

What is and isn't art?

by Sandi Jones

(1) 3.6

Modern art is rubbish; at least that's what cleaners at a gallery in Bolzano, Italy were probably thinking when they threw away an installation called 'Where shall we go dancing tonight?' To be fair, the installation was a room

- 5 designed to look like there had been a party there the night before. It was filled with empty bottles and party decorations, and was meant to be a comment on corruption in Italy in the 1980s. Unfortunately, it was so realistic that the cleaners missed the message and threw the whole thing away.
- Interestingly, rather than asking the artist to go back to square one, the gallery owners went through the bins and rebuilt the piece more or less as it was originally.

On the other side of the world, at the Museum of Modern Art in San Francisco, two teenage visitors were impressed by

- many of the sophisticated and occasionally shocking works of art on display there. However, they found some of the pieces to be more puzzling than inventive, and others to be the sort of thing they could probably do themselves. And that's what they did. When nobody was looking, one of them placed their
- glasses on the floor below an official-looking piece of paper. Within minutes, people began to stop in front of the 'unique' exhibit to discuss and photograph it. At the same time, the two teenagers photographed the people and posted the images on Twitter, where they quickly went viral.
- These parallel stories raise a familiar question; 'what is and isn't art?' Most would agree that Michelangelo's spectacular ceiling of the Sistine chapel, the expressive face of Da Vinci's Mona Lisa and the atmospheric paintings of Claude Monet are great examples of classical art. Such works demonstrate great
- skill, express the artists' emotions, and often make political, social or historical points. When it comes to more modern and abstract art, however, opinions are divided. Does, for example,

Andy Warhol's unchanging 8-hour single shot film of the Empire State Building really demonstrate artistic skill? What

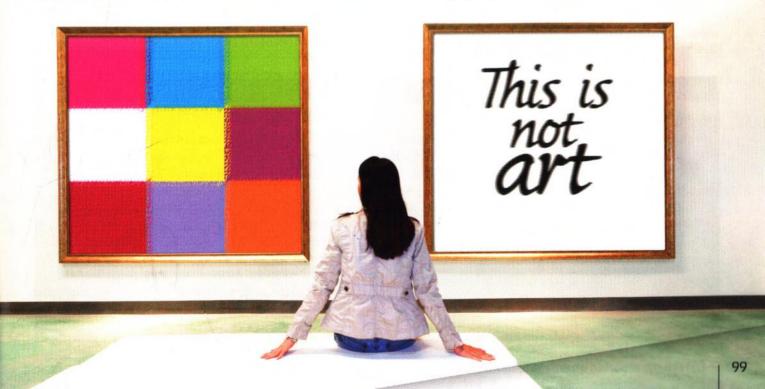
- 35 is there to say about Damien Hirst's series of over a thousand paintings of dots of different colours and sizes? Are these artists revealing their inner-thoughts and connecting with others, or are they making huge amounts of money from exploiting the audience? If their work gets you talking, does
- that make it art? If the artist, the critics and the experts say a work of art is meaningful, should we simply agree?

Sometimes even specialists struggle to decide whether something is art or not. Belgian researchers showed experts and non-experts a series of photographic portraits, some of

- which were valuable works of art and others simple passport photographs. The results revealed that the experts were no better at identifying the recognised works of art than the non-experts. In fact, the researchers reported that the experts were more likely to mistake the valuable works of art
- 50 for the simple photographs. And, what about you? Can you tell what is art and what isn't? Have a go: which of the two pieces in the photographs at the bottom of the page do you think is a real work of art?

This article has asked far more questions than it has answered, so drawing conclusions is difficult. Presumably

- you weren't expecting a definitive answer to 'What is and isn't art?' in a short article like this, anyway. Perhaps it's safe to say that it is for the individual to decide. Some modern art is breathtaking, skilful and profound, and some classical
- ort lacks exactly those qualities. Finally, what about the challenge from the previous paragraph? Which of the works of art is 'real'? Well, you are probably not going to like this, but the answer is neither of them! I'm not an artist and I did them both on my laptop in less than two minutes. Art?





