the sentences (1–6) with the correct active or passive participle form.**

- 1 The film, which was described by the director as a product of trial and error, was a huge success. \_\_\_\_\_
- 2 The person who was chosen to play the main role in the film was a little-known actor. \_\_\_\_\_
- 3 The catering service which provided the food was a local one. \_\_\_\_\_
- 4 Teachers that teach very young children have a difficult and important job. \_\_\_\_\_
- 5 The words that were spoken by the actor were not the ones on the script. \_\_\_\_\_
- 6 Music festivals, which are now held all over the world, offer the chance to see world-famous performers on stage. \_\_\_\_\_

**3 Rewrite the sentences (1–8) using the correct participle form. Tick (✓) the two sentences that cannot be changed.**

- 1 The man who is training my sister used to be a world-famous swimmer.  
\_\_\_\_\_
- 2 Some children who were standing nearby started laughing.  
\_\_\_\_\_
- 3 The event, which was attended by nearly two thousand people, will be held again next year.  
\_\_\_\_\_
- 4 Luke Marsh, whose father worked as a scriptwriter, has just written a play.  
\_\_\_\_\_
- 5 The drama company, which is based in Shoreditch, is called the Black Box Company.  
\_\_\_\_\_
- 6 The young man, who wanted to get a good view, watched the event from the top of a tree.  
\_\_\_\_\_
- 7 The tree that was cut down by the council recently was over two hundred years old.  
\_\_\_\_\_
- 8 The place where we're meeting tomorrow used to be a hospital.  
\_\_\_\_\_

## UNIT 9 CULTURE AND FREE TIME

### Past modals

#### Regret

We use *should/shouldn't have/ought to have* + past participle to express regret or disapproval about something in the past. The question form and negative past forms of *ought* are rarely used.

*He shouldn't have been so rude to her. He should have apologized for his behaviour.* (He was rude. He didn't apologize.)

*They ought to have revised before the exam.* (They didn't revise.)

#### Necessity

We use *needed to/had to* + infinitive to say that something was necessary in the past.

*We needed to speak to the administrator before we could join the class. Then we had to sign some documents.*

#### Lack of necessity

We use *didn't have to* + infinitive when something was not necessary and it didn't happen.

*They didn't have to take an exam at the end of the course.* (They didn't take an exam.)

We use *needn't have* + past participle when something was not necessary and it did happen.

*We needn't have run to the station. The train was delayed, so we had plenty of time. (We ran to the station, but it wasn't necessary.)*

We use *didn't need to* when something was not necessary. It can mean that it did happen or that it didn't happen.

*We didn't need to bring a book to read on the train. We spent the whole journey chatting. (Maybe we brought a book and maybe we didn't, but a book wasn't necessary.)*

### 1 Choose the correct past modal form in each sentence (1–6).

- 1 They *didn't have to hide/shouldn't have hidden* her bag. She was very upset about it.
- 2 We *needn't have driven/didn't have to drive* to the cinema. The bus service is excellent. Now we can't find a parking space!
- 3 You *should have brought/didn't need to bring* an umbrella. You're soaking wet!
- 4 I *needn't have made/didn't have to make* any food for the party so I didn't.
- 5 They *had to leave/should have left* their car in the car park and walk from there to the theatre.
- 6 He *ought to have woken/didn't have to wake* up earlier. Now he's going to be late.

#### Ability in the past

We use *could/couldn't* + infinitive to talk about general ability in the past.

*My brother could run faster than anyone else in his class.*

We also use *could/couldn't* with verbs of perception, such as: *see, hear, feel, taste, smell, understand, know*, etc.  
*We could see the stage from our seats but we couldn't hear the actors' voices very well.*

We use *was/were able to* + infinitive to talk about ability on a specific occasion in the past.

*They were able to build a new theatre on the grounds of the old one.*

We must use *was/were able to, succeeded in* + *-ing* or *managed to* + infinitive after verbs that take the infinitive or *-ing*.

*We hoped to succeed in driving across the desert.*

NOT *We hoped could drive across the desert.*

*We dreamed of managing to reach our destination.*

NOT *We dreamt could reach our destination.*

*We enjoyed being able to spend time with our friends.*

NOT *We enjoyed could spend time with our friends.*

### 2 Rewrite the sentences (1–6) using the words in brackets.

- 1 It was difficult, but I was able to tidy my room before breakfast. (**managed to**)  
\_\_\_\_\_
- 2 No one was speaking to her and she didn't understand why. (**couldn't**)  
\_\_\_\_\_
- 3 We didn't have enough money last year to buy a new computer. (**not be able to**)  
\_\_\_\_\_
- 4 It was great because I could see the mountains from my bedroom window. (**be able to**)  
\_\_\_\_\_
- 5 It was possible for me to go on holiday this summer. (**able to**)  
\_\_\_\_\_
- 6 I tried to find a holiday job and I was successful. (**succeeded in**)  
\_\_\_\_\_

### 3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones. Sometimes more than one answer is possible.

- 1 I won't be able call you tonight.
- 2 Can you understand German when you were a child?
- 3 Megan couldn't ski five years ago.
- 4 They were able to finish the task with time to spare.
- 5 Fortunately, we could get back home before the storm broke.
- 6 This machine can produce 300 biscuits a minute.
- 7 Is he able to knit?
- 8 When can he call me?
- 9 Are you able to smell smoke? I think something is on fire.

### Deductions about the past

We use *must have* to make deductions about the past when we are very sure that something is true. We use *can't have* when we are very sure that something isn't true. *Couldn't have* has the same meaning as *can't have*. *Someone must have broken into our hotel room, but they can't/couldn't have taken anything valuable because everything is locked in the hotel safe.*

When we are unsure about what has happened, we can speculate using *could have*, *might have*, *may have* and *might (not) have*.

*They could/might/may have taken this photo in the UK – the traffic is on the left.*

*He might not have seen your message yet.*

We can use direct or indirect questions with *could*.

*'Could the robbers have switched the CCTV camera off?' 'Yes, they could have.'* (I think that's possible.)

*'No, they couldn't have.'* (I don't think that's possible.)

*'Do you think the robbers could have switched the CCTV camera off?' 'Yes, I do./No, I don't.'*

With *might* we usually use indirect questions.

*'Do you think he might have cheated in the exam?' 'No, he couldn't have!'* (No, I don't believe that.)

We don't normally ask questions with *must have* or *can't have* because those phrases express certainty, but we can ask questions with *could have*, and also *can have*.

The verb in the answer depends on how certain or not we are of what has or hasn't happened.

*'What could/can have happened to them?' 'They must have got stuck in a traffic jam. /They can't possibly have got lost./They could/might/may have decided to do some shopping on the way.'*

*Can't have* and *must have* express opposite ideas.

*Mustn't have* and *can have* are not used in this way.

*She can't have been telling the truth.*

NOT *She mustn't have been telling the truth.*

*He must have lied to the police.*

NOT *He can have lied to the police.*

### 4 Put a tick (✓) next to the correct sentences (1–10). Correct the incorrect ones. Sometimes more than one answer is possible.

- 1 You must have been really worried!
- 2 They can't been very pleased.
- 3 She can't have finish her homework already!
- 4 You could have asked Daniel to help you with the washing-up.
- 5 This bill is much too expensive!
- 6 They can have made a mistake.
- 7 Surely they mustn't have eaten everything!
- 8 Someone must have forgotten to close the door.
- 9 I'm not 100% sure, but I think that can have been Maria.
- 10 They might have forgotten.

### 5 Complete the article with *can't*, *may*, *might* or *must* and the correct form of the verbs from the box. In some cases, more than one answer is possible.

be become build cause die exist  
happen have hope make mark

## Three MYSTERIES

### The Khatt Shebib

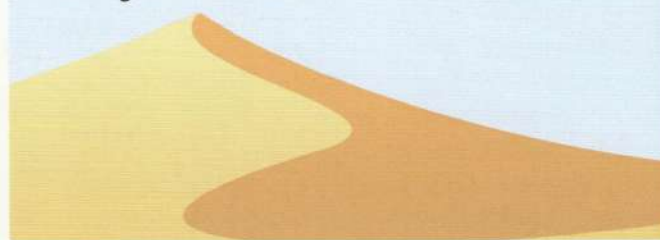
The Khatt Shebib is a 150-kilometre-long ancient stone wall in Jordan. Experts believe it <sup>1</sup> \_\_\_\_\_ for between 1,000 and 2,000 years. Standing at just one metre high, its builders <sup>2</sup> \_\_\_\_\_ it would protect them from their enemies. They <sup>3</sup> \_\_\_\_\_ it to keep animals like goats away from crops they were growing. Alternatively, it <sup>4</sup> \_\_\_\_\_ a border line between different groups of people who lived in the area.

### The end of the Mayan civilization

After six centuries, the Mayan civilization disappeared completely. Why? Something <sup>5</sup> \_\_\_\_\_ to end it. According to recent scientific studies, a lack of rain <sup>6</sup> \_\_\_\_\_ the problem. Moreover, it seems the Maya <sup>7</sup> \_\_\_\_\_ the situation worse by clearing forests for bigger farms and cities.

### King Tutankhamun's death

Tutankhamun was a young Egyptian king who was in power between about 1332 and 1323 BC. When his tomb was discovered in 1922, experts studied his remains and came to the conclusion that the young king <sup>8</sup> \_\_\_\_\_ unexpectedly. He <sup>9</sup> \_\_\_\_\_ very ill suddenly, for example, or he may have been injured in an accident. If indeed Tutankhamun's death was sudden and unexpected, people <sup>10</sup> \_\_\_\_\_ much time to prepare his body for his funeral. In fact, some experts believe rushed funeral preparations <sup>11</sup> \_\_\_\_\_ the cause of a big fire which happened in the tomb not long after the funeral.





## UNIT 10 SPORT

### Conditionals review; mixed conditionals

#### Zero conditional

We use the zero conditional when speaking of facts and what is generally considered to be true.

The part of the sentence describing the result can be used before the part describing the condition. Then we don't use a comma.

*Plants die if we don't water them.*

We can use *when* instead of *if*.

*When I drink coffee before bedtime, I never sleep.*

#### First conditional

We use the first conditional to talk about a real or very likely future action or situation and its probable result. In the condition clause, *if* is followed by the present simple, even though the verb refers to the future.

*If we miss the train, we'll be late for school.*

NOT *If we# miss the train ...*

In the result clause, we can use other modal verbs apart from *will*.

*If you tell the truth all the time, you might offend people.*

It is possible to use a negative verb in either or both parts of a conditional sentence.

*If you don't arrive on time, I won't wait for you.*

Instead of *if*, we can use *unless*. *Unless* means *if not*, and is followed by a verb in the affirmative.

*If shops don't do something to stop shoplifting, we will all have to pay higher prices.*

*Unless shops do something to stop shoplifting, we will all have to pay higher prices.*

#### Second conditional

We use the second conditional to talk about an imaginary or unlikely situation and its imagined result. It can describe present and future situations.

*If we had more time, we would visit Japan.*

*We would visit Japan if we had more time.*

It is possible to use other modals in the result clause.

*If they could see us now, they would be amazed!*

We can also use *unless* in second conditional sentences.

*She wouldn't move house unless she won a lot of money.*

We can use *were* instead of *was*, especially in formal style.

*If I were you, I would spend more time with my family.*

#### Third conditional

We use the third conditional to talk about unreal situations in the past. The condition is impossible, because we cannot change what happened.

Consequently, the result is also impossible. *Unless* is never used in third conditional sentences.

*If you had studied, you would have passed the exam.*

*You would have passed the exam if you had studied.*

It is possible to use other modals in the result clause.

*If you'd mentioned it earlier, I might have been able to do something about it.*

*If we hadn't taken the wrong road, we could have got there sooner.*

We use *wish/if only* to talk about things that we would like to change now or in the future and to express regret about past actions or events. We use *wish/if only* + past simple for regrets about a present situation or state.

*They wish they had enough money to go on holiday abroad.*

*I bet you wish you were lying on a beach somewhere hot.*

*If only I was taller!*

We use *wish/if only* + past perfect for regrets about the past.

*He wishes he had gone to university straight from school.*

*Do you wish you had been born in another century?*

*Wish* and *if only* have the same meaning, but *if only* is more emphatic. We often explain our wishes and regrets by adding a clause before or after the *wish/if only* clause.

*We could go to the beach if only it wasn't so windy!*

*He wishes he'd studied at university and then he'd have a better job.*

### 1 Match the beginnings of sentences (1–6) with their endings (a–f).

- |  |     |
|--|-----|
| 1 If you do exercise,                      | ___ |
| 2 I'll call you                            | ___ |
| 3 If you worked a bit harder,              | ___ |
| 4 We won't get there on time               | ___ |
| 5 We should take some sandwiches           | ___ |
| 6 I wouldn't wear those jeans to the party | ___ |
| a if I were you.                           | ___ |
| b unless we hurry.                         | ___ |
| c in case they're not serving food.        | ___ |
| d you would get better exam results.       | ___ |
| e you get fit.                             | ___ |
| f as soon as I get there.                  | ___ |

### 2 Put a tick (✓) next to the correct conditional sentences. Correct the incorrect ones. In the incorrect sentences, only one verb is wrong.

- 1 If you told David the truth, he wouldn't believe it.
- 2 If we have time on our trip next week, we visit the famous castle.
- 3 You wouldn't like it if I tell you lies.
- 4 If you see Rachel, you'll notice that there is something different about her.
- 5 It will be a great end to the event unless something will go wrong.
- 6 We'll meet at Mark's house on Friday if we didn't meet before then.
- 7 If you were rich, you wouldn't necessarily be happy.
- 8 I wouldn't buy this unless I couldn't afford it.

**3 Read the situations (1–9) and then write third conditional sentences that start with *if*.**

- 1 I didn't take any water with me, so I was thirsty.  
\_\_\_\_\_
- 2 I went to bed late, so I woke up tired.  
\_\_\_\_\_
- 3 He felt cold because he didn't wear enough clothes.  
\_\_\_\_\_
- 4 I didn't call you because my phone ran out of battery.  
\_\_\_\_\_
- 5 We couldn't see the comet because we didn't have a telescope.  
\_\_\_\_\_
- 6 You didn't take my advice, so you didn't win the match.  
\_\_\_\_\_
- 7 You fell over because you didn't look where you were going.  
\_\_\_\_\_
- 8 It snowed, so we didn't go out.  
\_\_\_\_\_
- 9 I didn't water the flowers because you didn't ask me to.  
\_\_\_\_\_

**4 Complete the sentences with *wish* or *if only* and the correct form of the verb.**

- 1 They \_\_\_\_\_ (they/buy) that house. It needs so much work on it.
- 2 We \_\_\_\_\_ (we/have) more space to have a bigger desk in the office.
- 3 \_\_\_\_\_ (she/marry) for money, she'd never have to work again!
- 4 \_\_\_\_\_ (they/tell) the truth the first time, the police wouldn't have been involved.
- 5 I \_\_\_\_\_ (you/stop) complaining, it's very tiresome.
- 6 They \_\_\_\_\_ (we/live) nearer, then we could visit more often.

**Mixed conditionals**

When the time reference in the *if* clause is different from the time reference in the main clause, we use a 'mixed conditional' sentence. This is a mix of second and third conditionals in the same sentence. Mixed conditionals describe a hypothetical (not real) situation.

**3rd conditional (past)**

**2nd conditional (present)**

*If I hadn't switched off my alarm clock,*

*I wouldn't be late now.*

(I switched my alarm clock off in the past and I am late now.)

**2nd conditional (present)**

**3rd conditional (past)**

*If she believed in ghosts,*

*that story would have terrified her.*

(She doesn't believe in ghosts and the story did not terrify her.)

**5 Read the sentences (1–6) and then choose the best description (a–b) of the situation.**

- 1 If James was more friendly, he would have enjoyed the party more.
  - a James isn't friendly and he didn't enjoy the party.
  - b James isn't friendly, so he won't enjoy the party.
- 2 If you had paid attention, you wouldn't be so confused.
  - a I didn't paid attention, and I was confused.
  - b I didn't pay attention, so I'm confused now.
- 3 If we hadn't eaten that cake, we would be hungry.
  - a We ate the cake, so we're not hungry now.
  - b We didn't eat the cake, because we weren't hungry.
- 4 If they didn't know the hotel manager, they wouldn't have got such a good room.
  - a They know the hotel manager, so they got a good room.
  - b They don't know the hotel manager, so they didn't get a good room.
- 5 If I had a mobile phone, I would have called you.
  - a I don't have a mobile phone, so I can't call you.
  - b I don't have a mobile phone, so I didn't call you.
- 6 If they had stayed at home, they wouldn't be in trouble.
  - a They are staying at home and now they are in trouble.
  - b They didn't stay at home and now they are in trouble.

**6 Complete the second sentence in each pair so it has the same meaning as the first one. Use mixed conditional sentences.**

- 1 I spent all my money yesterday and I haven't got any today.  
If I hadn't \_\_\_\_\_, I \_\_\_\_\_ some today.
- 2 She doesn't have a car, so she didn't drive to the beach last weekend.  
If she \_\_\_\_\_, she \_\_\_\_\_ to the beach last weekend.
- 3 We love camping in Cornwall, so we went camping there last July.  
If we didn't \_\_\_\_\_, we \_\_\_\_\_ in Cornwall last July.
- 4 They failed their exams last term, so now they have to take them again.  
If they \_\_\_\_\_, they \_\_\_\_\_ them again now.
- 5 I didn't meet my brother at the station and now he is very angry with me.  
If I \_\_\_\_\_, he \_\_\_\_\_ angry with me now.
- 6 They don't understand Japanese, so they bought a Japanese phrase book.  
If they \_\_\_\_\_, they \_\_\_\_\_ a Japanese phrase book.

**7 Complete the sentences with the correct form of the verb in brackets.**

- 1 You \_\_\_\_\_ (not/be) so tired now if you \_\_\_\_\_ (not/go) to bed so ridiculously late last night.
- 2 Suppose you \_\_\_\_\_ (can/be) a virtuoso on any musical instrument, what \_\_\_\_\_ (it/be)?
- 3 I \_\_\_\_\_ (come) with you this evening if I \_\_\_\_\_ (not/have) so much work to do. But I'm up to my eyes, I'm afraid.
- 4 Of course I'm interested in psychology. I \_\_\_\_\_ (not/choose) to study it if I \_\_\_\_\_ (not/be), would I?
- 5 Imagine how you \_\_\_\_\_ (cope) if you \_\_\_\_\_ (live) somewhere with no electricity or running water.
- 6 We \_\_\_\_\_ (be) there by now if we \_\_\_\_\_ (leave) a bit earlier. I did warn you about the traffic!

**8 Complete the second sentence in each pair so it has the same meaning as the first sentence. Use the first, second, third or a mixed conditional.**

- 1 You spent all your money in the sales. You're broke now.  
If \_\_\_\_\_.
- 2 I didn't know you liked Coldplay. I didn't buy you a ticket for the concert.  
If \_\_\_\_\_.
- 3 You didn't lose your glasses. You'll be able to read the menu.  
You \_\_\_\_\_.
- 4 John didn't pack the sandwiches. He's starving now.  
If \_\_\_\_\_.
- 5 If they don't ban tourists from the ancient city, it will be ruined in no time.  
Unless \_\_\_\_\_.
- 6 Mary doesn't work at home. She doesn't spend much time with her children.  
Mary \_\_\_\_\_.

**9 Read the article about avoiding problems abroad. Choose the correct word to complete the text.**

**'If only 'I'd have/I'd/I've/I thought about that before I left home!'**

If you <sup>2</sup> *travelled/would travel/travel/had travelled* a lot, you've probably said that a few times. When you're abroad, a small problem <sup>3</sup> *can/would/has/is* easily become a big problem unless you are prepared for it. So here are three tips that I've found useful. First, don't carry a lot of cash and always take two cards. If you <sup>4</sup> *will lose/are losing/lost/lose* one, you can still get money with the other one – as long as you <sup>5</sup> *'ll remember/'ve remembered/remembers/'d remembered* to keep them in separate places! Secondly, always buy travel insurance in case something <sup>6</sup> *goes/can go/will go/went* wrong. Otherwise, you may wish you <sup>7</sup> *would buy/had bought/bought/'ve bought* it. Five years ago, I had an accident on a trip to America and I needed a lot of hospital treatment. If I <sup>8</sup> *don't have/didn't have/hadn't had/wasn't having* insurance, I'd still be paying for it now! Finally, what <sup>9</sup> *will you do/did you do/would have done/would you do* if you were a thief and you saw a tourist with a big expensive camera and a wallet or passport in a back pocket – or an open handbag? Think about it. If <sup>10</sup> *you'll be/you're/you were/you'd been* standing there inviting crime, it will probably happen!

# UNIT 11 SCIENCE AND TECHNOLOGY

## Future perfect simple and continuous

### Future continuous

We use the future continuous with a future time expression to talk about an action that will be in progress at a definite time in the future.

*This time tomorrow we'll be moving to our new house!*

### Future perfect simple

We use the future perfect simple to talk about a completed action or event in the future. We often use *by* or *before* + a time expression to say when the action will be finished.

*Everything will have changed by the time you get back.*

*They won't have finished the work before the weekend.*

We often use the future continuous and the future perfect simple with phrases that specify a time in the future, such as: *this time tomorrow, next week, next month, by August/the end of the year/2030, in a week's/six months'/ten years' time, an hour/a week/twenty years from now*, etc.

*This time next week, I'll have finished all my exams.*

*By the end of the century, humans will be living on the moon.*

*In ten years' time, I'll have got married and had three kids.*

*A week from now, we'll be lying on the beach.*

### Future perfect continuous

We use the future perfect continuous to talk about an action that will continue up to a particular time in the future.

*How long will you have been studying when you finally graduate?*

We often use the future perfect continuous with *for* and *since* to focus on the duration of an activity.