1 In pairs, discuss the questions.

- 1 Would you like to appear on a TV talent show? Which one? Say why.
- 2 Read the definition below. Have you ever auditioned for anything? How did you feel? Were you successful?

audition (v) - give a short performance to show you are suitable for a part in a play or a place in a competition

2 3.8 Listen to a phone call. What kind of talent show has Bella just auditioned for?

Reported questions

3 Study the examples and choose the correct options. Check your answers in the Grammar box and Watch out!

Direct questions

Reported questions

Did you audition last year? They asked if I'd auditioned

the year before.

Where are you from?

They wanted to know where

I was from.

- 1 When we report questions, we usually use tell / ask / want to know as the reporting verb.
- **2** When we report yes/no questions / wh- questions, we use if or whether.
- **3** When we report questions, the subject comes before / after the verb. We use / don't use auxiliary verbs (do, does, did).
- 4 When we write reported questions, we use / don't use a question mark.

Reported questions

Direct questions

Reported questions

Yes/No questions

Do you need anything? → They kept asking me if/whether I needed anything.

Have we met before?

→ She wanted to know if/whether we had met before.

Wh- questions

Why is it called the green room?

→ I asked them why it was called the green room.

Where have you been? → They wanted to know where I had been.

Grammar Reference and Practice > page 183

WATCH OUT!

When we report questions, we do not use question word order. In reported questions, the subject comes before the verb.

I asked them why it was called the green room. NOT Lasked them why was it called the green room.

- Report the questions Michael asked Bella during their phone call.
 - 1 Are you OK? Michael wanted to know if Bella was OK.
 - 2 How did it go?
 - 3 What happened?
 - 4 Were you nervous?
 - **5** Did you wait a long time?
- 3.9 Listen to the second part of the conversation between Michael and Bella. What went wrong during the audition? Did Bella get through to the next round of the competition?
- Change the reported questions that Bella was asked during the audition into direct questions.
 - 1 A girl came and asked if I was ready. Are you ready?
 - 2 One of them wanted to know how long I had been dancing for.
 - 3 Another one asked me what type of dance I was going to do.
 - 4 He also asked me what music I had chosen.
 - 5 One of the judges asked if I had hurt myself.
 - 6 She asked me if I wanted to start again.
- 7 SPEAKING Follow the instructions below.
 - Write three yes/no questions and three wh- questions to ask a classmate about their hobby, talent or skill. What are you really good at?
 - Swap guestions with another student. Work with a different partner and interview each other by reporting the questions you received. Make a note of your partner's answers.

Mark wanted to know what you are really good at.

• Talk to the person who wrote the questions and report the answers using reported speech.

Maria told me she was really good at playing the drums.

7F SPEAKING

Work in groups. Think of different kinds of performances and talk about what can go wrong during a play, concert or fashion show. Use the prompts below to help you.

a costume tears can't stop laughing feel ill while on stage forget their lines trip and fall over there are sound or light problems

2 24 3.10 Watch or listen to three actors discussing times when things went wrong. What happened? Which of their experiences would you find the most embarrassing?

SPEAKING | Describing a personal experience

Say when and where it took place

Have I ever told you about the time ...?
You won't believe what happened ... last night!
It happened a few weeks ago/last year.
It was maybe a year ago.
I was appearing in a talent show/play ...

Connect the different parts of your story

At first,, but then...

The next thing I know, ...

Suddenly, ...

As soon as .../Immediately after .../We'd just ... On the first day/The following night/In the end Although/Because/Despite/So

Say how you felt

I couldn't believe it.

I felt like crying.

I (just) felt (really/so) silly/embarrassed!

I was so nervous/embarrassed.

It was really/so embarrassing!

We were so relieved.

Use direct speech and reported speech

He said, 'Yes. This role requires you to shave your head.' He said that the role required me to shave my head.

3 3.11 Study the Speaking box and complete the extracts from the dialogue with one word in each gap. Listen and check.

1	You guys won't <u>believe</u> what last night.						
2	It was really						
3	night was our first performance.						
4	, I couldn't hear anything.						
5	The thing I know, I woke up backstage.						
6	I felt like, to be honest.						
7	I was in a talent show.						
8	first, I was really excited then, when						
	I got to the first day of rehearsals, the director turned to me and said, 'Okay, ready to shave your head?'						
	ille allu salu, Okav, leauv to silave voui lieau:						

4 ③ 3.12 Use the Speaking box to help you choose the correct words to complete the story. Then listen and check.

Have I ever told you about the time when I made a TV advert? It happened a few years *ago / before. I was working with a well-known entertainer. 2 Although / Because she's a celebrity, she was really nice. We'd *just / soon started and things were going well. But then she had to say the line 'It's really rather refreshing, Roger'. *Although / Despite trying her best, she just couldn't get it right. 5 Immediately / Suddenly, she started laughing. Of course that made me laugh, too. At first, the director was calm, but / so then he got really angry. He told us we 7had / have to stop laughing. Then he said 'time is money,' but that just made us laugh more. Finally, we calmed down and started to record the advert. Unfortunately, as soon as I walked in front of the camera, I tripped and fell. I couldn't *believe / understand it. I felt so *embarrassed / relieved. But in the 10 end / finish, it all worked out.

Describe a personal experience where something went wrong or you were embarrassed by something.

- Think of an embarrassing or funny event when things went wrong for you or make up a story. Make notes about what happened and how you felt.
- Use the Speaking box to help you tell your story.
- Tell your stories in small groups. Guess which stories are true and which are invented. Whose story is the funniest?



7G WRITING AND VOCABULARY | A review of a play



MACDEATH

- If anyone's ever told you that Shakespeare was boring, then you must see *Macdeath*, this year's winner in the short play competition. It's an utterly breathtaking version of Shakespeare's tragedy, *Macbeth*, starring Joel, Mary and Tommy from Year 11.
- The play features all the major scenes, including the witches, the death of Banquo, Lady Macbeth's sleepwalking and the death of Macbeth. All in just ten minutes with only three actors and a few basic props!
- The set is simple but atmospheric, the lighting is dramatic, the dialogues are sharp and quite witty, and the actors are so talented! Joel is totally convincing in the role of Macbeth. Mary plays a seriously terrifying witch and a stunning Lady Macbeth. And I was amazed to see Tommy play so many parts so well. He's particularly impressive as Banquo's ghost.
- It has been quite a good competition this year but *Macdeath* is the best play I've seen. It's spectacular and unique. Several spectators said they were surprised that such young students could create such a thoroughly entertaining show. I can't recommend it highly enough. It's on again next Friday. Get your tickets now. It's sure to be a sell-out!

FOURTH ANNUAL SHORT PLAY COMPETITION

- Each play should have no more than six actors and should take no more than ten minutes.
- The three winning groups will perform their plays in the Assembly Hall every Friday in April.
- The group behind the winning play will receive an all expenses paid trip to London's West End to see a play and will also represent the school in the South of England short play competition in May.
- 1 Look at the photo and use the words in the box to say what you need to do or have before you put on a play.

audition cast costume lighting lines make-up part/role prop rehearse/rehearsal set stage wig

You need to have an audition to choose the cast, to find the right actor for each part.

- 2 In pairs, ask and answer the questions.
 - Have you ever taken part in a play? If so, what was it like? What part did you play? If not, would you like to? Say why.
 - 2 When was the last time you saw a play? What did you think of it?
 - 3 How is a play different from and similar to a film? Which one do you prefer and why?
- Read the poster. In pairs, discuss how easy or difficult it would be to take part in this competition. Give reasons.

I don't think it would be too hard to write a play but it might be hard to convince my friends to take part in performing it.

4 Read the review. What does the reviewer think of the play? Find some adjectives that describe the vewier's impressions of the play.

5	Read the review again and match points a-d below with
	paragraphs 1–4.

- **a** Give your opinion on the acting, dialogue, directing, lighting, etc. You may also mention other aspects such as the price and the location.
- **b** \square Summarise your opinions and make a recommendation.
- **c** Give key information: the name of the play and the author, the actors' names, where and when it took place, etc.
- **d** Describe the performance. Mention the plot, the characters and the setting but don't give any spoilers.