*I will have been working for ten weeks on this project by the time I finally complete it.*

## 1 Complete the sentences (1–6) with the future forms from the box.

will be travelling    will have been travelling  
will have travelled

- She \_\_\_\_\_ to six countries in six months by February.
- I \_\_\_\_\_ across the Australian outback next month.
- We \_\_\_\_\_ for more than four weeks by the time we finally arrive in Darwin.

will have been studying    won't be studying  
won't have studied

- By the time I take my final exam, I \_\_\_\_\_ at this college for four years.

- They \_\_\_\_\_ all the tenses in English by the end of this year.
- She \_\_\_\_\_ ecology next year. She really didn't enjoy the subject.

## 2 Complete the sentences (1–6) with the correct form of the verbs in brackets. Use the future perfect simple, future continuous or future perfect continuous.

- By this time next year I \_\_\_\_\_ (visit) every major city in the UK.
- Over the next month they \_\_\_\_\_ (appear) at all the major music festivals in the UK.
- I can't believe how fast you read! You \_\_\_\_\_ (read) the whole book before dinner!
- He'll be furious when we finally arrive – he \_\_\_\_\_ (wait) for us for three hours!
- This time next month we \_\_\_\_\_ (sit) on a beach and \_\_\_\_\_ (relax) in the sunshine.
- When we finish this trip we \_\_\_\_\_ (wear) the same clothes for six months. I'm going to go shopping!

## 3 Look at Sophie's diary. Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

It's 09.58 on Monday 3<sup>rd</sup> October.

- She'll be working this time tomorrow.
- She'll have been working for six hours by one o'clock today.
- She won't have finished work by five o'clock on Wednesday.
- At three o'clock on Thursday afternoon she'll be running with Holly.
- By nine o'clock on Friday evening she'll have played tennis three times.
- This time next week she'll be walking around Oslo.

	MORNING	AFTERNOON	EVENING
Mon 3 Oct	10–1 work		
Tues 4 Oct	9–1 work	2–5 work	7–8 tennis with Sam
Weds 5 Oct		2–4 work	7–8 tennis with Mia
Thurs 6 Oct	9–1 work	2–6 watch cricket with Joseph	6.30–7.30 run with Holly
Fri 7 Oct	9–1 work		7–8 tennis with Ellie
Sat 8 Oct		2–5 work	
Sun 9 Oct	9–2 work		7–8 tennis with Julia
Mon 10 Oct	9.45 fly to Oslo		

### Be going to

We use *be going to* when we:

- ▶ speak about arranged plans for the future.  
*My parents are going to open a shop next year.*
- ▶ expect something to happen, especially when we make a prediction about something we see.  
*Look at that driver. She's going to crash!*

### Will

We use *will* when we:

- ▶ make a decision while we speak.  
*I'm bored. I think I'll go shopping.*
- ▶ predict something, especially when the prediction concerns our thoughts or convictions.  
*One day there won't be any shops. People will only buy things on the Internet.*
- ▶ promise something or assure someone about something.  
*I promise I'll drive more slowly.*

### Present continuous

We use the present continuous to describe the future when we speak about planned activities.  
*We're going on holiday to Italy next Monday.*

### Present simple

We use the present simple when we are talking about events which take place according to a schedule, plan or timetable.  
*Our plane leaves at 7 p.m. so I'd like to be at the airport at 5.30 p.m.*

#### 4 Read the conversation and choose the correct form of the verb in each sentence.

- Kate: <sup>1</sup> *Are you going to finish/Are you finishing/Will you have finished* the book by the weekend?
- Megan: Yes, I probably <sup>2</sup> *will have read/am to read/will be reading* it by the end of the afternoon. I can't put it down. I <sup>3</sup> *'m giving/'ll give/give* it to you when I next see you.
- Kate: Thanks.
- Megan: I <sup>4</sup> *'m going to/'ll/'m about to* watch the film of the book on Saturday. I have the DVD at home.
- Kate: Are you? What time <sup>5</sup> *will you be watching/do you watch/will you have watched* it? We could watch it together.
- Megan: Are you sure you want to? You <sup>6</sup> *won't enjoy/aren't going to enjoy/aren't enjoying* the book after seeing the film.
- Kate: I'm a slow reader. I <sup>7</sup> *'m forgetting/'ll be forgetting/'ll have forgotten* what the film was about by the time I manage to read the book.
- Megan: Ha!

Kate: Seriously, though, I don't know when I'll be able to get the book back to you. It <sup>8</sup> *is taking/will take/will be taking* me a few months to read it.

Megan: No worries. I <sup>9</sup> *won't have read/not due to read/won't be reading* it again.

Kate: OK. Well, I <sup>10</sup> *'ll have seen/'ll see/see* you on Saturday then.

Megan: Yes. Are you heading for the station now? I <sup>11</sup> *'m getting/'ll get/get* the train to my aunt's house at 2.30. We could walk together.

Kate: No, I <sup>12</sup> *'ll be waiting/'m going to wait/wait* here. Jake <sup>13</sup> *is to finish/was due to finish/finishes* work in five minutes and I want to meet him.

Megan: OK. Bye then!

#### 5 Complete the article with the correct future continuous or future perfect form of the verbs in brackets.

### Three things you're doing which seem productive, but aren't ...

In the busy world of work, it always seems that we <sup>1</sup> \_\_\_\_\_ (**never/finish**) everything before the deadline. So most of us have developed strategies to help us get things done more quickly. Unfortunately, some of these strategies don't help as much as we think they do.

#### Keeping your to-do list in your head

If you don't write down what you have to do, you may save a couple of minutes, but it's likely that you <sup>2</sup> \_\_\_\_\_ (**wake up**) in the middle of the night, thinking about your tasks. It would be much better to write it down and then deal with each task one by one.

#### Putting the most important task at the top of your list

Putting a task at the top of the list does not guarantee you <sup>3</sup> \_\_\_\_\_ (**complete**) it before the deadline. In fact, it makes it likely that you <sup>4</sup> \_\_\_\_\_ (**still/put it off**) as the deadline approaches, as highlighting the task will make you more anxious about it. Instead, do a couple of easier tasks first, to warm yourself up.

#### Saying yes to everything

Saying yes is much easier than saying no, but if you say yes to everything you <sup>5</sup> \_\_\_\_\_ (**soon/feel**) overwhelmed and stressed. It would be much better to only say yes to a few projects and do them well. You <sup>6</sup> \_\_\_\_\_ (**achieve**) much more by the end of the week.

**6 Complete the text with the verb forms from the box.**

are due to become   are on the point of letting  
is going to be   will also enable   will be able to  
will be taking   will be using   will bring   will have  
will have established

Everyone seems to agree that in the future we <sup>1</sup>\_\_\_\_\_ technology more and more in the classroom and in other learning environments. And even though many people fear that we <sup>2</sup>\_\_\_\_\_ technology take over, experts believe that in the next decade we <sup>3</sup>\_\_\_\_\_ how to make the most of using different technologies for learning.

One such development is that classrooms of the future <sup>4</sup>\_\_\_\_\_ more globally interactive, where students <sup>5</sup>\_\_\_\_\_ virtual trips to other countries, rather than reading about them. As technology develops and becomes more immersive, history students <sup>6</sup>\_\_\_\_\_ visit the past and see, hear and smell the 1500s, for example. Geographers and geologists could similarly experience earthquakes and volcanoes.

Technological developments <sup>7</sup>\_\_\_\_\_, for example, students to look at biological organs on a screen in 3D and maybe even 'build' one themselves using a 3D printer, which <sup>8</sup>\_\_\_\_\_ a range of uses in the classroom.

There is no doubt the learning environment of the future <sup>9</sup>\_\_\_\_\_ an exciting place, but despite the possibilities that technology <sup>10</sup>\_\_\_\_\_, experts warn that education must still revolve around the relationship between student and tutor.

**UNIT 12 NATURE AND ENVIRONMENT**

**The passive with the infinitive and the -ing form**

**Passive**

We use *being* + past participle:

- ▶ after the following verbs: *avoid, dislike, enjoy, finish, hate, imagine, like, miss, object, practice, prevent, remember, stop, suggest.*

*I enjoyed being guided around the chocolate factory.*

*We must prevent time being wasted on pointless initiatives.*

*They remember the pizzas being cooked in a wood-fired oven.*

- ▶ after the following prepositions: *about, with, without, in, at, of, for.*

*I'm interested in being selected for this year's competition.*

*He's terrified of being laughed at by his friends.*

- ▶ in the past.

*She left without being seen by anyone.*

We use *to be* + past participle after the following verbs: *begin, deserve, expect, hope, order, persuade, prefer, want.*

*We expect our food to be prepared in advance.*

*They ordered us to be accompanied by a guide at all times.*

*She deserved to be treated better.*

**1 Complete the passive sentences (1–8) with the correct form of the verbs in brackets.**

- 1 He doesn't like \_\_\_\_\_ (tell) what to do.
- 2 We're looking forward to \_\_\_\_\_ (show) around the new offices.
- 3 I'm not scared of \_\_\_\_\_ (criticize) by others.
- 4 They should avoid \_\_\_\_\_ (drive) by my brother. He's a dreadful driver!
- 5 I want this food \_\_\_\_\_ (reheat). It's cold.
- 6 We hope \_\_\_\_\_ (move) to a better hotel room this afternoon.
- 7 We'd prefer \_\_\_\_\_ (take) around the exhibition by a guide.
- 8 They're complaining about \_\_\_\_\_ (charge) extra for their breakfast.

**2 Complete the second sentence in each pair so it has the same meaning as the first sentence. Use an -ing form or an infinitive.**

- 1 He was fed up with his wife telling him what to wear. He was fed up with \_\_\_\_\_ what to wear by his wife.
- 2 It would be better if the director informs me personally. I would rather \_\_\_\_\_ by the director in person.
- 3 She is the first female prime minister. She is the first woman \_\_\_\_\_ prime minister.
- 4 I will not put up with you speaking to me like that. I will not put up with \_\_\_\_\_ to like that.
- 5 Ted deserved the pay rise his boss gave him. Ted deserved \_\_\_\_\_ a pay rise by his boss.

**3 Find one grammatical mistake in each sentence (1–8) and correct it.**

- 1 I really dislike been told what to do!
- 2 She prefers her steak be cooked well.
- 3 We weren't happy about be left to find the station ourselves.
- 4 I just managed to avoiding being hit by that car.
- 5 Does this milk need to thrown away? It smells bad.
- 6 They didn't mind being ask to wait – they weren't in a hurry.
- 7 Would you prefer being taken to the airport by taxi?
- 8 I regret not tell you about this before. I didn't realize you would be so upset!

# IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bid	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
get up	got up	got up
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent

Infinitive	Past simple	Past participle
let	let	let
lie down	lay down	lain down
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
split up	split up	split up
stand	stood	stood
steal	stole	stolen
strike	struck	struck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written



## General conversation

### Starting a conversation

Excuse me, can I tell/ask you something?  
Excuse me, can I talk to you for a moment?  
Can we have a word?

Вибачте, можна вам щось сказати/про щось запитати?  
Вибачте, можна вас на хвилинку?  
Можна з вами поговорити?

### Asking for directions/information

Excuse me. How do I get to ... ?  
Is there a (post office) near here?  
Could you tell me the way to ... ?  
I'd like to know (when the course starts), please.  
Do you know (where the bus stop is)?  
And there is one more thing I'd like to know.  
And you wouldn't know (the price), would you?

Вибачте, як мені дістатися до ... ?  
Чи є тут (пошта) поблизу?  
Скажіть, будь ласка, як пройти до ... ?  
Будь ласка, я хотів би дізнатися (коли починається курс).  
Ви знаєте, (де зупинка автобуса)?  
І ще одне, про що я хотів би дізнатися.  
Ви випадково не знаєте (вартість)?

### Giving directions

Go straight ahead.  
Turn left/right.  
Take the first/second turning on your right/left.

Йдіть прямо.  
Поверніть ліворуч/праворуч.  
Поверніть на першому/другому повороті праворуч/ліворуч.  
Йдіть повз (школу).  
Продовжуйте йти, поки не дійдете до ... .  
Йдіть вздовж (вулиці Зеленої) до світлофору.  
Потім ... .  
Вам треба йти (в цьому напрямку).

Go past (the school).

Keep going until you get to ... .

Go along (Green Street) as far as the traffic lights.

Then ... .

You need to go (this way).

Вибачте за (затримку/запізнення).  
Мені справді шкода.  
Мені дуже жаль.  
Прощу пробачення.

### Apologizing

(I'm) sorry for (the delay/being late).

I'm really sorry.

I'm awfully sorry.

I apologize.

Чи не могли б ви ... ?  
Ви не проти (зробити щось)?  
Чи не могли б ви ... ?  
Чи не могли б ви (будь ласка) ... ?

### Making a request

Can/Could you ... ?

Would you mind (doing sth)?

Do you think you could (possibly) ... ?

Will/Would you (please) ... ?

Так./Добре.  
Так, звісно.  
Звичайно.

### Agreeing to a request

OK./All right.

Yes, sure.

Certainly.

Вибачте, але ... .  
(Ні), я справді не можу ... .  
(Ні), боюсь я не можу ... .

### Refusing a request

Sorry, but ... .

(No), I can't really ... .

(No), I'm afraid I can't ... .

Ви зайняті чимось (в суботу ввечері)?  
Ви б хотіли (кудись піти)?  
Ви хочете (прогулятися)?  
Чому б нам не (зробити щось)?  
Давайте підемо (в кіно).  
Як щодо того, щоб (приготувати щось)?  
Я хотів запитати, чи ви бажаєте (пограти у щось).  
Було б чудово, якби ми (пообідали десь).  
Може нам (подивитися фільм)?  
Думаю, ми б могли (зробити щось).

### Making a suggestion/making arrangements

Are you doing anything (on Saturday evening)?

Would you like to (go out)?

Do you fancy (a walk/going for a walk)?

Why don't we (do sth)?

Let's go (to the cinema).

How/What about (cooking sth)?

I was wondering if you'd like to (play sth).

It would be great if we (had dinner somewhere).

Shall we (watch a film)?

I think we could (do sth).

### Accepting suggestions/agreeing to arrangements

(Yes,) I'd love to.  
(Yes,) I'd be glad/happy to.  
Sure, why not?  
(That) sounds good to me.  
Great!  
Yes, that would be (great/good/useful/excellent).  
Yes, (I think) that's a good idea.  
That's a great idea!  
That's a good/an excellent suggestion!  
That could be (fun/interesting).

### Rejecting suggestions/refusing arrangements

Sorry, but I can't.  
Sorry, but I'm busy (on Saturday evening).  
Sorry, but I've got to (write an essay).  
That's a good idea, but ...  
I'd love to, but ...  
I don't think so, (because ...).  
Well, I'd rather (do sth else).  
Yes, but don't you think it would be better to (do sth)?  
Well, I'm not sure that's such a good idea.  
Hmm, I'm not sure about that.  
I'm afraid I can't. (I'm busy doing sth.)

### Asking for help

Could you (do sth)?  
Would you mind (doing sth)?  
Can you help me, please?  
Could you give/lend me a hand?

### Offering something

Would you like (a biscuit)?  
How about (a cup of coffee)?  
Do you fancy (a drink)?  
I'll do it for you.  
Shall I help you to (do sth)?  
How can I help (you)?

### Accepting/refusing an offer

Yes, please./Thanks.  
Thank you very much. That's very kind of you.  
That would be lovely, thank you.  
No, thanks.

### Asking for permission

Could I (see the photos)?  
Is it OK/all right if I (stay longer)?  
Do you mind if I (keep it)?  
Would you mind if I (borrowed the car)?  
Would it be OK if I (didn't answer)?  
I was wondering if I could (leave earlier).

### Giving permission

Yes, of course.  
Yes, sure.  
Yes, that's fine. (Reply to 'Is it OK if ...?')  
No, that's fine. (Reply to 'Do you mind if ...?')  
No, go ahead.  
No problem.

(Так,) я хотів би.  
(Так,) я був би радий/щасливий.  
Звичайно, чому б ні.  
(Це) звучить добре.  
Чудово!  
Так, це було б (чудово/добре/корисно/відмінно).  
Так, (я думаю) це хороша ідея.  
Це чудова ідея!  
Це хороша/прекрасна пропозиція!  
Це може бути (весело/цікаво).

Вибачте, але я не можу.  
Вибачте, але я зайнятий (в суботу ввечері).  
Вибачте, але мені треба (написати есе).  
Хороша ідея, але ...  
Я б залюбки, але ...  
Я так не думаю, (тому що ...).  
Ну, я б краще (зробив щось інше).  
Так, але чи не думаєте ви, що було б краще (зробити щось)?  
Ну, я не впевнений, що це така хороша ідея.  
Гм, я не певен щодо цього.  
Боюсь, я не можу. (Я зайнятий чимось).

Чи не могли б ви (зробити щось)?  
Ви не проти (зробити щось)?  
Чи не могли б ви мені допомогти, будь-ласка?  
Чи не могли б ви допомогти мені?

Хочете (печиво)?  
Як щодо (чашки кави)?  
Ви бажаєте (пити)?  
Я зроблю це для вас.  
Допомогти вам (зробити щось)?  
Як я можу допомогти (вам)?

Так, будь ласка./Дякую.  
Велике спасибі. Дуже люб'язно з вашого боку.  
Це було б чудово, дякую.  
Ні, дякую.

Чи міг би я (подивитися фотографії)?  
Можна мені (залишитися довше)?  
Ви не проти, якщо я (залишу це собі)?  
Ви не заперечуєте, якщо я (позичу у вас машину)?  
Можна мені (не відповідати)?  
Я хотів запитати, чи можна мені (пити раніше).

Так, звичайно.  
Так, авжеж.  
Так, звісно. (Відповідь на 'Is it OK if ...?')  
Ні, все гаразд. (Відповідь на 'Do you mind if ...?')  
Ні, давайте (продовжуйте).  
Без проблем.

### Refusing permission

Sorry, but ...  
I'm afraid that's not possible.  
I'd rather you didn't (if you don't mind).

### Asking for advice

What do you think I should do?  
Do you think I should (talk to him)?  
Can I ask your opinion about something?

### Giving advice

I think you should/ought to (do this).  
You could (ask her about it).  
If I were you, I'd (go there).  
Have you thought about (leaving)?  
Have you considered (giving up smoking)?  
Why don't you (go to see a doctor)?  
You might enjoy (doing sth).

### Expressing likes/dislikes/preferences

I really like ...  
I'm keen on ...  
I love/adore ...  
I don't really like ...  
I can't stand ...  
I hate/detest ...  
I prefer ...  
I like ... better than ...

### Saying thanks

Thanks a lot./Many thanks.  
Thank you very much.  
That was/is very kind of you.

### Responding to thanks

Not at all.  
No problem.  
Don't mention it.  
Any time.  
That's OK.  
You're welcome.  
It's a pleasure./My pleasure.

### Ending a conversation

OK, that's great.  
OK. Thank you.  
That's fine. Bye.  
See you around.  
I'll call you soon.  
It's been nice/good talking to you.

Вибачте, але ...  
Боюсь, це неможливо.  
Краще б ви це не робили (якщо не заперечуєте).

Що ви думаєте, мені варто зробити?  
Ви думаєте, мені варто (поговорити з ним)?  
Можна запитати вашу думку про щось?

Я думаю, вам варто (зробити це).  
Ви могли б (запитати її про це).  
На вашому місці я би (пішов туди).  
Ви не думали про те, щоб (піти)?  
Ви не роздумували над тим, щоб (кинути курити)?  
Чому б вам не (звернутися до лікаря)?  
Можливо, вам сподобається (зробити щось).

Мені справді подобається ...  
Я захоплююсь ...  
Я люблю/обожнюю ...  
Мені не дуже подобається ...  
Я не переношу .../Я терпіти не можу ...  
Я ненавиджу/не хочу ...  
Я надаю перевагу ...  
Мені подобається ... більше ніж ...

Дуже дякую./Велике спасибі.  
Велике спасибі.  
Це дуже люб'язно з вашого боку.

Нема за що.  
Без проблем.  
Нема за що.  
Звертайтеся ще.  
Все нормально.  
Будь ласка.  
Завжди радий.

Гаразд, це чудово.  
Гаразд. Дякую.  
Добре. До побачення.  
Побачимось.  
Я скоро зателефоную.  
Було приємно поспілкуватися з вами.

## Talking about a picture

### Describing a picture

In the picture I can see ...  
The picture shows (a zoo).  
They look (tired).  
She seems/appears to be (happy) ...  
On the right/left there is ...  
At the top/bottom there are (some animals).  
In the top right-hand corner there seems to be ...  
In the foreground/background ...  
The image reminds me of/makes me think of (my childhood).

### Speculating

(I guess) they might/could be (brother and sister).  
It must be (some kind of a machine).  
She's probably (more than 17).  
She can't be (on holiday), because ...  
She could be ... or ...  
He looks as if ...  
It's not clear if ...  
It looks like (they're friends).  
They seem (to be in love).  
I expect that she's ...  
I wonder if he's ...

На картинці я бачу ...  
На картинці зображено (зоопарк).  
Вони виглядають (стомленими).  
Вона здається/виглядає (щасливою) ...  
Праворуч/ліворуч знаходиться ...  
Зверху/знизу знаходяться (тварини).  
У верхньому правому куті, здається, ...  
На передньому плані/задньому плані (тілі) ...  
Зображення нагадує мені про/спонукає мене думати про (моє дитинство).

(Я гадаю) вони можуть бути (братом і сестрою).  
Це має бути (якась машина).  
Можливо, їй (більше 17 років).  
Вона не може бути (на відпочинку), тому що ...  
Вона може бути ... чи ...  
Він виглядає так, ніби ...  
Незрозуміло, чи ...  
Схоже, (вони друзі).  
Здається, вони (закохані).  
Я припускаю, що вона ...  
Цікаво, чи він ...

## Taking part in a discussion

### Ordering arguments

To start with, ...  
First of all, .../Firstly, ...  
Secondly, ...  
Another thing is that ...  
On the one hand ... , but on the other hand ...  
On the other hand, ...  
The main reason is ...  
Another reason is ...  
It's also true that ...  
And finally ...

Для початку, ...  
Перш за все, ... /По-перше, ...  
По-друге, ...  
Ще одне, це те, що ...  
З одного боку ... але з іншого боку ...  
З іншого боку, ...  
Головна причина - це ...  
Інша причина - це ...  
Також правда, що ...  
І нарешті ...

### Giving examples

For example, .../For instance, ...  
To give you an idea, ...  
One example of this is ...

Наприклад, ...  
Щоб дати вам уявлення, ...  
Одним із прикладів цього є ...

### Summarizing

The point I'm trying to make is ...  
In short ...  
In other words ...  
To sum up ...

Думка, яку я хочу довести ...  
Коротко ...  
Іншими словами ...  
Підсумовуючи ...

### Asking for someone's opinion

What do you think (of/about ... )?  
Have you considered ... ?  
What's your view on/opinion of ... ?  
Don't you agree that ... ?

Що ви думаєте (про ... )?  
Ви не думали ... ?  
Яка ваша думка про ... ?  
Чи ви погоджуєтесь, що ... ?

### Expressing an opinion

I think (that) ...  
In my view/opinion, ...  
Personally, I think ...  
As I see it, ...  
From my point of view, ...  
I don't think ...  
I don't really know (if) ...  
I'm not sure (about/if) ...  
I don't have a strong/definite opinion about that.

### Agreeing with/accepting the other person's viewpoint

Yes, I agree (with you).  
I completely agree.  
That's exactly what I think.  
I know.  
(I think) you're right.  
Right./That's right.  
True./That's true.  
Absolutely.  
Exactly!  
I suppose so.  
You've persuaded me.  
OK. Why not?  
I expect you're right.  
True. OK, then.  
All right. I suppose you're right.

### Defending your opinion/disagreeing

Yes/True, but ...  
Yes, maybe, but ...  
I see what you mean, but ...  
I'm afraid I disagree/can't agree with you.  
I'm not sure about that.  
I'm not sure that's true/correct/right.  
I agree to some extent, but ...  
I disagree.  
I don't see why/how.  
You must be joking!  
Surely you don't think that ...  
Actually, ...

Я думаю (що) ...  
На мій погляд/думку, ...  
Особисто я думаю ...  
Як я бачу це, ...  
З моєї точки зору, ...  
Я не думаю ...  
Я справді не знаю (чи) ...  
Я не впевнений (щодо/чи) ...  
У мене немає твердої/певної думки з цього приводу.

Так, я згоден (з вами).  
Я повністю згоден.  
Це саме те, що я думаю.  
Я знаю.  
(Я думаю) ти маєш рацію.  
Правильно/Це вірно.  
Правда/Це правда.  
Абсолютно.  
Точно!  
Я теж так думаю.  
Ти переконав мене.  
Добре. Чому ні?  
Сподіваюсь, ти правий.  
Правильно. Тоді добре.  
Гаразд. Я гадаю, ти правий.

Так/Правда, але ...  
Так, можливо, але ...  
Я розумію, що ви маєте на увазі, але ...  
Боюсь, я не згоден/не можу погодитися з вами.  
Я не впевнений у цьому.  
Я не впевнений, що це правда/вірно/правильно.  
Я певною мірою згоден, але ...  
Я не погоджуюсь.  
Я не розумію, чому/як.  
Ви, напевно, жартуєте!  
Звичайно, ви не думаєте, що ...  
Насправді, ...

### Other useful functions

#### Responding to what someone has said

Do you?/Are you?/Is it?/Have you?  
That's interesting.  
Really?  
I see.  
Oh, OK.

Чи це так?  
Це цікаво.  
Дійсно?  
Розумію.  
О, так.

### Playing for time

Let me see, ...  
Well, let me think, ...  
Hmm, let me think about that for a moment ...  
I'll have to think about it.  
How shall/can I put it?  
What's the word for it?  
That's a good question.  
I'm not quite sure, but ...

### Asking for clarification

Pardon?  
Sorry?  
Do you mean ... ?  
Does this mean ... ?  
Can you say it/that again, please?  
Would you mind repeating that, please?  
Could you repeat that more slowly, please?  
Could you spell that, please?

### In a job interview

What exactly would my duties be?  
Will I have to work shifts?  
What's the pay?  
Could you tell me what the working hours would be?  
Do I have to wear a uniform?  
When will you let me know (if I've got the job)?

### Shopping

I'm looking for something (smart/for a special occasion).

It doesn't fit very well. It's too big/small.  
Do you have it/them in (grey/silver) or (blue)?

I would like (light grey, silver or blue).

Do you have it/them in a small/medium/large?  
I need a bigger/smaller size.  
How much is it/this?  
Can I pay by credit card?

I'd like to pay in cash.

### Making a complaint

I'd like to make a complaint about ...  
I'd like to complain about ...  
I'd like to return this ...  
Something is wrong with it.  
It won't work properly.  
It's faulty/broken.  
Can I have a refund?  
Could you give me my money back?  
Can I exchange it?

Дайте подумати, ...  
Ну, дозвольте мені подумати ...  
Хм, дайте мені трохи подумати ...  
Я повинен подумати про це.  
Як я можу це виразити?  
Як же це називається?  
Це гарне запитання.  
Я не зовсім впевнений, але ...

Вибачте?  
Вибачте?  
Ви маєте на увазі ... ?  
Це означає ... ?  
Ви можете сказати це ще раз, будь ласка?  
Не могли б ви повторити це, будь ласка?  
Не могли б ви повторити це повільніше, будь ласка?  
Не могли б ви сказати це по літерам, будь ласка?

Якими саме будуть мої обов'язки?  
Чи будуть у мене робочі зміни?  
Яка оплата?  
Не могли б ви сказати мені, яким буде робочий час?  
Чи повинен я носити уніформу?  
Коли ви дасте мені знати (чи я отримав роботу)?

Я шукаю щось (вишукане (нарядне)/для особливих випадків).  
Це не дуже добре пасує. Це занадто велике/мале.  
Чи є у вас це (сірого/срібного кольору) або (синього кольору)?  
Я хотів би (світло-сірого, сріблястого або синього кольору).  
У вас є це малого/середнього/великого розміру?  
Мені потрібен більший/менший розмір.  
Скільки це коштує?  
Чи можу я розрахуватися за допомогою кредитної картки?  
Я хотів би заплатити готівкою.

Я хочу подати скаргу про ...  
Я хотів би поскаржитися на ...  
Я хотів би повернути це ...  
З цим щось не так.  
Це не буде працювати належним чином.  
Він несправний/зламаний.  
Чи можу я отримати відшкодування?  
Чи не могли б ви повернути мої гроші?  
Чи можу я обміняти це?

## Unit 1, Debate, Exercise 2, page 13

**The best way to live as a family is for grandparents, parents and children to live together.**

### Relationships between family members

**FOR:** The grandparents can have closer relationships with their grandchildren.

**AGAINST:** Grandparents and grandchildren may not want closer relationships. Grandparents might find the children too noisy, and the children might find the grandparents too slow or old-fashioned.

### Number of people in the home

**FOR:** Having more people in the home makes life more interesting and no one will feel alone. Children will have more role models.

**AGAINST:** Not everybody enjoys having more people in the home. Some people want quiet and privacy at home.

### Housework and home repairs

**FOR:** Everyone can share the housework and home repairs so they will spend less time on them.

**AGAINST:** People might not share the housework and home repairs properly so some people might do a lot of them.

## Unit 2, Debate, Exercise 2, page 21

**Everyone should donate to charities that help extremely poor people around the world.**

### The needs of people living in extreme poverty

**FOR:** We have a responsibility to help people in other countries because they are human beings like us and their lives are much more difficult than ours. They don't have adequate food, shelter and access to healthcare and education.

**AGAINST:** Millions of people live in extreme poverty, but we are not responsible for their poverty. We have more responsibility towards people in our own country and we should help them instead.

### The role of the state in responding to social needs

**FOR:** Charities can demonstrate to governments that people are in need and can campaign for more state support.

**AGAINST:** By helping people in need, charities allow the state to avoid taking responsibility for helping them.

### The effect of donating money on the person who gives

**FOR:** Being generous to others improves our own sense of wellbeing. In turn, this makes us act generously again.

**AGAINST:** Although it can feel good to give to charity, the sense of satisfaction does not last long and has little positive effect on the donor.

## Unit 3, Debate, Exercise 2, page 31

**It is better to own your home rather than rent it.**

### The costs

**FOR:** You need a larger deposit to buy than to rent, mortgage payments can be more expensive than rent, and there is the cost of maintenance, but you have something valuable that you can sell later.

**AGAINST:** The deposit you need to pay when you rent is a lot lower than the deposit you need to buy a house.

### Control over what you can do in your home

**FOR:** You have control over what you can do in your home. You don't have to ask a landlord or landlady.

**AGAINST:** You cannot alter your home, but you do not have to pay for repairs or new appliances.

### Moving house

**FOR:** You don't have a landlord who can tell you to leave. So, you only need to move house when you want or need to.

**AGAINST:** It is much easier to move from a rented property than from one that you own. It is cheaper and quicker to organize.

## Unit 4, Debate, Exercise 2, page 39

**Exams do not prepare people for the real world.**

### Memorizing information

**FOR:** For exams, you spend a long time learning and memorizing information that you quickly forget, and that may not be needed in the real world.

**AGAINST:** In the real world, you need to be able to memorize specific information either for work or for life in general.

### Hard work as a key ingredient for success

**FOR:** Not everyone needs to work hard to pass an exam. Some people pass them without doing much work.

**AGAINST:** Revising for exams and passing them helps you see that hard work is an important ingredient for success. This is true in the real world.

### Working alone under pressure

**FOR:** In many jobs, you don't have to work alone as you do in an exam. You work with others.

**AGAINST:** Working alone in an exam prepares you for making your own decisions in the real world.

## Unit 5, Debate, Exercise 2, page 49

**Every university student should have a part-time job.**

### Academic goals

**FOR:** You can still achieve your academic goals if you have a part-time job. You just need to manage your time well.

**AGAINST:** The most important goal at university is to get your degree. If you can afford not to work, it's better to focus just on your degree so you do well.

### Social life

**FOR:** The money you earn from a part-time job can help pay for a social life.

**AGAINST:** You will have more time for a social life if you don't work part-time.

### Future employment prospects

**FOR:** Experience of working part-time looks good on your CV. It shows employers that you are hard-working and can manage your time well.

**AGAINST:** Employers will be more interested in your degree than in your part-time jobs.

## Unit 6, Debate, Exercise 2, page 57

**The government should tax unhealthy food to improve people's health.**

### The money it generates for the government

**FOR:** The government could spend the money on health care and educational campaigns promoting healthier eating.

**AGAINST:** The government may not spend the money generated from the tax on public health.

### Fairness

**FOR:** Unhealthy food is easier to sell than healthy food, so it is fair to tax it more.

**AGAINST:** The people who pay most of this tax are those who are on low incomes, and it is not fair that they pay more tax than those on higher incomes.

### The cost to government and society

**FOR:** The healthcare of people with diseases related to eating badly are huge and this tax helps pay for it.

**AGAINST:** Some people blame the big increase of diseases related to people's diets on unhealthy food, and the medical cost of treating them. However, there are other factors involved (genetic factors, the amount you eat, the amount of exercise you take).

## Unit 7, Debate, Exercise 2, page 67

**We should all become vegetarians.**

### Human health

**FOR:** Our bodies have developed to help us eat a vegetarian diet. We have short teeth and long intestines, which help us digest plants. Although our ancestors ate meat and fish, most of us don't need to today because we have plenty of alternatives. We can get everything we need from other sources of food.

**AGAINST:** Our ancestors ate other animals and our bodies have developed so that we can, too.

### The rights of other animals

**FOR:** Animals, fish and birds have a right to life, the same as humans do.

**AGAINST:** As humans we have the right to eat other animals. They eat other creatures in order to survive. It is part of the natural cycle of life.

### The environment

**FOR:** Raising animals for food takes up huge amounts of energy, water and land.

**AGAINST:** The high level of methane in the atmosphere is not caused primarily by cattle and sheep. The main cause is the burning of oil, gas and coal.

## Unit 8, Debate, Exercise 2, page 75

**Low-cost airlines do more harm than good.**

### Increased travel opportunities

**FOR:** Although low-cost airlines have given more people the opportunity to travel, this is not a good thing for the places they travel to. Many popular tourist destinations find the numbers of tourists too great.

**AGAINST:** Greater travel opportunities mean that more people can understand and appreciate other cultures.

## The social impact on tourist destinations

**FOR:** The society of a tourist destination can be harmed as people lose their sense of community when large numbers of tourists visit.

**AGAINST:** People living in a tourist destination can feel more pride in their home because so many people visit it and they may develop a stronger sense of community.

### Economic consequences

**FOR:** If tourists only visit in the summer, then in the winter, people will be without work.

**AGAINST:** Low-cost airlines provide jobs for thousands of people and improve the economy of the regions around the airports they use.

## Unit 9, Debate, Exercise 2, page 85

**Spending a lot of our free time on the Internet is bad for us.**

### Relationships with others

**FOR:** Relationships made online aren't as strong as those made in the real world because face-to-face communication is better than online chatting or playing.

**AGAINST:** It's good to form new relationships and if this is hard in real life, it can be helpful to form them online.

### Creativity

**FOR:** The Internet limits creativity because people want to get 'likes' and followers. This can mean they don't post things they think others will dislike.

**AGAINST:** Seeing what others have created on the Internet encourages people to be creative.

### Finding information

**FOR:** Some of the information online is untrue, inaccurate or out-of-date. It isn't always easy to find out what is true.

**AGAINST:** It is quick and easy to find information on the Internet. There is information about everything.

## Unit 10, Debate, Exercise 2, page 93

**Professional sports benefit society.**

### Health

**FOR:** Watching professionals play sports motivates people to play sports themselves, which improves their health.

**AGAINST:** People spend time watching sports instead of playing them, which is bad for their health.

### Education

**FOR:** Watching professional sports teaches children about competition. It shows them in particular how to cope with losing and how sometimes you can win at the last minute.

**AGAINST:** Children need to learn about co-operation and negotiation as well as competition. Team sports can teach them about co-operation, but not negotiation. In real life, it is often important to reach an agreement in which both sides feel happy.

### The economy

**FOR:** Professional sports create jobs at the venues and in the media.

**AGAINST:** Most of the money that fans spend at a sporting event does not go to local people.



## Unit 11, Debate, Exercise 2, page 103

**Modern technology makes life less interesting.**

### Electricity

**FOR:** Inside our homes, electricity means we can have light all the time, and use electrical and electronic equipment. These distractions mean that most of us don't spend much time thinking or getting to know ourselves or others properly.

**AGAINST:** Electricity itself means that we can do all kinds of things inside and outside the home when it's dark. This makes life very interesting and full of possibilities.

### Transport

**FOR:** Modern methods of transport mean that we don't see our environment closely when we travel. When you travel slowly, you learn much more because you can use all your senses to understand your environment.

**AGAINST:** Modern forms of transport have enabled us to see places that we couldn't have seen if we could only travel on foot or horseback. They have made us more aware of the wonders and variety of the natural world.

### Information and communication

**FOR:** It's more interesting to observe and learn from the real world than it is to learn from a computer.

**AGAINST:** We can find and store huge amounts of interesting information on computers that we can then look at, watch, read or listen to.

## Unit 12, Debate, Exercise 2, page 111

**Nuclear power is essential in order to provide enough energy globally.**

### Safety

**FOR:** Accidents rarely happen and everything possible is done to prevent them. Radioactive waste can now be buried safely.

**AGAINST:** The consequences of an accident at a nuclear reactor are very serious, whereas they are not with renewable forms of energy. Radioactive waste has to be kept securely and guarded, which adds to the cost of nuclear energy. We are creating problems for future generations, too.

### Construction and maintenance cost

**FOR:** Modern nuclear reactors cost less to build and maintain than in the past. They take a long time to build, but then they provide low-cost energy continuously for about 60 years.

**AGAINST:** It is becoming cheaper to build renewable energy sources. Nuclear reactors are very expensive to build and then make safe later when we can no longer use them. Renewable energy sources are much quicker to build, last indefinitely and don't need to be made safe.

### Reliability

**FOR:** A nuclear reactor can provide a lot of energy, and we are going to need more and more energy in the future as the human population grows. More heat will be needed and more energy needed for electrified transport.

**AGAINST:** Demand for energy is rising, but we could meet the demand if we create enough renewable forms of energy. Not all renewables depend on the weather: hydro, biogas, biomass and geothermal don't depend on it. Also, advances are being made in technologies that store energy from solar and wind power.

## QUIZ ANSWERS

### Unit 11, page 96, exercise 4, Science quiz

1 physicist 2 Venus 3 gravity 4 hydrogen 5 freezing  
6 calories 7 doctor/physician 8 law

### Unit 12, page 110, exercise 1, Pollution quiz

1 motor vehicles/cars and lorries  
2 Because they can stay in the earth for long periods.  
3 They put poisonous chemicals in rivers.  
4 noise from traffic, music, building works  
5 street lights, lights in offices, factories and homes

**Informal email: asking a friend for a favour, making an invitation**

**Beginning an informal email**

Hey!  
Hi  
Hi Joe  
How are you? How is/was ... ?  
I hope all's well/everything's going well.  
Sorry I haven't been in touch for a while.

**Asking for a favour**

I'm sorry to bother you, but could you ... ?  
I'm writing to ask you a favour.  
I was wondering if you could do me a favour.  
Would you mind ... some time?  
If you have time, would you be able to ... ?  
I hate to ask you this, but do you think you could ... ?  
I (just) wanted to ask if/whether ...

**Saying it doesn't matter if they can't help you**

No worries/problem if you can't.  
I completely understand if you can't. I know it's a big favour to ask.  
Don't worry if you can't ...

**Saying you will appreciate their help**

I'd be really grateful if you can help.  
I'd appreciate it so much if you could help.

Use an informal greeting like *Hiya* or *Hi*. In letters you can also use *Dear*.

In the first paragraph ask general questions and give general information about what you're doing.

Dear Zoe,

How are things with you? Are you having a good summer? I've been going to the beach a lot, since the weather's so good at the moment.

Actually, I'm going away this weekend – to Venice with Tania for my birthday! But this means there will be nobody around to look after my cat, Spot. I hate to ask you this – but could you possibly go round and give her some food and check her water bowl? (I think you mentioned that you like animals!) My neighbour usually does it, but she's also away this weekend. If you're too busy, would you mind asking your friend, Alex? I think I remember you saying he lives round the corner from me – and he seems like a nice guy.

Drop me a line when you have a minute.

Bye,  
Dan

Use phrasal verbs and colloquial language and expressions.

Hi Alex,

How are you doing? What have you been up to recently? Anything fun?

I was wondering if you could do me a big favour. My friend, Dan, wants me to feed his cat while he's away this weekend, but I won't have time. If you remember, Dan lives very close to you, so I was wondering if you could do it instead of me? (Dan suggested this himself – and said what a nice guy you are ☺.)

I know you may not be around this weekend either, so no worries if you can't. Just let me know.

All the best,

Zoe

In the second paragraph give more details about what you're doing or what you want to say.

In a new paragraph, write what you want to suggest or ask for, and explain why.

Write only your first name at the end.

Use an informal closing expression like *Bye*, *Bye for now*, *See you soon*, *All the best* or *Lots of love*.

### **Making an invitation**

Do you fancy going to ... ?  
It would be great to go to ... with you soon.  
Would you be interested in going to ... ?  
I was wondering if you might like to come with me to ...  
Would you like to come to ... with me?  
How about coming to ... with me?

### **Explaining why something is good**

The (resort) sounds/looks (good).  
It sounds/looks (really interesting).  
I've heard that it's (wonderful).  
I've read some (good) reviews of it.  
(My sister) recommended it.

### **Asking for a reply**

Let me know if you're interested.  
Give me a ring over the weekend to arrange a time.  
Send me a message with the dates you can go.

### **Finishing an informal email**

Thanks!  
All the best,  
See you soon,  
Bye for now,  
Take care,  
Drop me a line when you have a minute.  
Love,

Hi Stefan,

How are you? How was your holiday? Sorry I haven't been in touch for a while. I've been super-busy and studying the whole time! Did you go snowboarding in the end?

I'd really like to learn to snowboard. Do you have any recommendations for a good place to go? Remember that I'm a complete beginner!

All the best,

Jamie

Hi Jamie,

My holiday was great, thanks.

Yes, I did go snowboarding – to a place called Alp d'Huez in the French Alps. Sam found a cheap offer and invited me to go with her. I'm glad I did. It's a fantastic place for beginners to learn to snowboard and the instructors are really friendly.

Unfortunately, Sam can't go next year so I was wondering if you might like to come with me? We could go to Alp d'Huez again – or I've read some good reviews about Meribel, which is also a good resort for beginners. My sister's been there – and she thoroughly recommends it. Anyway, I'm sure we'd have fun together – let me know what you think. We need to book in advance because they're both quite popular resorts.

Bye for now,

Stefan

## Blog/forum post: making suggestions, suggesting solutions, suggesting and giving advice

### Giving advice

In my experience, ...  
I think you will be fine (taking) ...  
I would definitely (take) ... if I were you.  
I don't think you need to worry about ...  
Personally, I would recommend ...  
If you want ..., you should ...  
Don't even think about ...!  
There's no need to/You don't need to ...  
The best thing to do is to ...  
It's (not) a good idea to ...  
I wouldn't bother (taking) ...  
It's worth (taking) ...

### Asking for advice

What's the best way to ... ?  
Are there any (ATMs) ... ?  
How much (cash)/What (type of card) should I take?  
Should I ... ?