6 Study the Writing box and find more examples of these categories in the review of Macdeath.

- Adverbs + adjectives: utterly breathtaking, ...
- · Other adjectives: boring, ...

WRITING | A review of a play

Begin with an interesting opening sentence:
 If anyone's ever told you that theatre was boring, then you must see ...

Well, that's ten minutes of my life that I'll never get back.

- Use a variety of adjectives, e.g. breathtaking, hilarious, forgettable, dull but avoid vague adjectives like good, bad, nice.
- Modify some of the adjectives (but not all) with adverbs, e.g. utterly, completely, really, rather, slightly, very.
- Summarise your opinion:

It stands head and shoulders above the other plays.
Unfortunately, this play is a complete flop. It left me cold.
I have mixed feelings about this play.

• Make recommendations:

I can't recommend it highly enough. Get your tickets now. If I were you, I'd stay at home and watch something on TV.

7 Find examples of *quite*, *so* and *such* in the review. Then study *Watch out!* and rewrite the sentences.

1 The concert was so loud. → It was such a loud concert.

2 The show was quite long. → It was show.

3 The actors are so funny. → They are _____ actors.

4 The seat I had was quite good. → I had _____ seat.

5 The play was so amusing. → It was _____ play.

WATCH OUT!

Adverbs like *really*, *quite* and *so* come before adjectives: *She* is *really/quite/so good*.

We use *such* (not *so*) before an adjective + noun phrase: They are **such** good actors. NOT They are so good actors.

Be careful with the position of the indefinite article (a/an) in sentences with such and quite.

He is a really good actor.

He is **quite a good** actor. NOT He is a quite good actor. He is **such a good** actor. NOT He is a such good actor.

8 Read the review of Ro & Jules and complete it with phrases a-j.

- a confusing version
- **b** extremely hard
- c forgetting his lines
- **d** quite a disappointing
- e seems longer
- f so quiet

- **q** sound natural
- h very silly and rather boring
- i were you
- j you'd better avoid

Ro & Jules

If you like Shakespeare, **\frac{1}{2\outgot ou'd better avoid} \) Ro & Jules, one of the short plays in this year's competition. It's a **\text{2} of Romeo and Juliet, with Melanie, Nick and Jeremy from Year 10.
The play lasts just over ten minutes but it 3 The problem is the group has tried to include too many scenes. As a result, it's sometimes 4 to understand everything.
The set looks professional and the lighting is cool but unfortunately, the dialogues don't 5 The actors all try hard but Melanie is unconvincing in the role of Juliet. She manages to be both 6 at the same time. Nick is quite good as Romeo but his voice is 7 it's hard to hear what he's saying. Jeremy plays many parts, all with great energy. It's just a pity he has a special talent for 8
It's been competition this year so Ro & Jules isn't the worst play I've seen. However, a few spectators said they found it uninspiring. It's on again next Friday. If I, I'd read the play first so you know what's going on.

- 9 Rewrite the review of Macdeath to make it more negative or rewrite the review of Ro & Jules to make it more positive. Then compare your version with a partner.
- 10 REFLECT | Culture Live theatre and other performances have survived despite the invention of cinema, radio, TV and the Internet. Why do you think that is?
- 11 WRITING TASK Write a review of a play, live show or other performance you have seen. Use the Writing box, Watch out! and the vocabulary in this lesson and in lessons 7C and 7D to help you.

REMEMBER MORE

1 Add more words and phrases from the word list to the vocabulary map.





2 Match the two parts of the adjectives. Then check with the word list.

1 award-2 | littlea demand

- **b** awaited
- 3 on-
- c provoking
- eagerly-
- d winning
- 5 thought-
- e known
- 3 Complete the sentences with the correct verbs. Then check with the word list.
 - 1 A role in a popular show helped Aaron to ____ a name for himself and become popular.
 - 2 The vlogger's efforts to media interest ____ to nothing.
 - 3 I decided to start a new life and not back or focus on missed opportunities.
 - 4 I'm sure she's going to a great performance in the show.

ACTIVE VOCABULARY Drawing idioms

A good way to remember an idiom is to draw a sketch which shows its different parts. The picture will help you recall the idiom and create a mental picture of it in your mind. For example, you could draw the idiom go back to square one to look like the picture below. Try to draw another idiom from the word list.



7A GRAMMAR AND VOCABULARY (D) 5.43

attract media interest /ə,trækt ,mi:diə 'ɪntrəst/

breaking news (n) / breikin 'nju:z/

brush your hair /,brxf ja 'hea/

calm down (phr v) /,ka:m 'daon/

confess (v) /kənˈfes/

criticise (v) /'krrtrsarz/

feel dry /,fi:l 'drar/

/bicn'e top,/ beyonne top

headline (n) /'hedlarn/

human interest story (n) /,hju:mən 'rntrəst ,stɔ:ri/

look down on sth (phr v) / lok 'daon on ,samθιη/

news item (n) /'nju:z ,artəm/

news source (n) /'nju:z so:s/

newsreader (n) /'nju:z,ri:də/

organiser (n) /'ɔ:gənaɪzə/

/tos' tnicq,\ (v 1hq) tuo tnioq

report (n, v) /ri'po:t/

spectator (n) /spek'tertə/

surf (v)/s3:f/

surfing (n) /'sa:fin/

throat (n) /θrəʊt/

trend (n) /trend/

TV news programme (n) /,ti: ,vi: 'nju:z ,prəugræm/

7B VOCABULARY (1) 5.44

/pranw, b:cw'e/ (jbs) pninniw-brawa

binge viewer (n) /bind3 'vjuia/

binge-watch (v) /,bind3 'wotf/

credits (n) /'kredits/

cut down (phr v) /knt 'daun/

dialogue (n) /'darəlog/

eagerly-awaited (adj) /,i:gəli ə'weitid/

episode (n) /'epəsəud/

feature-length (adj) /,fi:tʃə 'leŋθ/

in one sitting /ɪn ˌwʌn 'sɪtɪŋ/

little-known (adj) / litl 'naun/

on-demand content (n) /pn dr'ma:nd ,kpntent/

reveal the ending /rɪˌviːl ði 'endɪŋ/

screen time (n) /'skri:n taɪm/

season (n) /'si:zən/

series (n) /'sɪəri:z/

skip (v) /skip/

/sporler (n) /'sporle/

statistics (n) /stəˈtɪstɪks/

subscription streaming service (n) /səb,skrıp(ən 'stri:mɪŋ ˌsɜːvəs/

subtitles (n) /'snb,tartlz/

thought-provoking (adj) /'Oo:t pra,vaukin/

title sequence (n) / tartl 'si:kwəns/

trailer (n) /'treɪlə/

viewing habits (n) /'viu::n ,hæbits/

well-reviewed (adj) /,wel rr'vju:d/

7C LISTENING AND VOCABULARY (1) 5.45

adaptation (n) /,ædæp'terfən/

best-seller (n) /,best'selə/

catastrophe (n) /kəˈtæstrəfi/

come to nothing /kʌm tə 'nʌθɪn/

dedicated (adj) /'dedəkertəd/

disaster (n) /dr'za:stə/

get many views /,get ,meni 'vju:z/

get your first break / get ja fa:st 'breik/

go back to square one /gao ,bæk ta ,skwea 'wʌn/

/lerers' uep./ lariv op

huge flop /,hju:d3 'flop/

keep on doing sth /ˌkiːp ɒn ˈduːɪŋ ˌsʌmθɪŋ/

key (adj) /ki:/

make a name for yourself /,merk a 'nerm fa jo:,self/

not look back /.npt .luk 'bæk/

pop-up ad (n) /'pop Ap æd/

promote (v) /prəˈməʊt/

publisher (n) /'pablifə/

self-publish (v) /,self 'pxblɪʃ/

sell-out (n) /'selaut/

setback(n)/setbæk/

take off (phr v) /,terk 'of/

take on (phr v) /,terk 'on/

YouTube channel (n) /'ju:tju:b ,tfænl/

7D READING AND VOCABULARY

(D) 5.46

abstract art (n) / æbstrækt 'a:t/

artistic skill /a: tistik 'skil/

atmospheric (adj) / ætməsferik/

breathtaking (adj) /'bre0,teikin/

ceiling (n) /'si:lɪŋ/

chapel (n) /'tfæpəl/

classical art (n) / klæsikəl 'art/

connect with sb/sth (v) /kəˈnekt wɪð ˌsʌmbɒdi/ εληθιη/