## BETH'S BLOG

Help! I think I have an Internet addiction. I surf the Internet all day long. I text, chat on social media, play games, and watch funny videos. Maybe this all sounds fine, but my parents say there should be a limit. They think my schoolwork is suffering, and my teachers feel the same way. But I feel lost without my phone – I don't think I could survive a day without it. What's the best way to cure yourself of this type of addiction? I'd love to hear your ideas.

Use a heading to explain what the post is about.

In paragraphs 1 and 2 say why you're writing.

In paragraph 3 ask for advice and/or ideas.

Use this phrase to bring your blog/forum post to an end.



## Friends in need

Recently one of my friends was ill and was in hospital for several months. It was a very worrying time for her and her family, but she always enjoyed it when her school friends visited her.

Sadly, a lot of them couldn't afford the bus fare to get to the hospital. So, I want to raise some money for the hospital to help people visit the patients.

What's the best way to raise money for charity? Has anyone ever done something that worked really well? Is a sponsored bike ride a good idea, for example, or should I do something more unusual?

I'd like to hear from you with your ideas and advice. Please let me know what you think!

BY: Orange Michael 21.15

If appropriate, end with your name.

### Suggesting what others could do

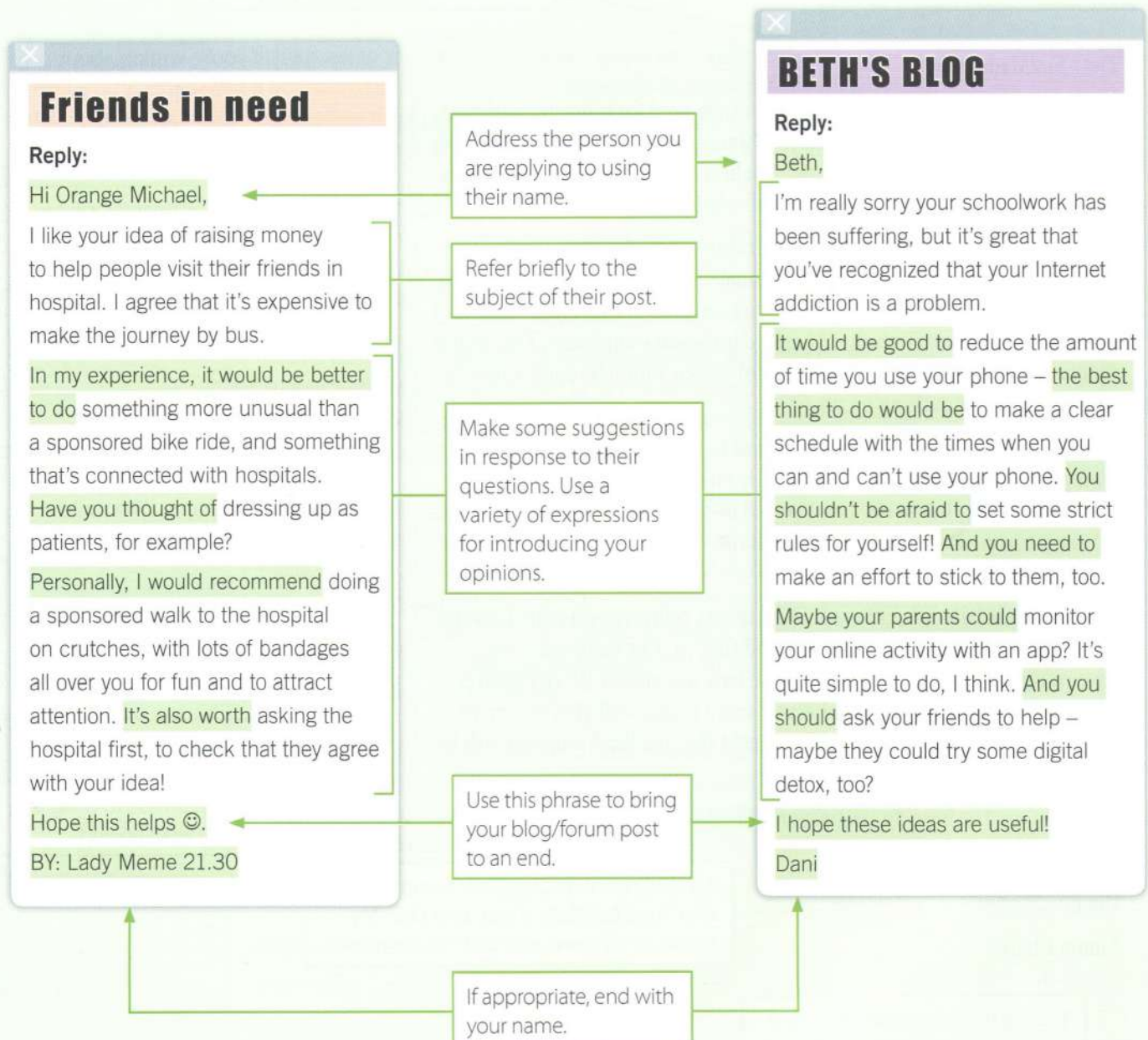
It would be helpful if they could ...  
In the future/Another time, they could ...  
I think they should ...  
Could they ... ?  
They need to/ought to ...  
... could be prevented by ... much earlier.  
(The school) should be told about ...

### Suggesting solutions

You could ...  
Have you thought of ... ?  
Why not (take) ... ?  
You might want to ...

### Suggesting what others could do/have done

They could/might have (helped you more).  
They should/ought to have ...  
Everybody needs to ...  
It's time we ...  
Instead of ..., use a ...  
If you can, try to ...  
Why don't you give ... a go?  
Or better still, why not try ... ?  
How about ... ?  
It's a good idea to ...  
Consider ...



## Formal letter: responding to an article

### Starting the letter

I am writing in response to ...  
Thank you for the article about ...  
Congratulations on publishing the article about ...  
I was interested to read your article about ...

### Explain who you are

As a (teenager/17-year-old girl/social studies student), I ...

### Stating your response to the article

Although I agree with some of what the article says, I must disagree with him/her when he/she says that ...  
I feel I must challenge the article's claim that ...  
The article is right to question whether we should ...  
I found the article about (social media) extremely ...  
I was (horrified/astonished/delighted) by the article about ...  
I would like to point out that ...  
I do not think that ..., but I do believe that ...

### Giving examples to support your viewpoint

Let me give some examples.  
For example, ...  
I can think of several people who ...  
There have been many occasions when ...  
I expect that most people ...

### Stating a last point

Finally, I would like to say that ...

### Summarizing at the end

Because of this I believe that ...  
As a result of ..., it is my firm belief that ...

### Finishing the letter

Yours faithfully,

If you don't know the name of the person you're writing to, use *Dear Sir or Madam* or *Dear Sir/Madam*.

Dear Sir/Madam,

I was interested to read your article about the need for more car parking in city centres (*More parking, please!* 17 June), and I am writing to express my views on this controversial topic. I believe that the best solution to the parking problem may be the opposite of what you suggest.

I agree that there are more cars than parking spaces, however I believe the best way forward may be to reduce the number of cars, not to increase the number of spaces. For example, London's congestion charge has been very successful, and other cities should consider the same approach. This would reduce pollution and traffic jams, both of which would be made worse by simply increasing parking provision.

For this proposal to work, we would need to provide good public transport to the city centre. Many people now drive because the bus service is so poor, but better buses would be good for everybody and good for the environment. With fewer cars on the roads, bus journeys would be faster, too.

Finally, a reduction in traffic would make city centres much more pleasant places for shoppers and tourists to spend time in. For many years we have wanted to achieve this, and now we have our chance. If city centres are enjoyable places to be, then I expect more people will visit and more money will be spent, with the added benefit that the local economy will be better off, too.

I look forward to hearing the opinions of your other readers.

Yours faithfully,

*Simon Charles*

Simon Charles

If you're writing about a newspaper article, refer to the article and the date it was published.

In the first paragraph say why you're writing and give your opinion briefly.

In the second and third paragraphs give more details of your argument.

In the last paragraph make a final comment about your ideas.

Use this phrase to bring your letter to an end.

If you started with *Dear Sir or Madam*, end with *Yours faithfully*. If you used *Dear Mr/Mrs/Ms + surname*, end with *Yours sincerely*.

If you're writing a letter, print your name clearly under your signature.

## Expressing your opinion

I completely agree/disagree with ...  
In my view/opinion, ...  
To my mind/way of thinking, ...  
I am (very much) opposed to/in favour of ...

## Expressing your attitude

Unfortunately/Certainly/Surprisingly, ...  
Obviously/Clearly, ...  
It is (unfortunate/not surprising) that ...  
I feel strongly that ...

## Listing points

Firstly/Secondly/Finally, ...  
What is more,/Furthermore, ...  
In addition, ...

Dear Sir or Madam,

Introduce the main idea in the first paragraph.

In response to your article ('Computer games are a waste of time' 23 December), I accept the fact that some people disapprove of computer games because they do not think they are educational or useful. **However**, playing computer games is an extraordinarily popular hobby around the world. Can something so popular really be pointless?

Use linkers of reason, addition and contrast to connect ideas.

**In my opinion**, playing any game teaches us many useful skills. Computer games are no different. For example, we learn how to think quickly, and how to solve problems.

Use a variety of expressions for introducing your opinions.

Give more details of your argument in paragraphs two, three and four.

**What is more**, we co-operate with other people when we play in teams. These games are often seen as solitary, but in fact many people play online and make friends with other gamers all over the world. In family life, computer games have replaced board games, and children often play with their parents.

Give examples or reasons to support your ideas.

To my mind, playing computer games can be very relaxing – not all games are violent, and some are beautifully designed and highly sophisticated. When you play a game, you do not think about anything else, so it is a very effective way to reduce stress. Everyone needs a way to unwind and relax, and computer games are just as valid as listening to music or reading. **It has been shown that** computer games can in rare cases be addictive, but on the whole the benefits clearly outweigh the disadvantages.

Mention counter-arguments if you like, but don't spend long on them – you need to put your own arguments forward.

Sum up your own opinion in the final paragraph, and end with a final thought on the topic.

In conclusion, I believe that playing computer games can be a rewarding and satisfying hobby, especially as part of a balanced range of free-time activities. I strongly disagree that gaming is 'a waste of time'. Quite the opposite – it gives life a whole new dimension.

Yours faithfully,

*Grace Stubbs*

Grace Stubbs

## Formal email: arranging an appointment

Dear Mr/Ms (Smith),

Dear Sir/Madam,

I am writing (to ask if I could) arrange a viewing of (21, Scotland Road next week).

I am available most evenings after six.

I would be able to come on Saturday afternoon between three and six.

I would prefer to come during the day if at all possible.

I could come at any time after 2 p.m.

Four o'clock would be ideal.

Alternatively, I could come at five.

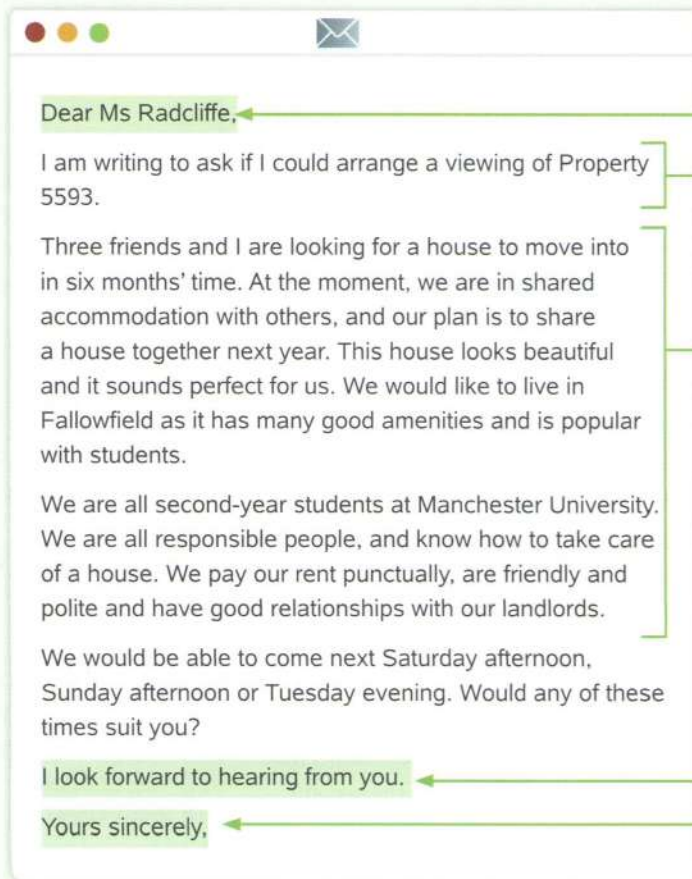
Could we arrange something within the next few days?

Would it be possible to book a viewing for tomorrow?

Would this time suit you?

Would any of these times be convenient?

Best/Kind regards,



The screenshot shows an email window with the following content:

Dear Ms Radcliffe,

I am writing to ask if I could arrange a viewing of Property 5593.

Three friends and I are looking for a house to move into in six months' time. At the moment, we are in shared accommodation with others, and our plan is to share a house together next year. This house looks beautiful and it sounds perfect for us. We would like to live in Fallowfield as it has many good amenities and is popular with students.

We are all second-year students at Manchester University. We are all responsible people, and know how to take care of a house. We pay our rent punctually, are friendly and polite and have good relationships with our landlords.

We would be able to come next Saturday afternoon, Sunday afternoon or Tuesday evening. Would any of these times suit you?

I look forward to hearing from you.

Yours sincerely,

Annotations with arrows point from the text to boxes on the right:

- An arrow points from "Dear Ms Radcliffe," to the first box.
- An arrow points from the first paragraph to the second box.
- An arrow points from the second and third paragraphs to the third box.
- An arrow points from the closing sentence "I look forward to hearing from you." to the fourth box.
- An arrow points from the sign-off "Yours sincerely," to the fifth box.

If you don't know the name of the person you're writing to, use *Dear Sir* or *Madam* or *Dear Sir/Madam*.

In the first paragraph say what you're writing about.

In the second and third paragraphs give more information about your request.

Finish your email with a suitable phrase.

If you started with *Dear Sir* or *Madam*, end with *Yours faithfully*. If you used *Dear Mr/Mrs/Ms* + surname, end with *Yours sincerely*.



## Formal email: requesting information

I am writing in response to your advertisement for ... , currently posted on your website.

I am writing about the role of ... , currently being advertised on ...

Could you give me some further details about ...

I would (also) like to know if/whether ...

I would be (very) grateful if you could let me know when ...

I would appreciate any further information you may be able to give me about ...

I would be interested to know about/when ...

Thank you in advance for your help/time.

I look forward to hearing from you.

Yours sincerely/Yours faithfully,

Best regards/Kind regards,

Dear Mr Campbell,

I am writing in response to your advertisement for intensive English summer courses currently posted on your website. I would appreciate any further information you may be able to give me about the courses in Bath this summer.

I have been learning English for seven years now. My written English is quite good, but I would like to improve my speaking skills. Do you offer any courses for teenagers with a lot of speaking practice?

I would be interested to know about the price of your courses. I would also like to know whether any discounts are available to students. Also, I would like to ask if you provide accommodation.

Thank you in advance for your help.

Yours sincerely,

## Formal letter/email: making a complaint

### Beginning your letter

I am writing to complain about ...  
I wish to make a complaint about ...

### Describing what you are enclosing with your letter

I enclose ... for your information/reference.  
Please find enclosed/attached ...

### Describing the situation or event(s)

I am sorry to say that ...  
I am afraid that ...  
I was very disappointed in ...  
This meant that ...  
This led to/caused/resulted in ...

### Asking for action

Please could you ...  
I would like you to ...  
I would be grateful if you would consider a refund/respond to me at the earliest opportunity.  
I look forward to hearing from you as soon as possible/within the next few weeks.

If you're writing a letter, put your address and the date in the top right-hand corner. Put the name and address of the person you are writing to in the top left-hand corner. In an email, you don't need to include this.

If you don't know the name of the person you're writing to, use *Dear Sir or Madam* or *Dear Sir/Madam*.

In the first paragraph, explain why you are writing your letter.

In the second and third paragraphs explain why you are complaining. Be accurate and explain everything in detail.

In the last paragraph, explain how the problem affected you and what action you would like the recipient to take (give you a refund, exchange a product, etc.).

If you started with *Dear Sir or Madam*, end with *Yours faithfully*. If you used *Dear Mr/Mrs/Ms + surname*, end with *Yours sincerely*.

If you write a letter instead of an email, sign your name there.

PilotAir  
Gatwick Airport  
RH6 ONP  
UK

Christina Mansfield  
25 Green Street  
Colchester  
Essex  
9 July 2019

Dear Sir/Madam,

I am writing to complain about my family's experience on PilotAir flight PTA456 from Gatwick to Madrid on 23 June this year.

When we arrived at the airport we found that the flight was delayed. I understand that sometimes delays are unavoidable, but in this case the delay was over six hours, and at no time did a PilotAir representative explain to us what was happening or how long we would have to wait. Furthermore, we also received no vouchers for refreshments despite being repeatedly promised them.

When the flight finally took off, we found that there was no food or drink on the plane, and that one of the lavatories was not working. This meant that the journey, especially with two small children, was extremely uncomfortable. To add to this, at no time did any of the cabin crew apologize – in fact they were very unhelpful and disappeared for most of the flight. We finally landed in Madrid at nearly midnight, and found that our car hire office was closed. Consequently, we had to return to the airport the next day to collect our car.

You will appreciate that this experience meant our holiday got off to a very bad start. I completed your online complaint form two weeks ago, but I have heard nothing. In light of the poor service we received, I would like to receive a full refund for the Gatwick–Madrid flight.

I look forward to hearing from you.

Use this phrase to bring your email/letter to an end.

Yours faithfully,

*Christina Mansfield*

Christina Mansfield

## Magazine article/blog post: describing an important event, describing past events

### Describing an important event

The (big) highlight for me was (learning how to ...)  
The most amazing part was when we ...  
It was especially exciting when we ...  
I remember (watching a game) and thinking 'Wow!'  
Ever since then, I've been obsessed with ...  
I'd never (skated) before then/until I (went to an ice rink) with my friend.  
Overnight, I became completely hooked on ...  
I'll always remember the first time I ...  
My main impression was of (enormous speed).  
My main memory of the (day) is of (crossing the finish line).  
This event made me ...

### Describing an approximate time in the past

About (two years) ago, ...  
A little/short while later, ...  
After some time, ...  
Some time later, ...  
It was around that time that ...  
A few (years) ago, ...  
Afterwards, ...  
Shortly afterwards/after/before ...  
Before long, ...

### Describing a specific time in the past

That (day/week/term), ...

Two months before (the exam), I began ...  
I had written an essay about that topic two months earlier/ previously/before.  
(Three weeks) later, ...  
Immediately after (the exam), I ...  
Immediately afterwards, ...  
I (got up) as soon as I (woke up).  
By the time I (got home), I (was very hungry).  
By the (end of term), I had ...  
By then/that time, I was ...  
At the same time, ...  
Before that/Until then, I had (not) ...

### Commenting on a situation or event

(Not) surprisingly, (I felt ill).  
Stupidly, (I forgot to take my phone with me).  
Apparently, ...  
Admittedly, ...  
Amazingly, ...  
Curiously/Strangely, ...  
Fortunately, ...  
Hopefully, ...  
Naturally, ...

### Describing the stage when something happened

Initially, ...  
Finally, ...

Give your description an interesting opening paragraph. Include information about where and when your story happened.

Tell the main story in the second and third paragraphs.

Use time expressions and sequencers to connect events.

Bring your narrative to a clear end in the final paragraph.

## The first GAME

I first went to a football match when I was eleven years old, but I remember it as if it were yesterday. My dad used to go with his friends as often as he could, and one Saturday he asked if I wanted to join them. I'd never been all that interested in football, but I was curious, so I said yes. It was Oxford United against Tottenham Hotspur.

The atmosphere grew more and more intense as we walked towards the ground amongst crowds of people, and the noise inside was amazing. And when the game started it got even louder. I couldn't believe that adults could behave like this, screaming and pointing and groaning. At first, I spent more time watching the crowd than the football. How could they care so much?

It started to pour with rain at half-time, and the stands were uncovered – this was before Oxford moved to a new stadium. But it didn't matter. By then I was hooked, and I spent the second half shouting and jumping up and down with everyone else. I even enjoyed the cold hotdogs that we bought after the game.

The final score? Well, it wasn't really about the score for me, it was the experience that mattered. That game changed my life, it made me a dedicated follower of Oxford United, and it led to many years of hope and disappointment (mainly disappointment). It was 0-0.

Describe feelings as well as events – this will make your description more entertaining and involving.

Use different narrative tenses and structures – past simple, past continuous, past perfect, *used to*.

Try to use a good range of vocabulary.

Use questions to keep the reader interested and involved.

Use a mix of longer and shorter sentences – this will make your description more interesting to read.