corruption (n) /kə'rʌpʃən/

critic (n) /'kritik/

definitive answer /dr.frnətrv 'a:nsə/

demonstrate a skill /.demanstrert a 'skrl/ discipline of art /,disaplan av 'dit/ divided (adj) /də'vardrd/ dot(n)/dot/ draw conclusions /,dro: kən'klu: zənz/ exhibit (n) /ig'zibit/ exploit (v) /rk'splort/ express emotions /ɪkˌspres iˈməʊ[ənz/ expressive (adj) /ɪk'spresɪv/ familiar (adj) /fəˈmɪliə/ get sb talking /,get ,snmbpdi 'tɔ:kɪŋ/ have a go /,hæv ə 'gəu/ incident (n) /'insədənt/ \leusbirdeni, (n) laubivibni \rice on \ the analysis of the state of the installation (n) /,instəˈleɪfən/ inventive (adj) /in'ventiv/ lack (v) /læk/ leave sb cold /,li:v,sambodi 'kəvld/ make a comment on sth /,merk a 'koment on samoin/ make a political/social/historical point /merk a pə,litikəl/,səufəl/hi,storikəl/'point/ meaningful (adj) /mi:nɪŋfəl/ mistake sth for sth (phr v) /məˈsteɪk ˌsʌmθɪŋ fə ,sam0in/ modern art (n) /,mpdn 'art/ more or less /,mo: a 'les/ non-experts (n) /,npn 'eksp3:ts/ on display / on dr'spler/ originally (adv) /əˈrɪdʒɪnəli/ parallel (adj) /'pærəlel/ photograph (v) /'fautagra:f/ piece (n) /pi:s/ place (v) /pleis/ play a trick on sb / plei ə 'trik pn ,sambodi/ presumably (adv) /prr'zju:məbli/ profound (adj) /prə'faund/ puzzling (adj) /'pʌzlɪŋ/ quality (n) /'kwpləti/ raise a question /,reiz ə 'kwestfən/ realistic (adj) /rɪəˈlɪstɪk/ rebuild (v) /ri:'bɪld/ recognised work of art /, rekagnazzd , wa:k av 'a:t/ set a challenge /,set a 'tfæland3/ shocking (adj) /'fokin/ shot (n) /fpt/

skilful (adj) /'skrlfəl/

sophisticated (adj) /sə'fɪstəkeɪtəd/ spectacular (adj) /spek'tækjələ/ struggle to do sth /stragel te 'du: samθτη/ throw away (phr v) /, 0rau a'wei/ to be fair /tə bi 'feə/ unchanging (adj) / \n'tfeindzin/ unique (adi) /ju:'ni:k/ worthless (adj) /wa:0las/ **7E GRAMMAR (1) 5.47** appear on a show /ə,pɪər ɒn ə ˈ[əʊ/ audition for sth (v) /s:'dɪʃən fə ˌsʌmθɪŋ/ give a performance / grv ə pəˈfɔ:məns/ part (n) /pa:t/ play the drums / plei ða 'drxmz/ talent show (n) /'tælənt (əu/ **7F SPEAKING** (1) 5.48 backstage (adv) /,bæk'steidz/ fall over (phr v) /fo:l 'auva/ feel ill /,fi:1 'tl/ feel like (crying) /,fi:l laɪk ('kraɪɪŋ)/ forget your lines /fa,get ja 'laɪnz/ refreshing (adj) /ri'fre[in/ rehearsal (n) /rr'h3:səl/ relieved (adj) /rr'li:vd/ require sb to do sth /rɪˌkwaɪə ˌsʌmbɒdi tə 'du: sambin/ silly (adj) /'sɪli/ tear(v)/teə/ trip (v) /trip/ try your best /,trai jə 'best/ turn to sb (phr v) /'ta:n ta ,sambodi/ work out (phr v) /w3:k 'aut/ **7G WRITING AND VOCABULARY** (D) 5.49 acting (n) /'æktɪŋ/ amusing (adj) /əˈmju:zɪŋ/ audition (n) /ɔː'dɪ[ən/ cast (n) /ka:st/ completely (adv) /kəm'pli:tli/ confusing (adj) /kənˈfjuːzɪŋ/ convince (v) /kən'vɪns/ convincing (adj) /kən'vɪnsɪŋ/ costume (n) /'kostjom/ dialogue (n) /'darəlog/ directing (n) /darə'rektɪŋ/