# WORDLIST

## UNIT 1 FAMILY AND RELATIONSHIPS

### Family and society

<b>adult/adulthood*</b>	дорослий/зрілість
<b>birth rate</b>	рівень народжуваності
<b>breadwinner</b>	годувальник
<b>childbirth</b>	пологи
<b>childcare</b>	догляд за дітьми
<b>child/childhood*</b>	дитина/дитинство
<b>close relationship with sb*</b>	близькі стосунки з кимось
<b>cohabitation*</b>	співжиття, співіснування
<b>compatible*</b>	сумісний
<b>conventional</b>	загальноприйнятий, звичайний
<b>discrimination</b>	дискримінація
<b>divorce rate</b>	коефіцієнт розлучень, показник розлучень
<b>elderly*</b>	літній, похилого віку
<b>get</b>	
~ engaged*	заручитися
~ married*	одружитися/вийти заміж
<b>fail</b>	розпастися
<b>family</b>	
<b>extended* ~</b>	розширена родина
<b>nuclear* ~</b>	нуклеарна, повна сім'я (батько, мати та дитина)
<b>single-parent* ~</b>	неповна сім'я (батько/мати та дитина)
<b>household</b>	домашнє господарство
<b>in a relationship</b>	у відносинах (стосунках)
<b>loner</b>	самітник
<b>marriage contract</b>	шлюбний договір
<b>middle-aged*</b>	середнього віку
<b>offspring</b>	нащадок, потомство
<b>raise children</b>	виховувати дітей
<b>registered partnership</b>	zareєстроване партнерство
<b>tie the knot*</b>	одружитися
<b>toddler*</b>	малюк, немовля

### Housework and repairs

<b>assemble</b>	збиратися (разом)
<b>clean the windows</b>	мити вікна
<b>decorate</b>	прикрашати
<b>fix a leak</b>	усувати протікання
<b>household chores</b>	робота по дому
<b>make the bed</b>	заправляти ліжко
<b>painting and decorating</b>	фарбування та прикрашання
<b>renovate</b>	відновити, відремонтувати
<b>tidy up</b>	прибирати

### Relationships

<b>acquaintance</b>	знайомий
<b>be close to sb</b>	бути близьким з кимось
<b>break up</b>	розійтись, порвати
<b>cheat (on sb)</b>	зраджувати, обманювати
<b>close friend</b>	близький друг
<b>colleague</b>	колега, співробітник
<b>co-operation</b>	співпраця, співробітництво
<b>drift apart</b>	розійтись

<b>emotional support</b>	емоційна підтримка
<b>engaged</b>	заручений
<b>enjoy each other's company*</b>	насолоджуватися компанією один одного
<b>ex</b>	колишній
<b>extrovert</b>	екстраверт
<b>fiancé</b>	наречений
<b>fiancée</b>	наречена
<b>get on with</b>	уживатися, ладнати
<b>get together</b>	зустрічатися, збиратися разом
<b>have a lot in common*</b>	мати багато спільного
<b>husband-/wife-to-be*</b>	майбутній чоловік/майбутня дружина
<b>inseparable</b>	нерозлучні
<b>keep in touch</b>	підтримувати зв'язок
<b>lose interest</b>	втрачати інтерес
<b>mate</b>	товариш
<b>next of kin</b>	найближчий родич
<b>pass away</b>	померти
<b>relationship</b>	стосунки, відносини
<b>long-term ~*</b>	довготривалий
<b>close ~*</b>	тісні (стосунки)
<b>relative (n)</b>	родич
<b>same-sex couple*</b>	одностатева пара
<b>serial monogamy*</b>	часті зміни партнера
<b>settle down</b>	влаштуватися, оселятися
<b>shared experience</b>	спільний досвід
<b>shared interests</b>	спільні інтереси
<b>sibling</b>	рідний брат або сестра
<b>significant other*</b>	близька людина, друга половинка
<b>spouse*</b>	подружжя, чоловік і дружина
<b>stepfather*</b>	відчим
<b>stepmother*</b>	мачуха
<b>ups and downs</b>	злети і падіння
<b>well-matched*</b>	підходяща, гарна пара

### Conflicts

<b>argument</b>	сварка, дискусія
<b>break</b>	
~ a promise*	порушити обіцянку
~ up*	розійтись, посваритися
<b>bully (n)</b>	забіяка, хуліган
<b>bully (v)</b>	знущатись, чіплятись, залякувати
<b>bullying</b>	залякування, знущання
<b>cheat*</b>	обманювати когось, шахраювати
<b>conform (to rules)</b>	дотримуватись правил, пристосовуватися
<b>fall out with</b>	розбігатися, розходитися
<b>fault</b>	вина, провина
<b>immature</b>	незрілий
<b>leave sb alone</b>	залишити когось у спокої
<b>live in fear</b>	жити в страху
<b>make fun of</b>	сміятися з, висміювати
<b>obey</b>	слухатися, підкорятися
<b>offend</b>	ображати
<b>take advantage of</b>	скористатися
<b>threaten</b>	погрожувати

### Words in context

<b>apt</b>	підходящий, відповідний
<b>complicated</b>	складний, те, що важко зрозуміти
<b>demanding</b>	вимогливий, той, що очікує багато уваги від оточуючих

\* vocabulary extension

<b>essential</b>	необхідний, надзвичайно важливий
<b>miserable</b>	нещасний, жалюгідний
<b>self-assured</b>	певнений у собі

### Collocations with get

<b>get bored</b>	нудьгувати
<b>get complicated</b>	ускладнюватися
<b>get on my nerves</b>	діяти мені на нерви
<b>get on with</b>	уживатися, ладнати з
<b>get to know</b>	познайомитися (дiзнатися)

### Other words and phrases

<b>common knowledge</b>	загальні знання
<b>communal living</b>	комунальне проживання
<b>fatherhood</b>	батьківство
<b>sense of community</b>	почуття спільності
<b>space</b>	
<b>office ~</b>	офісне приміщення, офісний простір
<b>share a ~</b>	ділитися простором (приміщенням)

## UNIT 2 PEOPLE AND SOCIETY

### Attitudes and behaviours

<b>age</b>	вік
<b>ageism</b>	дискримінація за віком
<b>attitude</b>	ставлення (відношення)
<b>behaviour</b>	поведінка
<b>bias</b>	упередженість, необ'єктивність
<b>body shape</b>	форма тіла (фігура)
<b>bring about</b>	викликати, спричинити
<b>broad-minded</b>	з широким кругозором
<b>citizen*</b>	громадянин, мешканець міста
<b>civil rights*</b>	громадянські права
<b>condescending*</b>	поблажливий, несуперечливий
<b>co-operate</b>	співпрацювати
<b>empathy</b>	співпереживання, співчуття
<b>equality</b>	рівність, подібність
<b>fit in</b>	вписатися (в компанію)
<b>gender</b>	стать
<b>humanitarian</b>	гуманіст
<b>narrow-minded</b>	вузьколобий, обмежений
<b>nationalism</b>	націоналізм
<b>patronizing*</b>	покровительство
<b>petition</b>	петиція, клопотання
<b>prejudice</b>	упередження, упереджене ставлення
<b>protest</b>	протест, демонстрація
<b>race</b>	раса
<b>racism</b>	расизм, расова дискримінація
<b>rebellious*</b>	непокiрний, бунтівний
<b>resourceful*</b>	винахідливий
<b>respect</b>	повага
<b>sexism</b>	сексизм, гендерна дискримінація
<b>stand up for</b>	відстоювати, захищати щось (когось)
<b>stereotype</b>	стереотип
<b>take on (responsibility)</b>	взяти на себе (відповідальність)
<b>upbringing</b>	виховання
<b>wealth</b>	достаток, багатство

### Celebrations

<b>anniversary</b>	річниця
<b>celebrate</b>	святкувати
<b>custom*</b>	звичай
<b>decorate</b>	прикрашати
<b>festive</b>	святковий (настрій), урочистий
<b>procession*</b>	процесія
<b>reception</b>	прийом
<b>tradition</b>	традиція
<b>wedding</b>	
~ <b>anniversary*</b>	річниця весілля
~ <b>ceremony*</b>	весільна церемонія
~ <b>reception*</b>	весільний прийом

### Social issues and charity

<b>awareness-raising</b>	підвищення обізнаності
<b>campaign</b>	кампанія
<b>care home</b>	будинок престарілих
<b>charitable</b>	благодійний
<b>charity</b>	благодійність
<b>child trafficking</b>	торгівля дітьми
<b>donate (money)*</b>	жертвувати, дарувати (гроші)
<b>donation</b>	пожертвування
<b>elderly</b>	літній, похилого віку
<b>fundraising</b>	збір коштів
<b>give (st) back to the community*</b>	повернути щось громаді
<b>good cause*</b>	гідна справа
<b>(the) homeless</b>	бездомні
<b>organize</b>	організувати, влаштовувати
~ <b>events*</b>	влаштовувати заходи
<b>raise awareness*</b>	підвищувати обізнаність, привертати увагу до чогось
<b>rely on the state*</b>	покладатися на державу (державну підтримку)
<b>social</b>	
~ <b>injustice*</b>	соціальна несправедливість
~ <b>reform</b>	соціальна реформа
<b>the state</b>	державна
<b>underprivileged</b>	малопривілейовані, знедолені
<b>unemployment</b>	безробіття
<b>volunteer*</b>	доброволець, волонтер
<b>volunteering*</b>	волонтерство

### Politics

<b>ambassador*</b>	посол
<b>city council*</b>	міська рада
<b>coalition (government)</b>	коаліція (уряд)
<b>democracy*</b>	демократія
<b>deputy</b>	заступник, депутат, представник
<b>diplomat*</b>	дипломат
<b>elect</b>	обирати
<b>election</b>	вибори
<b>local ~*</b>	місцеві (муніципальні) вибори
<b>national ~</b>	національні вибори
~ <b>results*</b>	результати виборів
<b>European Union (EU)</b>	Європейський Союз (ЄС)
<b>face (v)</b>	стикатися
<b>focus on</b>	зосередити увагу на
<b>government</b>	уряд
<b>head of state</b>	глава держави

<b>in power</b>	у влади
<b>left/right-wing*</b>	ліві/праві
<b>liberal*</b>	ліберальний
<b>mayor</b>	мер
<b>minister*</b>	міністр
<b>North Atlantic Treaty Organization (NATO)*</b>	Організація Північноатлантичного договору (НАТО)
<b>objective</b>	мета
<b>oppose</b>	протистояти, чинити опір
<b>opposition</b>	опозиція
<b>Parliament</b>	парламент
<b>political</b>	
~ debate*	політична дискусія (дебати)
~ party	політична партія
<b>polling station</b>	виборча дільниця
<b>priority</b>	пріоритет
<b>United Nations*</b>	Організація Об'єднаних Націй (ООН)
<b>vote</b>	голосувати
<b>World Health Organization (WHO)*</b>	Всесвітня організація охорони здоров'я (ВООЗ)

### Words in context

<b>adequate</b>	відповідний, достатній
<b>fair trade</b>	чесна торгівля
<b>harvest</b>	збирати (урожай), урожай
<b>organic</b>	органічний
<b>regulations</b>	правила безпеки та гігієни праці
<b>unsatisfactory</b>	недостатній, незадовільний

### Collocations with take

<b>take action</b>	діяти, вжити заходів
<b>take an interest (in sth)</b>	проявляти інтерес, цікавитися
<b>take note</b>	брати до відома
<b>take sth for granted</b>	приймати щось як належне
<b>take the pressure off (sb)</b>	послабити тиск (на когось)

### Other words and phrases

<b>(bear a) grudge</b>	затамувати злобу (образу)
<b>ballot box</b>	виборча урна
<b>care instructions</b>	інструкція з експлуатації
<b>charge (sb with sth)</b>	звинувачувати (когось у чомусь)
<b>health and safety regulations</b>	правила гігієни і безпеки, санітарні норми і правила техніки безпеки
<b>obstacle</b>	перешкода
<b>perfectionist</b>	перфекціоніст (прихильник доктрини удосконалення)
<b>working conditions</b>	умови праці

## UNIT 3 HOME

### Urban and rural living

<b>bustling</b>	жвавий, метушливий
<b>charming</b>	чарівний
<b>congested</b>	переповнений, перенаселений
<b>country farm</b>	хутір, сільське господарство
<b>high-rise (adj)</b>	висотний (будинок)
<b>high-rise (n)</b>	багатоповерхівка
<b>historic*</b>	історичний
<b>industrial</b>	промисловий
<b>location*</b>	розташування, місцеположення

<b>municipal</b>	муніципальний
<b>outskirts (pl)</b>	околиці, приміські райони
<b>peaceful</b>	мирний, спокійний
<b>picturesque</b>	мальовничий
<b>pricey*</b>	дорогий
<b>provincial</b>	провінціальний
<b>public transport</b>	громадський транспорт
<b>quiet</b>	тихий, спокійний
<b>remote</b>	віддалений
<b>residential</b>	житловий
<b>rural</b>	сільський
<b>situated*</b>	розташований
<b>spacious*</b>	просторий
<b>sprawling</b>	експансивний
<b>suburb</b>	передмістя
<b>traditional</b>	звичайний, традиційний
<b>trendy</b>	модний, стильний
<b>urban</b>	міський
<b>well-maintained*</b>	добре доглянутий, упорядкований

### Buying and renting a home

<b>all mod cons amenities (pl)</b>	всі зручності, повністю обладнаний
<b>appliances</b>	зручності, комунальні послуги
<b>attic*</b>	побутова техніка
<b>basement*</b>	горище
<b>bedsit*</b>	підвал
<b>borrow budget</b>	однокімнатна квартира, студія
limited ~	позичати
tight ~	обмежений бюджет
<b>built-in wardrobe*</b>	щільний, обмежений бюджет
<b>bungalow*</b>	вбудована шафа-купе
	бунгало, одноповерховий сімейний будинок
<b>central heating</b>	центральне опалення
<b>communal contract*</b>	комунальний
<b>cottage*</b>	угода
<b>cramped*</b>	котедж, літня дача
<b>deposit</b>	тісний, незручний
<b>electricity</b>	депозит, внесок
<b>energy-efficient</b>	електрика, електроенергія
<b>equipped</b>	енергоефективний
<b>estate agency</b>	обладнаний
<b>estate agent</b>	агентство нерухомості
<b>flatmate</b>	агент з продажу нерухомості
<b>furnished</b>	сусід по квартирі
<b>(electricity) grid</b>	мебльований
<b>have a survey done</b>	електромережа
	провести огляд, оцінити стан будинку
<b>heating</b>	опалення
<b>hidden charge*</b>	приховані витрати
<b>housing</b>	квартира, житло
<b>housing estate</b>	житловий масив
<b>house-warming party*</b>	новосілля
<b>landlady</b>	хазяйка, домовласниця
<b>landlord</b>	хазяїн, домовласник
<b>linen</b>	постільна білизна
<b>lodger*</b>	орендар, мешканець
<b>lodgings*</b>	тимчасове житло, наймані кімнати
<b>maintenance</b>	обслуговування

<b>maintenance costs (pl)</b>	витрати на ремонт та обслуговування
<b>mortgage</b>	іпотека
<b>pay a deposit</b>	сплатити аванс, депозит
<b>property</b>	власність, майно
<b>put something in/ install*</b>	встановлювати, вбудовувати
<b>reduction</b>	знижка
<b>refurbish*</b>	оновити, зробити євроремонт
<b>renovate</b>	відремонтувати
<b>rent</b>	орендна плата, орендувати
<b>rubbish</b>	
<b>sort ~ *</b>	сортувати сміття
<b>take out ~ *</b>	винести сміття
<b>running water*</b>	протічна вода
<b>run up (a bill)</b>	набіг чималий рахунок
<b>self-contained</b>	окремий (вхід)
<b>semi-detached house*</b>	двоквартирний будинок з загальною стіною
<b>shared accommodation</b>	спільне проживання
<b>skyscraper*</b>	хмарочос
<b>solar panel</b>	сонячна панель
<b>survey (n)</b>	опитування
<b>take out a mortgage</b>	зняти іпотечне заповищення (іпотеку)
<b>tenancy</b>	
<b>~ agreement</b>	договір оренди
<b>tenant</b>	орендар
<b>terraced house*</b>	будинок із верандою
<b>top-floor flat*</b>	квартира верхнього поверху
<b>unfurnished</b>	немебльована
<b>utility bills</b>	рахунки за комунальні послуги
<b>viewing (n)</b>	огляд

### Ecologically-friendly living

<b>compost</b>	компост
<b>energy consumption</b>	енергоспоживання
<b>non-recyclable waste</b>	відходи, що не підлягають вторинній переробці
<b>recycling</b>	переробка сміття

### Words in context

<b>budget</b>	бюджет
<b>change of scenery</b>	зміна обстановки
<b>cushion</b>	подушка
<b>inexpensive</b>	дешево
<b>live off the land</b>	існувати за рахунок експлуатації земельних ресурсів
<b>located</b>	розташований
<b>low-cost</b>	низька вартість, недорогий
<b>narrow</b>	вузький
<b>on board</b>	на борту
<b>shade (of colour)</b>	відтінок
<b>support post</b>	балясина (невисокий фігурний стовпчик, що підтримує перила сходів, терас, балконів)
<b>surrounded</b>	оточений
<b>tape</b>	смуга
<b>tester</b>	тестер, контейнер з продуктом для проби
<b>vacate</b>	звільнити

<b>wood-burning stove</b>	дров'яна піч
<b>wooden plank</b>	древ'яна дошка

### Other words and phrases

<b>architect</b>	архітектор
<b>builder</b>	будівельник
<b>canal boat</b>	каналний човен
<b>houseboat</b>	плавучий будинок
<b>renewable</b>	поновлювані (джерела енергії)
<b>resident</b>	резидент, постійний мешканець

## UNIT 4 SCHOOL

### Education system

<b>admission</b>	прийм, запис
<b>attend</b>	відвідувати
<b>college</b>	коледж
<b>compulsory</b>	обов'язковий
<b>curriculum</b>	
<b>core ~*</b>	основний навчальний план
<b>national ~</b>	національна навчальна програма
<b>enrol</b>	зараховувати, приймати до навчального закладу
<b>entrance exam</b>	вступний іспит
<b>grant</b>	грант
<b>higher education</b>	вища освіта
<b>homeschooling*</b>	навчання на дому
<b>kindergarten</b>	дитячий садок
<b>lower</b>	
<b>~ primary</b>	молодші класи початкової школи
<b>~ secondary</b>	молодші класи середньої школи
<b>optional*</b>	необов'язковий, факультативний
<b>school</b>	
<b>co-educational ~</b>	школа спільного навчання
<b>grammar ~*</b>	класична гімназія
<b>private ~</b>	приватна школа
<b>public ~</b>	державна школа
<b>single-sex ~*</b>	одностатева школа, школа роздільного навчання
<b>state ~*</b>	державна школа
<b>technical ~*</b>	технікум
<b>vocational ~*</b>	професійне технічне училище (ПТУ)
<b>school-leaving exam</b>	випускний іспит
<b>student loan</b>	кредит на навчання, студентська позика
<b>syllabus</b>	навчальний план
<b>timetable</b>	розклад
<b>tuition fee</b>	оплата за навчання
<b>university</b>	університет
<b>upper-</b>	
<b>~ primary*</b>	старша початкова школа
<b>~ secondary*</b>	старші класи середньої школи

### Life and traditions at school and college

<b>assemble</b>	збиратися
<b>classmate</b>	однокурсник
<b>cram (for an exam)</b>	зубрити (до іспиту)
<b>hand in</b>	здати (домашнє завдання)
<b>high school (AmE)</b>	вища школа (США)
<b>play truant</b>	байдикувати, прогулювати заняття
<b>prom</b>	випускний бал

\* vocabulary extension

receive a degree	отримати ступінь
sign up for	підписатися на
sit (an exam)	здавати іспит
skip (classes/school)	пропустити (прогуляти) заняття/школу
submit	здати (роботу, завдання)
take (an exam)	здавати екзамен
term	семестр

### Extracurricular activities

academic contest	навчальний конкурс
competitive (sport)	змагальний вид спорту
extracurricular	позакласний
volunteer work	волонтерська робота (діяльність)

### Exams

fail (an exam)	провалити іспит
grade	оцінка, бал
level	рівень
mark	оцінка, помітка
minimum pass	мінімальний пропускний бал
oral exam	усний іспит
pass (an exam)	здати екзамен, скласти іспит
percentage	процент, відсоток
retake (an exam)	повторно скласти іспит
revise (for a test/ an exam)	готуватися до тесту/іспиту, повторювати вивчений матеріал
score	результат (оцінка), отримати результат

### Higher education

academic	навчальний, академічний
application	додаток
attend (lectures)*	відвідувати лекції
career prospects*	кар'єрні перспективи
dean	декан
degree	
Bachelor's ~*	диплом бакалавра
Master's ~*	диплом магістра
dissertation	дисертація
essay	есе, нарис
gap year	академічна відпустка, пропуск одного року між школою (коледжем) та університетом
get into university*	вступити до університету
graduate*	закінчувати учбовий заклад
graduation	церемонія випуску
lecturer	викладач (університету)
professor	професор (університету)
qualifications	кваліфікація, освіта
rector	ректор
scholarship	стипендія
semester	(навчальний) семестр, півріччя
study abroad*	навчатися за кордоном
term	семестр
thesis	
defend a ~*	захищати дипломну роботу (дисертацію)
submit a ~*	здати диплом (дисертацію)
write a ~*	писати диплом (дисертацію)
undergraduate*	бакалавр, студент старших курсів

### Words in context

conform (to)	приспосовуватися, змиритися
drastic measure	різка міра
foster	слідувати правилам, підтримувати
go a long way to	сприяти в значній мірі
isolated	ізолюваний, закритий
lack	нестача
on the plus side	перевага в тому, що...
pressurize	примушувати
the big picture	загальна картина
thrive	рости, розвиватися

### Other words and phrases

discipline	дисципліна
disruptive	руйнівний
join	приєднатися
practical	практичний
skills	навички
standards	стандарти
technique	техніка, метод
troublesome	проблематичний
try out	пробувати

## UNIT 5 WORK

### Employment

application*	заявка, прохання
apply for (a job)	подавати заявку на роботу
be made redundant*	бути звільненим через скорочення
be offered a job*	отримати запрошення на роботу
be on the dole*	жити на виплати по безробіттю
bonus	бонус (винагорода)
career	
~ ladder*	кар'єрні сходи, просування по роботі
~ prospects*	кар'єрні перспективи
cover letter	супровідний лист
CV (Curriculum Vitae)/ résumé (AmE)	резюме
day off	вихідний
deadline	кінцевий термін, дедлайн
employment	можливості працевлаштування
prospects (pl)	
experience	досвід
fee	плата, внесок
firm	фірма
flexi-time	гнучкий робочий графік
full-time job	робота на повний робочий день
get a promotion	отримати підвищення
get fired	бути звільненим
highly skilled	висококваліфікований
income	дохід, прибуток
job	
~ interview	співбесіда
~ satisfaction	задоволеність роботою
labour force	робоча сила
letter of resignation	заява на звільнення
make a profit	отримувати прибуток
manual work	фізична робота
(on) strike	забастовка, страйк
on the payroll	на фонд оплати праці



<b>overtime*</b>	понаднормові
<b>part-time job</b>	робота на неповний робочий день
<b>pay</b>	платити
<b>pay rise</b>	підвищення заробітної плати
<b>payroll</b>	оплата праці, нарахування заробітної плати
<b>pension</b>	пенсія
<b>promotion</b>	підвищення
<b>rate of inflation</b>	рівень інфляції
<b>relevant</b>	відповідний
<b>resign*</b>	подавати у відставку
<b>resignation</b>	відставка
<b>retire</b>	вийти на пенсію
<b>retired</b>	пенсіонер
<b>retirement</b>	вихід на пенсію
<b>self-employed</b>	самозайнятий, той що працює на власному підприємстві
<b>sick leave</b>	лікарняний
<b>skills</b>	
<b>administrative ~*</b>	адміністративні навички
<b>communication ~*</b>	комунікативні навички
<b>networking ~*</b>	навички роботи в мережі
<b>verbal ~*</b>	словесні, вербальні навички
<b>written ~*</b>	навички письма
<b>staff*</b>	персонал
<b>~ canteen*</b>	їдальня для персоналу
<b>starting salary</b>	стартовий оклад, зарплата
<b>take a day off</b>	взяти вихідний
<b>trade union*</b>	профспілка
<b>vacancy*</b>	вакансія
<b>wages (pl)</b>	заробітна плата робітника за день або тиждень
<b>well-paid work</b>	добре оплачувана
<b>~ from home*</b>	робота на дому
<b>~ remotely*</b>	працювати віддалено, дистанційна робота
<b>~ shifts*</b>	робочі зміни
<b>working conditions</b>	умови праці

### Looking for a job

<b>advisor</b>	консультант
<b>candidate</b>	кандидат
<b>client</b>	клієнт
<b>cost-effective</b>	рентабельний, економічно вигідний
<b>cutting edge</b>	передовий, найсучасніший
<b>deliver results</b>	приносити результати
<b>demanding</b>	вимогливий, важкий
<b>developer</b>	розробник
<b>driving licence</b>	водійські права
<b>exceed</b>	перевищувати
<b>manage</b>	впоратися, змогти
<b>mediation</b>	посередництво
<b>networking</b>	встановлення контактів у мережі
<b>passion</b>	пристрасть
<b>persuasive</b>	переконливий
<b>profitable</b>	вигідний, прибутковий
<b>relevant</b>	відповідний
<b>rewarding</b>	задовольняючий, винагороджуючий
<b>sales executive</b>	менеджер з продажу
<b>self-motivation</b>	внутрішня мотивація, самомотивація

<b>special educational needs (SEN)</b>	особливі освітні потреби
<b>target</b>	мета
<b>team</b>	команда
<b>tedious</b>	виснажливий
<b>tight deadlines</b>	жорсткі терміни
<b>work experience</b>	досвід роботи

### The job market

<b>bankrupt</b>	банкрут, неплатоспроможний
<b>boost the (local) economy</b>	піднімати (місцеву) економіку
<b>call for</b>	вимагати
<b>come down</b>	зменшуватися, спускатися
<b>come up with</b>	придумати
<b>cut down on</b>	скоротити
<b>end up</b>	закінчити
<b>fight unemployment</b>	боротися з безробіттям
<b>get by</b>	проходити
<b>lay off</b>	звільняти
<b>set up</b>	розпочати
<b>take off</b>	швидко стати успішним/популярним
<b>take on</b>	приймати виклик
<b>turn down</b>	відхилити
<b>unemployment rate</b>	рівень безробіття

### Words in context

<b>admit (to)</b>	визнавати
<b>deal (with)</b>	мати справу з
<b>develop</b>	розвивати(ся)
<b>get (into)</b>	розпочати
<b>give presentations</b>	проводити презентації
<b>take responsibility</b>	брати на себе відповідальність

### Phrasal verbs and collocations with draw

<b>be drawn to</b>	бути привабленим
<b>draw conclusions from</b>	робити висновки з
<b>draw in</b>	брати участь
<b>draw on</b>	залучати
<b>draw out</b>	витягнути
<b>draw sb's attention to</b>	привернути увагу до чогось
<b>draw up</b>	зупинитися
<b>draw up (a plan/ a shortlist)</b>	розробити (написати) план/ короткий список

### Other words and phrases

<b>commute</b>	добиратися (на роботу)
<b>drive sb mad</b>	зводити з розуму
<b>in charge of</b>	відповідальний за
<b>potential</b>	потенціал
<b>public relations (PR)</b>	зв'язки з громадськістю
<b>quite like it</b>	подібний, схожий
<b>the trouble is</b>	проблема в тому

## UNIT 6 MONEY

### Money

<b>cash on delivery</b>	накладений платіж
<b>cost</b>	вартість
<b>credit card</b>	кредитна картка
<b>debit card</b>	дебетова картка

\* vocabulary extension

<b>earn</b>	заробляти
<b>exchange</b>	обмін, обмінювати (валюту)
<b>mobile phone payment</b>	мобільний платіж (оплата за мобільний телефон)
<b>money transfer*</b>	грошовий переказ
<b>online banking</b>	Інтернет-банкінг
<b>pay</b>	
~ <b>by bank transfer*</b>	оплата банківським переказом
~ <b>by credit/debit card*</b>	оплата кредитною картою
~ <b>in advance*</b>	платити заздалегідь
~ <b>in cash*</b>	оплата готівкою
~ <b>in instalments*</b>	оплата в розстрочку
~ <b>off (debt/a loan)*</b>	погасити борг\позичку
<b>save up</b>	накопичувати, заощаджувати гроші
<b>strapped for cash</b>	обмежений в коштах
<b>withdraw</b>	зняти готівку

## Banking

<b>account</b>	банківський рахунок
<b>annual</b>	річний, щорічний
<b>balance</b>	баланс
<b>card number</b>	номер картки
<b>card type</b>	тип картки
<b>card verification code</b>	код верифікації картки, ідентифікаційний код картки
<b>cardholder</b>	власник картки
<b>charge (v)</b>	стягувати (штраф, пеню)
<b>charge (n)</b>	плата
<b>chip</b>	чіп
<b>clear (v)</b>	погасити борги, виплатити залишок
<b>contactless payment</b>	безконтактний платіж
<b>credit</b>	кредит
<b>credit limit</b>	кредитний ліміт
<b>currency</b>	валюта
<b>current account</b>	поточний рахунок
<b>declaration</b>	декларація
<b>deposit</b>	грошовий депозит
<b>exchange</b>	обмін валюти
<b>expiration date</b>	термін придатності
<b>fee</b>	плата, грошовий внесок
<b>interest</b>	банківський відсоток, процент
<b>late-payment fee</b>	плата за несвоєчасну оплату
<b>loan</b>	позика
<b>over-the-limit fee</b>	плата за перевищення ліміту
<b>rate</b>	процентна ставка
<b>savings</b>	заощадження
<b>savings account</b>	ощадний рахунок, депозитний рахунок
<b>statement</b>	виписки з банківських рахунків
<b>terms and conditions</b>	правила та умови
<b>transaction</b>	транзакція
<b>transfer</b>	переводити гроші, грошовий переказ
<b>withdrawal</b>	зняття, виведення (готівки)
<b>withdraw money*</b>	знямати готівку

## Retail and advertising

<b>advert(isement)</b>	реклама
<b>billboard</b>	білборд, дошка оголошень, рекламний щит
<b>brand</b>	бренд, фірма

<b>campaign</b>	кампанія (рекламна)
<b>commercial</b>	комерційний відеоролик
<b>flyer</b>	флаєр, брошура
<b>market research*</b>	дослідження ринку
<b>publicity</b>	реклама, публічність
<b>retail</b>	роздрібна торгівля
<b>slogan</b>	гасло, лозунг
<b>value</b>	вартість
~ <b>for money</b>	співвідношення ціни та якості

## The world of business

<b>balance</b>	баланс, залишок
<b>deficit</b>	дефіцит (балансу)
<b>donate</b>	жертвувати
<b>donation</b>	пожертвування
<b>e-commerce*</b>	електронна комерція
<b>found</b>	засновувати
<b>founder</b>	засновник
<b>income</b>	дохід, прибуток
<b>invest</b>	інвестувати
<b>investment</b>	інвестиція, вкладання
<b>loan*</b>	позика
<b>profit</b>	прибуток
<b>purchasing power</b>	купівельна здатність
<b>salary</b>	зарплата (заробітна плата)
<b>shareholder</b>	акціонер, співвласник
<b>stock market*</b>	фондовий ринок

## Words in context

<b>appeal</b>	привабливість
<b>capture</b>	захоплювати, привертати (увагу)
<b>devise</b>	придумувати, створювати
<b>execution</b>	реалізація
<b>innovation</b>	інновація, нововведення
<b>purchase</b>	покупка

## Purpose and contrast

<b>although</b>	хоча
<b>despite</b>	попри, незважаючи на
<b>in order to (+ verb)</b>	для того щоб
<b>so that (+ clause)</b>	для того щоб, з тим щоб

## Inversion

<b>hardly had ...</b>	не встиг, як тільки
<b>little did I know (that) ...</b>	я не підозрював, я мало що знав
<b>no sooner had ...</b>	ледве, як тільки
<b>seldom</b>	рідко
<b>under no circumstances ...</b>	ні за яких обставин ...

## Other words and phrases

<b>allowance</b>	кишенькові гроші
<b>budget</b>	бюджет
<b>Can't be bothered.</b>	Мене це не хвилює, це для мене не важливо
<b>cost a fortune*</b>	коштувати цілий сток
<b>cost an arm and a leg*</b>	коштує шалених грошей
<b>expenses</b>	витрати
<b>I was hooked.</b>	Я піймався на гачок
<b>pay through the nose*</b>	платити втридорога
<b>spend a fortune on*</b>	витратити цілий сток на ...

\* vocabulary extension

## UNIT 7 HEALTHY LIVING

### Healthy eating

<b>calorie</b>	калорія, калорійність
<b>carbonated</b>	газований
<b>consume*</b>	споживати
<b>cut down on</b>	скоротити (споживання чогось)
<b>diet</b>	
<b>balanced ~*</b>	збалансоване харчування
<b>be on a ~*</b>	бути на дієті
<b>go on a ~*</b>	сісти на дієту
<b>dietician*</b>	дієтолог
<b>eating habits*</b>	харчові звички
<b>energy</b>	енергія
<b>fibre</b>	клітковина
<b>fresh (fruit)</b>	свіжі (фрукти)
<b>high/low</b>	
<b>~ in calories*</b>	висока/низька калорійність
<b>~ in fat*</b>	високий/низький вміст жиру
<b>homegrown*</b>	вирощений вдома
<b>in moderation*</b>	помірно
<b>intake</b>	споживання
<b>lean (meat)</b>	пісне (м'ясо)
<b>low-calorie</b>	низькокалорійний
<b>minerals (pl)</b>	мінерали, корисні копалини
<b>nutritional content</b>	харчова цінність
<b>oily</b>	жирний, маслянистий
<b>portion</b>	порція
<b>preservatives (pl)</b>	консерванти
<b>processed*</b>	оброблена їжа
<b>protein</b>	білок
<b>ready meal</b>	готова (їжа)
<b>saturated fat</b>	насичені жири
<b>semi-skimmed milk</b>	напів знежирене молоко
<b>skimmed milk</b>	знежирене молоко
<b>snack</b>	перекус
<b>sodium (= Na)</b>	натрій
<b>source</b>	джерело
<b>starchy</b>	крохмалистий
<b>sugary</b>	цукровий
<b>(have a) sweet tooth</b>	бути ласуном, любити солодке
<b>unsaturated fat</b>	ненасичений жир
<b>vegan*</b>	веган
<b>vegetarian*</b>	вегетаріанець
<b>vitamins (pl)</b>	вітаміни
<b>whole milk</b>	незбиране молоко
<b>wholegrain</b>	цільнозерновий

### Symptoms and illnesses

<b>abdominal pain</b>	біль у животі
<b>blood pressure</b>	
<b>high ~</b>	високий кров'яний тиск
<b>low ~</b>	низький кров'яний тиск
<b>high fever</b>	висока температура
<b>itchy rash</b>	сверблячі висипання
<b>splitting headache</b>	голова розколюється, дуже сильний головний біль
<b>stomach pain</b>	біль в животі
<b>sudden weight loss</b>	раптове зниження ваги, раптова втрата ваги
<b>swollen tonsils</b>	набряклі мигдалини

\* vocabulary extension

### Healthcare

<b>Accident and Emergency (A&amp;E)</b>	ДТП та надзвичайні ситуації
<b>check-up</b>	перевірка, контроль
<b>Day Surgery</b>	одноденна операція, амбулаторна допомога
<b>general medicine</b>	загальна медицина
<b>general practitioner (GP)/family doctor</b>	сімейний лікар, лікар загальної практики
<b>health condition</b>	стан здоров'я
<b>health insurance</b>	медичне страхування
<b>hospital ward</b>	лікарняна палата
<b>illness</b>	хвороба
<b>injury</b>	травма
<b>long-term</b>	довготривалий
<b>medical negligence</b>	медичні порушення, медична недбалість
<b>medical record</b>	історія хвороби
<b>overnight stay</b>	ночівля (у лікарні)
<b>provide care</b>	забезпечити догляд
<b>public healthcare</b>	громадська охорона здоров'я
<b>second opinion</b>	експертиза, інша думка
<b>specialist</b>	спеціаліст
<b>surgeon</b>	хірург
<b>visiting hours</b>	години відвідування
<b>waiting list</b>	лист очікування

### Alternative therapies

<b>acupuncture</b>	акупунктура, голкотерапія
<b>align</b>	вирівняти
<b>alternative therapy</b>	альтернативна (нетрадиційна) медицина
<b>aromatherapy</b>	ароматерапія
<b>Ayurvedic medicine</b>	Аюрведична медицина («наука життя»)
<b>balneotherapy</b>	бальнеотерапія (купання в мінеральних джерелах)
<b>chiropractic</b>	хіропрактика (діагностика і лікування механічних розладів опорно-рухової системи)
<b>complaint</b>	скарга
<b>essential oil</b>	ефірне масло
<b>healing</b>	зцілення
<b>homeopathy</b>	гомеопатія
<b>joints (pl)</b>	суглоби
<b>manipulate</b>	маніпулювати, контролювати
<b>massage</b>	масаж
<b>mineral spring</b>	мінеральні джерела
<b>muscle</b>	м'яз
<b>natural substance</b>	природний матеріал
<b>plant extract</b>	екстракт рослини
<b>relieve</b>	полегшити
<b>spine</b>	хребет
<b>tension</b>	напруга

### Addictions

<b>alcoholic</b>	алкоголік
<b>drug addict</b>	наркоман
<b>eating disorder</b>	розлад харчування
<b>games addict</b>	ігроман
<b>shopaholic</b>	шопаголік (залежний від покупок)
<b>workaholic</b>	трудоголік

## Words in context

<b>ailment</b>	хвороба, недуга
<b>attribute (n)</b>	властивість, характерна риса
<b>dedicated</b>	відданий
<b>impulsive</b>	імпульсивний, спонтанний
<b>practitioner</b>	практикуючий лікар
<b>prevalent</b>	поширений, домінуючий, загальний
<b>sympathetic</b>	співчутливий, дбайливий

## People with disabilities

<b>Braille</b>	шрифт Брайля (для сліпих)
<b>cane</b>	палиця, тростина
<b>carer</b>	доглядальник
<b>guide dog</b>	собака-поводир
<b>hearing aid</b>	слуховий апарат
<b>mobility scooter</b>	інвалідна коляска
<b>ramp</b>	пандус, безбар'єрний доступ
<b>sign language</b>	мова жестів
<b>stairlift</b>	сходова клітка, підйомник
<b>subtitles</b>	субтитри
<b>text-reading software</b>	програма текстового мовлення
<b>therapist</b>	терапевт

## Other words and phrases

<b>compulsory</b>	обов'язковий
<b>cosy</b>	комфортний, приємний, затишний
<b>demanding</b>	вимогливий/важкий, напружений
<b>endurance</b>	витривалість, міцність
<b>mental health</b>	психічне здоров'я
<b>relevant</b>	актуальний, відповідний
<b>resistance (to sth)</b>	протидія
<b>safety precautions (pl)</b>	запобіжні заходи
<b>significant</b>	вагомий, істотний
<b>spacious</b>	просторий
<b>supportive</b>	той що підтримує, допомагає
<b>symptom</b>	симптом
<b>tense</b>	натягнутий, напружений
<b>unfamiliar</b>	незнайомий, невідомий, чужий
<b>wellbeing</b>	благополуччя, здоров'я

# UNIT 8 TRAVEL AND TOURISM

## Types of travel

<b>commute (n)</b>	поїздка, дорога на роботу
<b>commute (v)</b>	їздити на роботу, в школу
<b>cruise</b>	круїз, морська подорож
<b>excursion</b>	тур, екскурсія
<b>expedition</b>	експедиція
<b>flight</b>	політ
<b>itinerary*</b>	шлях, маршрут
<b>jet lag</b>	виснаження після довгого перельоту
<b>journey</b>	подорож
<b>outing</b>	екскурсія, поїздка, пікнік
<b>ride</b>	дорога, поїздка, катання
<b>tour</b>	круїз, тур
<b>travel</b>	
~ <b>light*</b>	подорож з малою кількістю багажу
~ <b>overland*</b>	подорожувати суходолом
<b>yacht*</b>	яхта

## Tourism

<b>accommodation</b>	житло
<b>affordable*</b>	доступний
<b>attractions*</b>	пам'ятки, атракціони
<b>backpacker</b>	рюкзак
<b>beach</b>	пляж
<b>bed and breakfast (B&amp;B)</b>	напівпансіон (ночівля та сніданок)
<b>city break*</b>	поїздка/прогулянка містом
<b>double room*</b>	двомісний номер (одне двоспальне ліжко)
<b>twin room*</b>	двомісний номер (два односпальних ліжка)
<b>festival</b>	фестиваль, свято
<b>five-star hotel</b>	п'ятизірковий готель
<b>full board*</b>	повний пансіон
<b>hike</b>	туризм, похід, подорожувати пішки
<b>hospitality</b>	гостинність
<b>hostel</b>	хостел
<b>impact on the environment*</b>	вплив на навколишнє середовище
<b>in all shapes and sizes</b>	у всіх формах і розмірах
<b>locals (pl)</b>	місцеві жителі
<b>luxurious*</b>	розкішний
<b>off the beaten track</b>	подалі від усього, в самотньому місці
<b>resort*</b>	курорт
<b>season</b>	
<b>high ~*</b>	пік сезону, розгар сезону
<b>low ~*</b>	міжсезоння, мертвий сезон
<b>self-catering apartment*</b>	квартира з самостійним харчуванням
<b>spa hotel</b>	оздоровчий готель, спа-готель
<b>tour guide*</b>	туристичний гід
<b>tradition</b>	традиція
<b>visitor</b>	відвідувач

## Urban transport

<b>access (v)</b>	мати доступ
<b>bicycle</b>	велосипед
<b>bicycle lane</b>	велосипедна доріжка, велосипедна смуга
<b>bus</b>	автобус
<b>commuter town</b>	міські поселення, спальний район
<b>destination</b>	місце призначення
<b>diesel-powered</b>	дизельний
<b>electric vehicle</b>	електромобіль
<b>escalator</b>	ескалатор
<b>intercity trains</b>	швидкі міжміські поїзди
<b>LPG (liquid petroleum gas)</b>	автомобільний газ (тип палива), рідкий нафтовий газ
<b>metro line</b>	лінія метро
<b>metropolitan area</b>	столична зона
<b>river boat</b>	річковий човен
<b>road vehicle</b>	дорожній транспортний засіб, автомобіль
<b>run underground</b>	переміщення під землею
<b>scheduled</b>	запланований
<b>suburban railway</b>	приміська залізниця, швидкісна залізниця
<b>surface</b>	поверхня

<b>tracks (pl)</b>	рейки, доріжки
<b>tram</b>	трамвай
<b>trolleybus</b>	тролейбус

### Traffic management and road safety

<b>bike-sharing</b>	прокат велосипедів, система спільного використання велосипедів
<b>car pooling</b>	спільне використання легкових автомобілів
<b>fare</b>	вартість проїзду
<b>gridlock</b>	пробка, затор
<b>motorway</b>	автострада
<b>park-and-ride (P+R)</b>	проміжна стоянка (паркуйся та їдь далі на громадському транспорті)
<b>parking ticket</b>	квиток на паркування
<b>pay and display parking</b>	платне паркування (з квитком від торгового автомата)
<b>pedestrianized area</b>	пішохідна зона
<b>polluted</b>	забруднений
<b>rush hour</b>	година пік
<b>short-range</b>	короткий діапазон/малої дальності
<b>speed limit</b>	обмеження швидкості, дозволена швидкість
<b>stuck in traffic</b>	застрягти в пробці, заторі
<b>traffic camera/speed camera</b>	камера руху/камера контролю швидкості
<b>traffic congestion</b>	затори на дорогах
<b>traffic volume</b>	інтенсивність руху

### Words in context

<b>drift</b>	пливти за течією, дрейфувати
<b>route</b>	маршрут, шлях
<b>self-sufficient</b>	самодостатній, незалежний
<b>set off</b>	вирушити
<b>track (v)</b>	прокладати шлях, іти по сліду
<b>watertight</b>	герметичний, водонепроникний

### Phrasal verbs with run

<b>run down</b>	збити з ніг
<b>run into</b>	зіткнутися (з кимось)
<b>run on</b>	продовжувати без зупинки
<b>run out (of sth)</b>	закінчитися
<b>run through</b>	пробігти по, швидко переглянути (прочитати)

### Other words and phrases

<b>activity holiday</b>	активний відпочинок/пригодницький туризм
<b>congestion charge</b>	плата за в'їзд
<b>conveniently located</b>	зручний, добре розташований/легко доступний
<b>eco-holiday</b>	еко-відпочинок, екотуризм
<b>GPS (Global Positioning System)</b>	навігація, супутник глобального позиціонування
<b>holidaymaker</b>	відпочиваючий
<b>local character</b>	місцевий характер
<b>low-cost airline</b>	недорога авіакомпанія
<b>luggage</b>	багаж
<b>must-see (adj)</b>	те, що необхідно побачити
<b>on a (tight) budget</b>	щільний бюджет, мало грошей

<b>package deal</b>	пакетна угода
<b>package holiday</b>	туристична поїздка по путівці, комплексний тур
<b>populated area</b>	населений район, жилий район
<b>public opinion</b>	громадська думка
<b>recharge your batteries</b>	відновити сили
<b>round-the-world tour</b>	тур навколо світу, навколосвітня подорож
<b>taxi rank</b>	стоянка таксі
<b>unattended (luggage)</b>	залишений без нагляду (багаж)

## UNIT 9 CULTURE AND FREE TIME

### Media and the press

<b>breaking news</b>	сенсація, свіжі новини
<b>broadcast (n)</b>	мовлення, радіомовлення, передача
<b>broadcast (v)</b>	транслювати
<b>caption*</b>	підпис, напис на екрані
<b>channel</b>	канал
<b>exclusive*</b>	ексклюзивний
<b>headline</b>	заголовок газети
<b>interview</b>	інтерв'ю, бесіда
<b>online gaming</b>	онлайн-ігри
<b>podcast</b>	подкаст, аудіо в Інтернеті
<b>report</b>	доповідь
<b>social network</b>	соціальна мережа
<b>streaming</b>	пряма онлайн-трансляція, стрім
<b>studio</b>	студія
<b>vlog</b>	влог, відеоблог

### Film

<b>award</b>	нагорода
<b>cast</b>	акторський склад
<b>chick flick*</b>	дівчаче кіно, мелодрама
<b>depressing*</b>	гнітючий
<b>dub</b>	дубляж, дублювати, синхронізувати
<b>dubbed</b>	дубльований
<b>far-fetched*</b>	перебільшений, надуманий
<b>film crew*</b>	знімальна група
<b>flop*</b>	падіння, фіаско
<b>gripping*</b>	захоплюючий
<b>hilarious*</b>	дуже веселий, смішний
<b>keep in suspense*</b>	тримати в напрузі
<b>moving*</b>	зворушливий
<b>plot</b>	сюжет
<b>predictable*</b>	передбачуваний
<b>rating system</b>	рейтингова система, система оцінювання, система вікового обмеження
<b>screenplay/script*</b>	сценарій
<b>sequel</b>	продовження, сиквел, другий фільм серії
<b>soundtrack</b>	саундтрек, звукова доріжка, музика до фільму
<b>special effects (pl)</b>	спецефекти
<b>stunt person*</b>	каскадер
<b>subtitles</b>	субтитри
<b>trailer</b>	трейлер
<b>unconvincing*</b>	непереконливий, слабкий
<b>voiceover*</b>	коментар, озвучення

\* vocabulary extension

## Creative arts: literature and art

<b>architect</b>	архітектор
<b>articulate</b>	вимовляти виразно, зрозумілий
<b>atmosphere*</b>	атмосфера, настрій
<b>audiobook*</b>	аудіокнига
<b>author</b>	автор, письменник
<b>autobiography</b>	автобіографія
<b>blurb*</b>	короткий опис (на звороті обкладинки книги)
<b>bold</b>	сміливий, відважний, зухвалий
<b>comedy</b>	комедія
<b>controversial</b>	суперечливий, спірний, дискусійний
<b>conversational</b>	розмовний (стиль)
<b>cynical*</b>	цинічний
<b>depict*</b>	описувати, зображувати
<b>discursive</b>	непослідовний, дискурсивний
<b>fluent</b>	багатослівний, вільно володіючий
<b>fresco</b>	фреска
<b>geometric</b>	геометричний
<b>graffiti artist</b>	художник графіті, трафаретчик
<b>installation*</b>	установка, просторова композиція
<b>lyrical</b>	ліричний, поетичний
<b>masterpiece*</b>	шедевр
<b>mediocre</b>	посередній
<b>memoir</b>	мемуари, спогади
<b>monochrome</b>	монохромний (живопис, малюнок)
<b>naturalistic</b>	натуралістичний
<b>novel</b>	роман
<b>ode</b>	ода
<b>outline*</b>	контур, ескіз
<b>painter</b>	художник
<b>phenomenal</b>	чудовий, феноменальний
<b>photographer</b>	фотограф
<b>playwright</b>	драматург
<b>poet</b>	поет
<b>portrait</b>	портрет
<b>post-modern*</b>	постмодерністський
<b>read from</b>	прочитати від початку до кінця
<b>cover-to-cover*</b>	
<b>relief</b>	полегшення
<b>revolutionary</b>	революційний
<b>rhetorical</b>	риторичний
<b>satirical</b>	сатиричний
<b>sculptor</b>	скульптор
<b>sensational</b>	сенсаційний, вражаючий
<b>short story</b>	коротка розповідь, новела
<b>sketch*</b>	ескіз, нарис
<b>snapshot</b>	фото, моментальний знімок
<b>sonnet</b>	сонет
<b>statue</b>	статуя
<b>stencil</b>	шаблон, трафарет
<b>subtle</b>	тонкий, витончений, відтінок
<b>surreal</b>	сюрреалістичний
<b>tag</b>	ярлик, тег
<b>theme*</b>	тема
<b>tragedy</b>	трагедія
<b>wordy</b>	багатослівний, красномовний

## Performing arts: theatre and music

<b>ballerina</b>	балерина
<b>bass</b>	бас
<b>choreographer</b>	хореограф
<b>classical</b>	класичний
<b>composer</b>	композитор
<b>conductor</b>	дирижер
<b>critic</b>	критик
<b>dance</b>	сотрапу танцювальна група
<b>deliver lines</b>	вимовляти, передавати репліку, слова
<b>director</b>	директор
<b>folk</b>	народний, народна музика, народна творчість
<b>gig*</b>	концерт
<b>hip hop</b>	хіп-хоп
<b>jazz</b>	джаз
<b>leading role</b>	головна роль
<b>live (adj/adv)</b>	живий, наживо
<b>lyrics*</b>	лірика, слова пісні
<b>melody*</b>	мелодія
<b>orchestra</b>	оркестр
<b>performance</b>	шоу, виступ, вистава
<b>play a role</b>	грати роль
<b>production</b>	виробництво, постановка
<b>prompter</b>	суфлер
<b>prop</b>	реквізит
<b>review</b>	огляд, рецензія
<b>rhythm*</b>	ритм
<b>set</b>	декорації
<b>stage hand</b>	сценічний асистент, сценограф
<b>world music</b>	світова музика

## Words in context

<b>acclaim</b>	визнання, похвала
<b>centre around</b>	фокусуватися на, концентрувати увагу довкола
<b>clash (v)</b>	стикатися
<b>feat</b>	подвиг, майстерність
<b>unfold</b>	розгорнутися
<b>vehemently</b>	пристрасно, активно

## Other words and phrases

<b>audience</b>	аудиторія
<b>exhibition</b>	виставка
<b>learn by heart</b>	вчити напам'ять
<b>negative (photograph)</b>	фото в негативі
<b>one-off event</b>	разова подія
<b>print (photograph)</b>	друкована фотографія, друкувати фотографію
<b>ticketed (event)</b>	подія з квитками
<b>timeline</b>	хронологія
<b>up-and-coming talent</b>	багатообіцяючий талант
<b>verse</b>	вірш, строфа

## UNIT 10 SPORT

### Sports venues

<b>court</b>	
<b>clay ~*</b>	глиняний тенісний корт, шлаковий корт
<b>grass ~*</b>	трав'яний тенісний корт
<b>indoor ~*</b>	критий корт
<b>handball ~</b>	гандбольний майданчик
<b>squash ~*</b>	корт для гри в сквош
<b>tennis ~</b>	тенісний корт
<b>football pitch</b>	футбольне поле
<b>golf course</b>	поле для гольфу
<b>ice rink</b>	каток
<b>motor-racing circuit</b>	гоночна доріжка
<b>ski slope</b>	лижний схил
<b>stadium</b>	стадіон
<b>swimming pool</b>	басейн
<b>track</b>	доріжка, траса
<b>velodrome</b>	велодром

### Doing sports

<b>away (game)</b>	виїзна гра
<b>bounce the ball</b>	стукати м'ячем, відбивати м'яч (від землі)
<b>contestant*</b>	учасник змагання, суперник
<b>discipline (sports event)</b>	дисципліна (на спортивному заході)
<b>enter a competition</b>	вступити на змагання
<b>fair play*</b>	чесна гра
<b>final/finals</b>	фінал
<b>finalist*</b>	фіналіст
<b>follow an event</b>	слідкувати за подією
<b>kick off</b>	перший удар, що починає гру (футбол)
<b>knockout</b>	гра на вибуття, нокаут, поразка
<b>lane</b>	смуга, лінія
<b>leave (sb) behind</b>	залишати позаду, обіграти
<b>on site</b>	в місцевому масштабі, на місці
<b>participate in a race</b>	брати участь у гонці
<b>punch</b>	удар
<b>punch bag</b>	боксерська груша
<b>runner-up*</b>	команда на другому місці
<b>semi-final*</b>	півфінал
<b>sparring partner</b>	спаринг-партнер, партнер у двобої
<b>spectator*</b>	глядач
<b>sports*</b>	
<b>individual ~*</b>	індивідуальні види спорту
<b>indoor ~*</b>	заняття спортом в критому приміщенні, спортивній залі
<b>outdoor ~*</b>	заняття спортом на свіжому повітрі
<b>team ~*</b>	командні види спорту
<b>sprint race</b>	спринт
<b>striker (in football)</b>	нападник
<b>substitute</b>	заміна гравця
<b>team event</b>	командні змагання
<b>training programme*</b>	програма тренування, навчальна програма
<b>victory</b>	перемога
<b>warm up*</b>	розминатися, розігріватися
<b>work out*</b>	тренуватися, качатися, робити енергійні фізичні вправи

\* vocabulary extension

### Sports results

<b>be eliminated (from sth)</b>	вибувати, бути виключеним
<b>break/set a record</b>	побити/встановити рекорд
<b>compete (in sth)</b>	змагатися в чомусь
<b>defeat (sb)</b>	перемогти, побити когось
<b>draw</b>	нічия
<b>half</b>	
<b>first/second ~</b>	перший/другий тайм
<b>knock (sb) out*</b>	вибити когось (зі змагання)
<b>qualify (for sth)</b>	проходити кваліфікацію
<b>score (a goal)</b>	забити гол
<b>tournament</b>	турнір
<b>win by (two goals)</b>	виграти з різницею в два м'ячі

### Sports events

<b>championship*</b>	чемпіонат
<b>commentator*</b>	коментатор
<b>competitor</b>	учасник змагання
<b>crowd*</b>	натоп, аудиторія
<b>extra time*</b>	додатковий час
<b>facilities (pl)</b>	спортивні споруди/знаряддя
<b>host country*</b>	приймаюча країна
<b>marathon*</b>	марафон
<b>medal*</b>	медаль
<b>national team*</b>	збірна
<b>opening ceremony*</b>	церемонія відкриття
<b>prize money</b>	грошовий приз
<b>referee*</b>	суддя, рефері
<b>round*</b>	раунд
<b>supporter/fan*</b>	фанат, вболівальник
<b>umpire*</b>	арбітр

### Extreme sports

<b>abseiling</b>	сходження на мотузку (скелелазіння)
<b>BMX racing</b>	гонки/трюки на велосипедах BMX
<b>bungee jumping</b>	банджі-джампінг
<b>free climbing</b>	вільне сходження, скелелазіння
<b>parkour</b>	паркур (біг з подоланням перешкод)
<b>skateboarding</b>	скейтбордінг
<b>skydiving</b>	стрибки з парашутом
<b>white-water rafting</b>	рафтинг (сплив) по гірській річці
<b>zip-lining</b>	канатний міст, канатна дорога

### Words in context

<b>attach (sth to sth)</b>	приєднати, підключити
<b>avoid</b>	уникати
<b>avoidable</b>	той, що можна уникнути
<b>avoidance</b>	уникнення
<b>believe (in)</b>	вірити в
<b>be made out of (sth)</b>	бути зробленим з
<b>competition</b>	змагання
<b>competitive</b>	конкурентоспроможний, суперницький
<b>consider</b>	враховувати, вважати
<b>considerate</b>	розглянути, брати до уваги
<b>consideration</b>	розгляд, роздум
<b>consist of</b>	складатися з
<b>exceed</b>	перевищувати
<b>excess</b>	надлишок
<b>excessive</b>	надмірний
<b>last (for)</b>	витримувати, триматися

<b>make up</b>	формувати
<b>opponent</b>	суперник, конкурент
<b>oppose</b>	протистояти
<b>opposing</b>	протистояння
<b>opposition</b>	протидія, опір, опозиція
<b>powerful</b>	потужний, могутній
<b>predict</b>	передбачити, прогнозувати
<b>predictable</b>	передбачуваний
<b>prediction</b>	передбачення, прогноз
<b>strength</b>	потужність, сила
<b>strengthen</b>	посилити
<b>strong</b>	сильний
<b>take up</b>	почати займатися (спортом, хобі)
<b>wait (for)</b>	чекати, очікувати

### Other words and phrases

<b>amateur</b>	любитель, аматор
<b>commitment</b>	прихильність, відданість
<b>dedication</b>	відданість, самовідданість
<b>discipline (behaviour)</b>	дисципліна (поведінка)
<b>empathy</b>	співчуття, емпатія
<b>overcome obstacles</b>	долати перешкоди
<b>professional</b>	професіонал
<b>rely on (sb/sth)</b>	покладатися на когось/щось
<b>sports coach</b>	тренер
<b>take a shot (at goal)</b>	пробити/зробити удар
<b>under pressure</b>	під тиском

## UNIT 11 SCIENCE AND TECHNOLOGY

### Science

<b>analyse</b>	аналізувати, вивчати
<b>analysis</b>	аналіз
<b>astronomy</b>	астрономія
<b>biology</b>	біологія
<b>calories</b>	калорії
<b>chemistry</b>	хімія
<b>conduct an experiment</b>	проводити експеримент
<b>cybernetics</b>	кібернетика
<b>data</b>	інформація, дані, факти
<b>discovery</b>	відкриття
<b>draw a conclusion</b>	зробити висновок
<b>ecology</b>	екологія
<b>element</b>	елемент
<b>evidence</b>	доказ, свідчення, факт
<b>experiment</b>	експеримент
<b>explore*</b>	
~ an idea*	вивчати/аналізувати ідею
~ the ocean*	досліджувати океан
~ space*	досліджувати космос
<b>force</b>	потужність, сила
<b>formula*</b>	формула
<b>formulate</b>	формулювати
<b>freezing</b>	заморожування
<b>genes*</b>	гени
<b>genetics</b>	генетика
<b>genetic engineering*</b>	генна інженерія
<b>geology</b>	геологія
<b>gravity</b>	сила тяжіння

<b>hypothesis</b>	гіпотеза
<b>interpret</b>	інтерпретувати
<b>invention</b>	винахід
<b>law (of science)</b>	закон, наукова теорема
<b>linguistics*</b>	лінгвістика
<b>mass*</b>	маса
<b>matter*</b>	матерія, речовина
<b>measurement</b>	вимірювання (розміру)
<b>medicine</b>	медицина
<b>meteorology</b>	метеорологія
<b>nucleus*</b>	ядро
<b>observe</b>	спостерігати, вести наукові спостереження
<b>oxygen</b>	кисень
<b>physician</b>	лікар
<b>physicist</b>	фізик
<b>physics</b>	фізика
<b>planet</b>	планета
<b>practice</b>	практика
<b>process</b>	процес
<b>research</b>	дослідження
<b>robotics*</b>	робототехніка
<b>sample</b>	шаблон, приклад
<b>scientific breakthrough*</b>	науковий прорив
<b>sociology</b>	соціологія
<b>statistics*</b>	статистика
<b>theory</b>	теорія
<b>zoology</b>	зоологія

### Technology

<b>bookmark (v)</b>	додати до закладок, на сторінку швидкого доступу
<b>e-reader</b>	електронна книга
<b>flash</b>	фотоспалах
<b>hands-free</b>	гучномовець на телефоні, користуватися телефоном без використання рук
<b>icon</b>	значок
<b>menu</b>	меню
<b>MP3/MP4 player</b>	MP3/MP4 програвач
<b>remote control</b>	пульт дистанційного керування
<b>touchscreen</b>	сенсорний екран
<b>zoom lens</b>	зум-об'єктив

### Technical problems

<b>crash (computer)</b>	збої, поломка (комп'ютера)
<b>faulty connection*</b>	несправне (інтернет) з'єднання
<b>go dead (about a phone line)</b>	зв'язок перервався, телефонні лінії відключили, дзвінок обірвався
<b>out of order</b>	зламаний, не працює

### Information technology

<b>software</b>	
<b>antivirus ~*</b>	антивірусна програма
<b>application ~</b>	прикладне програмне забезпечення
<b>back up</b>	програмне забезпечення для резервного копіювання
<b>browse*</b>	переглядати, шукати, читати (в мережі)
<b>browser</b>	браузер



<b>browser history</b>	історія пошуку
<b>cloud (storage)</b>	хмарне сховище
<b>database*</b>	база даних
<b>digital detox</b>	цифровий відступ, цифровий детокс
<b>external hard drive</b>	зовнішній жорсткий диск
<b>hard disk*</b>	жорсткий диск
<b>install updates*</b>	встановлювати оновлення
<b>interact*</b>	взаємодіяти
<b>interface*</b>	інтерфейс, взаємозв'язок
<b>scroll</b>	
~ up*	прокрутити вгору
~ down*	прокрутити вниз
<b>obsolete*</b>	застарілий
<b>service centre*</b>	сервісний центр
<b>superimposed*</b>	накладений
<b>upgrade*</b>	оновлення, модернізація, оновлювати, модернізувати
<b>upload*</b>	завантажувати (зазвичай з пристрою в мережу)
<b>virus</b>	вірус

### Words in context

<b>artificial intelligence (AI)</b>	штучний інтелект
<b>clue</b>	ключ, підказка, доказ
<b>equation</b>	рівняння
<b>extend</b>	розширити
<b>genetic code</b>	генетичний код
<b>impact</b>	вплив
<b>investigate</b>	досліджувати, обстежувати
<b>nervous system</b>	нервова система
<b>nucleus</b>	ядро
<b>signal</b>	сигнал

### Other words and phrases

<b>blueprint</b>	чернетка, план, проект
<b>cell</b>	клітина
<b>chemical analysis</b>	хімічний аналіз
<b>chemicals (pl)</b>	хімікалії
<b>cyborg</b>	кіборг
<b>DNA</b>	ДНК
<b>double helix</b>	подвійна спіраль
<b>gene therapy</b>	генна терапія
<b>genetic disease</b>	генетичне захворювання
<b>instruction manual</b>	інструкція з експлуатації
<b>life form</b>	форма життя
<b>microchip</b>	мікрочіп
<b>molecule</b>	молекула
<b>pattern</b>	зразок, модель, схема
<b>transmission</b>	передача, трансмісія
<b>transmit</b>	передавати
<b>Velcro</b>	липучки (як в одязі)

## UNIT 12 NATURE AND ENVIRONMENT

### Climate

<b>arid</b>	сухий, посушливий, пустельний
<b>bay*</b>	затока
<b>cape*</b>	мис
<b>climatic zone</b>	кліматичний пояс
<b>coast*</b>	узбережжя

<b>desert*</b>	пустеля
<b>dunes*</b>	дюни, піщані пагорби
<b>freezing cold*</b>	мороз, дуже холодно
<b>geographical feature*</b>	географічна особливість
<b>Mediterranean</b>	середземноморський
<b>mountain</b>	
~ range*	гірський хребет
~ top*	вершина гори
<b>overcast*</b>	хмарний, похмурий
<b>peninsula*</b>	півострів
<b>polar</b>	полярний
<b>precipitation</b>	кількість опадів, опади
<b>rainforest*</b>	тропічні ліси
<b>season</b>	сезон
<b>summit*</b>	вершина
<b>temperate</b>	помірний
<b>tropical</b>	тропічний
<b>valley*</b>	долина

### Extreme weather

<b>avalanche*</b>	лавина
<b>be evacuated*</b>	бути евакуйованим
<b>casualty*</b>	нещасний випадок
<b>crops (pl)</b>	посіви, зернові
<b>devastation</b>	руйнування
<b>drought</b>	засуха, посуха
<b>earthquake*</b>	землетрус
<b>famine</b>	голод
<b>flash flood</b>	раптова повінь
<b>fog, mist*</b>	туман
<b>foggy*</b>	туманный
<b>gale*</b>	бурхливий вітер, ураган
<b>hail*</b>	град, злива
<b>heatwave</b>	теплова хвиля
<b>hurricane</b>	ураган, вихор/тропічний циклон
<b>lightning</b>	блискавка
<b>rainfall</b>	атмосферні опади, дощ
<b>scorching*</b>	палючий, пекучий, гарячий
<b>thunderstorm</b>	гроза
<b>tornado</b>	смерч, торнадо
<b>torrential</b>	проливний (дощ)
<b>tsunami*</b>	цунамі
<b>typhoon</b>	тайфун
<b>volcanic eruption*</b>	виверження вулкана
<b>water level</b>	рівень води
<b>water shortage</b>	нестача води
<b>windstorm</b>	штормовий вітер

### Flora and fauna

<b>biodiversity</b>	біорізноманіття, біологічне різноманіття
<b>capture</b>	збір даних (інформації), запис, захопити, спіймати
<b>deforestation</b>	вирубка лісу
<b>exotic</b>	
~ animal	екзотична тварина
~ pet	екзотична домашня тварина
<b>extinction</b>	вимирання
<b>fauna</b>	фауна (тварини)
<b>flora</b>	флора (рослини)
<b>gene bank</b>	генетичний банк, банк генів

\* vocabulary extension

<b>habitat</b>	природне середовище проживання
<b>hunt</b>	полювання, полювати
<b>in the wild</b>	в дикій природі
<b>ivory</b>	слонова кістка
<b>plant</b>	рослина
<b>poaching</b>	браконьєрство
<b>seed</b>	насіння, висів
<b>species (sing and pl)</b>	вид, види
<b>survival*</b>	виживання
<b>tusk</b>	бивень, ікло
<b>wildlife*</b>	дика природа

## The environment

<b>alternative energy*</b>	альтернативне джерело енергії
<b>be green*</b>	екологічно чистий
<b>biofuel</b>	біопаливо
<b>biomass</b>	біомаса
<b>burn fossil fuels</b>	спалювати викопне паливо
<b>carbon</b>	
~ dioxide	вуглекислий газ, CO <sub>2</sub>
~ monoxide*	чадний газ, CO
<b>carbon footprint*</b>	вуглецевий слід, екологічний слід
<b>climate change*</b>	зміна клімату
<b>coal</b>	вугілля
<b>contamination</b>	забруднення
<b>ecosystem</b>	екосистема
<b>emit (CFCs)</b>	випускати (хлорфторвуглеці)
<b>endangered</b>	під загрозою зникнення
<b>fossil fuel</b>	викопне паливо
<b>fumes*</b>	дим, чад
<b>geothermal</b>	геотермальний
<b>global warming</b>	глобальне потепління
<b>greenhouse gas</b>	парниковий газ
<b>hazardous*</b>	небезпечний, ризикований
<b>hydroelectric</b>	гідроелектричний
<b>knock-on effect</b>	наслідок, непрямий вплив, ефект доміно
<b>land erosion</b>	ерозія ґрунту
<b>logging</b>	лісозаготівля, рубка
<b>minimize (sb's/sth's) impact</b>	мінімізувати дію чогось/чийсь вплив
<b>national park</b>	національний парк
<b>natural gas</b>	природний газ
<b>natural resource</b>	природний ресурс/екологічний ресурс
<b>organic farming</b>	органічне землеробство, органічне сільське господарство
<b>ozone layer</b>	озоновий шар
<b>petroleum oil</b>	нафтова олія
<b>recycle</b>	
~ glass*	переробляти скло
~ paper*	переробляти папір
~ waste*	переробляти відходи
<b>renewable</b>	поновлюваний
<b>reuse*</b>	повторне використання
<b>smog</b>	смог (дим і туман разом)
<b>soil contamination</b>	забруднення ґрунту
<b>solar power</b>	сонячна енергія
<b>waste disposal</b>	утилізація відходів, сміттєзвалище

<b>wind</b>	
~ farm*	вітроелектростанція
~ power	енергія вітру
~ turbine*	вітрогенератор

## Words in context

<b>deal with</b>	мати справу з
<b>fall through</b>	провалитися
<b>get over</b>	здолати, пережити, пройти
<b>reject</b>	відкинути, відхилити, відторгати
<b>spot (v)</b>	помічати, визначати місцеперебування, примічати

## Other words and phrases

<b>enclosure</b>	клітка, вольєр, огорожена ділянка
<b>have a lifelong fascination (with sth)</b>	мати захоплення (чимось) протягом усього життя
<b>in short supply</b>	цього не вистачає
<b>on the loose</b>	на свободі
<b>the circle of life</b>	цикл життя

## Listening

## 2.17 Task 1

Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C).  
You will listen to each recording twice.

1 What is the first speaker planning to take on holiday?



A



B

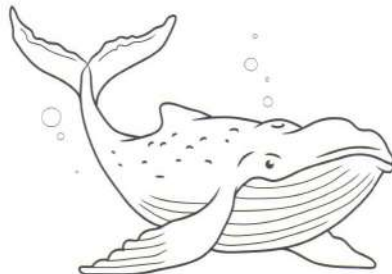


C

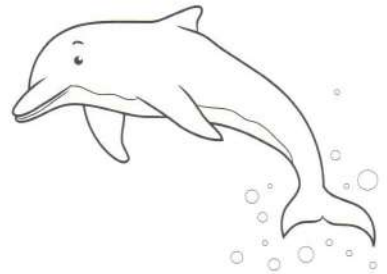
2 What does the man want to get a photo of?



A

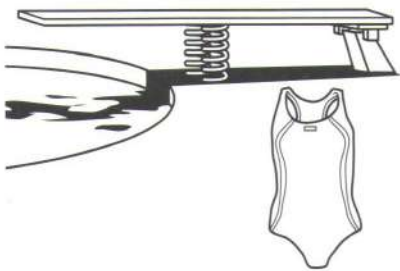


B

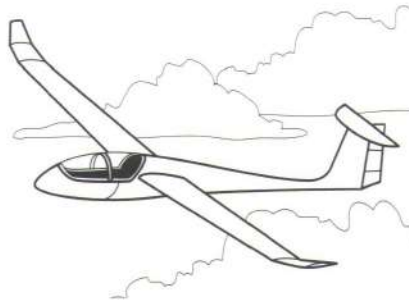


C

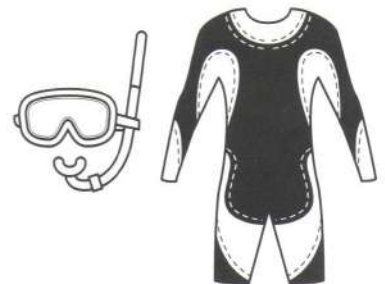
3 What course are the speakers talking about?



A



B



C

- 4 What is the girl going to do?  
 A sunbathe  
 B swim in the sea  
 C use more sun protection
- 5 Where are the speakers?  
 A at a market  
 B at a supermarket  
 C at a shopping centre
- 6 Why can't the girl take a picture of the building?  
 A She's standing too close to it.  
 B It's too bright to take a photo.  
 C She left her camera at the hotel.

 2.18 Task 2

Listen to the text. For statements (7–11) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- |   | T | F |
|---|---|---|
| 7 Kevin Smith leads the police transport unit.                | — | — |
| 8 The unit listens to people using special cameras.           | — | — |
| 9 The man stopped cycling when he was asked to.               | — | — |
| 10 The public hasn't objected to the cameras so far.          | — | — |
| 11 Camera staff sometimes say things they aren't supposed to. | — | — |

## 2.19 Task 3

Listen to the text. For questions (12–16) choose the correct answer (A, B or C).  
You will listen to the text twice.

- 12 What did Liz use to do when she was a student?**
- A borrow money to go shopping
  - B buy affordable used clothing
  - C wear fashionable high-street brands
- 13 When was Liz able to afford designer clothes?**
- A When she sold her house and car.
  - B After marrying a rich architect.
  - C Once she had got a well-paid job.
- 14 What did Liz's employers do?**
- A They closed their offices down.
  - B They fired Liz for dressing inappropriately.
  - C They disappointed some important clients.
- 15 How did Liz's friend help her?**
- A She drove her to the local hospital.
  - B She lent her money to pay for the clothes.
  - C She suggested seeking professional assistance.
- 16 What has Liz learned from her experience?**
- A Addiction can't be cured by counselling alone.
  - B It takes years to build up your confidence again.
  - C Spending money doesn't make your life complete.

## Reading

## Task 4

Read the texts below. Match choices (A–H) to (17–21).  
There are three choices you do not need to use.

17

**A WILD ADVENTURE**

Learn how to find food, make a shelter and deal with the dangers of the wild.  
A two-day (one night) adventure that you will never forget!

What you need:

- warm clothes
- sturdy shoes or boots
- a protective hat
- a sense of adventure and respect for nature

For people aged 15 and over only.



18

**Get ready, get set – get wet!**

- Must be an experienced swimmer
- Bring extra clothing
- Trips depend on river and weather conditions
- Ages 12 and up only
- No pregnant women

Seven days a week, June – early November

We provide all the equipment including boats and life jackets.

Visit our website to make a reservation!

19

**VISIT THE WATER WILDLIFE REFUGE**

Learn about a range of different endangered species – and how you can help them in your garden – for example, by putting out seed and water or creating nest boxes.

- Maximum of five people per group
- Special kids' walks for ages 8–13
- Wear warm clothes, waterproof shoes and a hat
- Bring your own binoculars, lunch and drinks



20

**Weekend camp for beginners – groups for youths (12–18) and adults**

*Instruction, ropes and other equipment, food, and transportation to and from the camp are provided.*

*Safety first – we teach best practices and emergency procedures.*

*Overnight stay in beautiful surroundings.*

*Participants to provide sleeping bags, day packs and warm clothes.*

21

**Our holidays come in all shapes and sizes!**

From gentle tours in France to expeditions in the mountains of Peru. You can journey across Thailand, experiencing its unique culture, or race like a professional on a tour through the Italian countryside.

All our trips are graded from beginner to advanced to indicate their level of difficulty and come with the percentage of on- and off-road riding that is involved.

Which of the advertisements describes \_\_\_\_\_ ?

- A survival training
- B luxury camping
- C wild river rafting
- D big cat safaris
- E guided bird-watching
- F climbing camps
- G cycling tours
- H canal boat trips

## Task 5

Read the text below. For questions (22–26) choose the correct answer (A, B, C or D).

### How to get to know each other

Many teenage boys and girls often find it difficult to know if they're giving the correct signals to someone they like. However, there are some universal techniques which might help you face this challenge.

The most important thing is appearance. Yes, it's a shallow thing to say, and it's certainly true that one shouldn't judge another person by their looks. But just think: how else can you make a first impression before you have a chance to impress someone with your personality? Both boys and girls should pay attention to what they are wearing. First impressions count when you want to ask someone out on a date. Both boys and girls should aim to look smart. Dirty fingernails and scruffy clothes won't do anyone any favours. Try to wear something that makes you feel comfortable. If you feel at ease, you'll also be more confident. If your clothes are bothering you, you'll be distracted from your most important objective.

Once you've made a good impression, you can try to attract the person's attention by making eye contact with them. Experts in body language sometimes refer to this as the 'eyebrow flash'. Catch their eye, look directly at them and raise your eyebrows. If they like you, they'll smile back right away. If they don't, you can still pretend you didn't mean anything by looking, and just walk away – without having to *admit defeat*. The other person can smile back and mirror your body language. We all like people who look and act like ourselves because it makes us feel more secure. Some people find a direct, proactive person appealing, while some people get scared by this.

And what's next? It's always good to pay a compliment to the person you like, and in return it's nice if they accept the compliment and pay one back. How do you do this? Just say something nice about the other person – it doesn't matter what it is so long as you think it's true. Once you've got through all that, then you can begin to talk to each other! Try not to sound too nervous, don't giggle and keep smiling. Always look interested in what the other person is saying, even if you know nothing about the subject. Having had your first chat, you can now decide how you really feel and whether you still want to go out with the person or not.



22 What do teenagers often have difficulties with?

- A finding someone they like
- B making conversation
- C talking about their hobbies
- D showing how they feel about someone

23 Why is appearance important?

- A It has a bigger impact than personality.
- B It's the only way to impress someone before you get to know them.
- C Looking good helps you speak with confidence.
- D Dressing well makes you feel special.

24 What does *admit defeat* in paragraph 3 mean?

- A accept you can't succeed
- B predict you won't win
- C suggest you may lose
- D pretend you never fail

25 According to the text, what is TRUE about copying body language?

It makes people feel \_\_\_\_\_.

- A active
- B attractive
- C scared
- D safe

26 What is the writer's advice for the next step?

- A to tell each other how you really feel
- B to say something positive to each other
- C to only tell the truth if it is nice
- D to stop worrying about what you're going to say

## Task 6

Read the texts below. Match choices (A–H) to (27–32).  
There are two choices you do not need to use.

### How do you feel about social media?

27 **Zoe**

It took me a while to accept the idea of social networking sites – but my two teenage daughters told me to give it a try and I have to say it was a real eye-opener. I started off by trying to track down old school friends, and it worked – I managed to contact people I'd lost touch with over the years, and I've even met up with some of them. I can't say I'm addicted to these sites like my daughters, but at least I understand the attractions.

28 **Fran**

I don't think there's anything really wrong with these sites – for keeping in touch with friends and family, for example. However, if you find you are on 24/7, then I'd say you've probably got a problem. What I really can't stand are people who post thousands of photographs or videos or update their profile every day. To me, that's a sign that the person is just using the site to show off.

29 **Jack**

If people have got nothing better to do than spend all their free time on one of these sites, they need to get a life. I can't understand why some people would rather talk to friends in a virtual world instead of going out and meeting real people. I've got a couple of friends who never phone me any more – they think they can keep in touch with their instant messages. I'd prefer a real conversation any day.

30 **Harry**

There are a number of signs that indicate a young person is spending too much time on social media sites. You should be worried if your child is anxious, stressed or feeling overwhelmed by normal routines; if they are leaving homework unfinished or are getting bad grades at school; and if their relationships with important people such as their family are suffering.

31 **Zach**

For me, it's a way of connecting with such a huge variety of people – from all over the world. You can share problems and experiences in a matter of seconds! And while we are constantly being told how so many of us suffer from loneliness these days, social media seems like an obvious way to stay in touch with people, wherever they are in the world, and to meet new people – even when you're very shy like me!

32 **Milly**

I've used social media to help promote my business. I'm self-employed and it's an absolutely brilliant way to communicate with my customers. I've built a strong community around my brand, and my followers are interested and engaged in my products. I like to entertain with what I post, though – to make my followers laugh or tell them something they didn't know. Then people are more likely to 'like' the post and share it with others!

Which person \_\_\_\_\_ ?

- A talks about various mental health issues
- B believes social media has been a help to them professionally
- C accuses some users of laziness
- D has used social media to renew past acquaintances
- E thinks some users only want to draw attention to themselves
- F suggests online communication works well for less confident people
- G says loneliness can be a result of social media use
- H doesn't see the point of certain relationships

## Task 7

Read the text below. Choose from (A–H) the one which best fits each space (33–38). There are two choices you do not need to use.

### Off the Streets and Into Life

Centrepoint is a British charity that helps young people who have found themselves, for one reason or another, living rough or in unsuitable or dangerous accommodation. They help by (33) \_\_\_ for up to two years, irrespective of why they ended up on the streets.

Since 1969, Centrepoint has helped 72,000 young homeless people. Although a place to stay is important, (34) \_\_\_, homeless children will become homeless adults. Additional support services include a skills and employment team. Specialists within these teams help get young people back into education, training or employment. Living rough can also have a real impact on mental health. So Centrepoint helps these youngsters (35) \_\_\_ and provides information on personal hygiene.

Centrepoint has contact with around 1,300 young people every year. Their circumstances differ. Some are homeless because of a breakdown in family relationships. But, (36) \_\_\_, the charity aims to provide each person the individual help they need most.

One of the young people at Centrepoint, John, was only 15 years old when he first arrived. He had been sleeping on park benches and in old buildings. Since his arrival, Centrepoint has helped to build John's confidence and nurture his abilities, and he now hopes to go to university. Looking through other life stories on the charity's website, it is clear that confidence and education are key words for the young people (37) \_\_\_.

The biggest challenge for many people being helped by Centrepoint is the next step: (38) \_\_\_ into the real world. Centrepoint has an after-care service which provides support when looking for accommodation and help with financial concerns, such as paying a deposit on a flat or paying the first monthly bills.

- A who pass through Centrepoint's care
- B trying to influence government policy
- C moving on from the security of the hostels
- D without educational opportunities
- E become involved with criminal gangs
- F providing safe rooms for young people
- G get the medical or psychological help they need
- H whatever the circumstances

## Use of English

### Task 8

Read the text below. For questions (39–48) choose the correct answer (A, B, C or D).

### A Famous Race

The Tour de France is known the world over and watched by millions. It is one of the most (39) \_\_\_ endurance races in the sporting calendar. But how did it all begin? It all started when Henri Desgrange, (40) \_\_\_ of the cycling newspaper *L'Auto*, was looking for a way to increase sales and thought a race would help him achieve this. He was right, as both the first Tour de France and *L'Auto* became hugely successful, and a rival paper, *Le Vélo*, was forced to go (41) \_\_\_ business.

That first race took place in July (as it continues to do today), and (42) \_\_\_ six stages, with 60 riders cycling 2,500 kilometres over 19 days, cycling day and night. The winner of the first race was Maurice Garin, a Frenchman, who finished the race in 94 hours, 33 minutes and 14 seconds. The (43) \_\_\_ with the modern race is striking – nowadays there are 20 stages, and cyclists cover a distance of 3,361 kilometres in 22 days. The fastest contestants complete the course in about 82 hours, and there are nearly 200 cyclists who enter the race, although not all of them (44) \_\_\_ it to the finish line.

The bikes have changed from the early days, too. The original bikes weighed 16 kilograms, (45) \_\_\_ today bikes often weigh less than 7 kilograms. Because (46) \_\_\_ cyclists had to race at night, they had lamps on the front of their bikes. One thing that has not changed is the colour of the (47) \_\_\_ winner's jersey. The colour was chosen by Desgrange because his newspaper was (48) \_\_\_ on yellow paper.

Perhaps the greatest difference is the prize money that the riders can win. Today's winner can expect to take home as much as £432,000, compared to £462 won in the 1903 race.

39	A	dictating	B	ordering	C	demanding	D	pressuring
40	A	editor	B	principal	C	leader	D	supervisor
41	A	around	B	out of	C	back from	D	behind
42	A	counted	B	numbered	C	included	D	added
43	A	connection	B	variation	C	opposition	D	contrast
44	A	do	B	make	C	go	D	come
45	A	as	B	while	C	during	D	since
46	A	originally	B	primarily	C	actually	D	really
47	A	whole	B	complete	C	total	D	overall
48	A	pressed	B	printed	C	copied	D	stamped

## Task 9

Read the texts below. For questions (49–58) choose the correct answer (A, B, C or D).

### Burning Man

I'm sitting in the desert in Nevada, USA. I'm waiting patiently for the climax of the alternative arts festival (49) \_\_\_ as Burning Man. Next to and (50) \_\_\_ me are the friends I've made while living in the camp here. The thirty-foot wooden man in the centre of the festival – the Burning Man himself – is now on fire and we can feel the (51) \_\_\_ as the excitement builds. It has taken several months to build the man, and even (52) \_\_\_ time was devoted to the design of the structure itself. It needs to burn long enough for us to be able to see the breath-taking spectacle of performers dancing around it, followed by the perfectly timed fireworks display. As soon as the man falls, spectators and participants pack up their camper vans and (53) \_\_\_. Until next year, of course. I'll be there for sure!

49	A	know	B	knowing	C	known	D	knew
50	A	in front	B	in between	C	behind	D	across
51	A	hot	B	heat	C	heating	D	hotness
52	A	many	B	much	C	most	D	more
53	A	leave	B	left	C	are leaving	D	have left

### Schoolkid Billionaires

Think you've got a good business idea? Want to start your own company? Still at school? No problem! Young people are probably most suited to being entrepreneurs, because there's less risk (54) \_\_\_ a business when you're young. You haven't established (55) \_\_\_ in a career yet, and probably don't have a family to support. So you have (56) \_\_\_ to lose – you should just go for it. That's what Mark Zuckerberg did. He became a billionaire at the age of 23, thanks to the phenomenal success of Facebook. Now is a better time than ever, so it's worth (57) \_\_\_ business a try. Many countries actively encourage young entrepreneurs via schemes (58) \_\_\_ aim to provide them with the work skills, knowledge and confidence they need. So, why not try to come up with an idea that you think could be successful? You never know, it may even make you a billionaire!

54	A	to start	B	in starting	C	for start	D	of starting
55	A	you	B	your	C	yours	D	yourself
56	A	nothing	B	none	C	no	D	not
57	A	giving	B	to give	C	of giving	D	given
58	A	which	B	what	C	who	D	where



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Створений спеціально для України, **Oxford Exam Trainer** пропонує ґрунтовну підготовку і практику екзаменаційних завдань для учнів середніх закладів освіти, які готуються до тестування з англійської мови.

### Успіх у складанні екзамену

- Усі три сфери спілкування: особистісна, публічна й освітня, вивчаються в 12 тематичних розділах.
- Лексика за темою надається на початку кожного розділу.
- Систематична практика *Reading, Listening, Writing, Speaking* і *Use of English* забезпечується на кожному уроці.
- Широкий спектр видів завдань знайомить учнів із форматом тесту.
- Екзаменаційні стратегії й поради допомагають учням розвинути впевненість у своїх силах.

### Надійна підтримка під час відпрацювання тестових завдань

- *Exam practice extra*: чотири екзаменаційні завдання *Listening, Use of English, Reading* і *Writing* після кожного другого розділу.
- *Speaking bank*: корисні фрази з перекладом українською мовою для комунікативних завдань.
- *Writing bank*: зразки, корисні лексичні структури й методичні поради щодо ефективного виконання розділу «Писемне мовлення».
- *Wordlist*: ключова лексика з перекладом українською мовою до всіх екзаменаційних сфер спілкування організована за темами.
- Зразок пробного тесту з англійської мови: щоб надати учням справжню екзаменаційну практику.
- *Student's website*: два пробних тестування онлайн й усі аудіофайли для *Student's Book* за посиланням [www.oup.com/elt/oxfordexamtrainer](http://www.oup.com/elt/oxfordexamtrainer)
- *Teacher's Guide with Audio CDs*: відповіді з методичними коментарями й детальним поясненням, чому той чи інший варіант є хибним або вірним.

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- Курс повністю розрахований на потреби учня: розділи та секції можуть бути опрацьовані в будь-якому порядку.

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