disappointing (adj) /,drsə'pərntrŋ/

dramatic (adj) /dra'mætɪk/ entertaining (adj) /,entəˈteɪnɪŋ/ extremely (adv) /ɪk'stri:mli/ feature (v) /'fi:t[ə/ forgettable (adj) /fə'getəbəl/ qhost (n) /qəust/ hilarious (adj) /hr/learias/ impressive (adj) /ɪm'presɪv/ include (v) /in'kluid/ lighting (n) /'lastsn/ lines (n) /laɪnz/ make-up (n) /'merkxp/ mixed feelings (n) /,mikst 'fi:əlinz/ part/role (n) /pa:t/rəul/ particularly (adv) /pəˈtɪkjələli/ perform a play /,pəfɔ:m ə 'pleɪ/ plot(n)/plot/ prop(n)/prop/ rather (predeterminer) /'ra:ðə/ rehearse (v) /rɪˈhɜːs/ represent (v) /,reprr'zent/ scene (n) /si:n/ seem (longer) (v) /,si:m ('longə)/ set (n) /set/ setting (n) /'setɪn/ sharp (adj) /[a:p/ sleepwalking (n) /'sli:p,wo:kɪŋ/ slightly (adv) /'slartli/ sound (natural) (v) /,saund ('næt[ərəl)/ stage (n) /sterd3/ stand head and shoulders above sb/sth /,stænd hed and Jauldaz ada, vad'e seblue, bne bah, starring /'sta:rɪŋ/ take part in a play /teik part in a 'plei/ terrifying (adj) /'terəfaɪɪŋ/ thoroughly (adv) /'0Arəli/ totally (adv) /'tautli/ tragedy (n) /'trædʒədi/ unconvincing (adj) /, Ankən vinsin/ uninspiring (adj) / Anin'spaierin/ utterly (adv) /'ntəli/ version (n) /'va:fən/ wig(n)/wig/ witch (n) /wrtf/ witty (adj) /wrti/

VOCABULARY AND GRAMMAR

1	Complete the conversation with the words from the box.				
		reak breaking headlines looked back newsreader n-demand programme spoilers			
	A	Can we watch the eight o'clock news?			
	В	OK, but just the *\frac{1}{headlines} if that's OK. A good film is about to start on Channel 2.			
	A	I'd like to hear the 2 news about the new political scandal.			
	В	I'm sorry, you know I don't want to miss the film. I didn't see it at the cinema. Peter Smith got his first big ³ with this film. He hasn't ⁴ since.			
	A	Well, I saw it at the cinema. I can show you a site that tells you all about what happens.			
	В	I hate ⁵ ! I don't want to know what happens. I want to find out for myself!			
	A	Well, I'm sure you'll be able to see it at the weekend. There's so much 6content these days you can see almost anything whenever you want.			
	В	Ok, I give in. Let's watch the news 7 And, anyway, I like the 8 She's got a lovely voice.			
2	ch	noose the correct words to complete the sentences.			
		Even though I've been acting for ages, I always get nervous before an <i>episode / audition</i> .			
	2	The director believes the actors should only have a few meaningful props / sets.			
	3	The first night was disappointing as the leading actor kept forgetting his plot / lines!			
	4	They were pleased they had booked the tickets in advance as the play was a flop / sell-out.			
	5	The painting was so abstract / realistic that no one could understand what it was about.			
	6	Despite the initial setbacks, the show really came to nothing / took off.			
	7	Despite being a <i>little-known / award-winning</i> actor, he managed to get the part.			
3	Us	se the prompts to report what the people said.			
	1	'I don't like watching the news because it's depressing.' (She explained)			
		She explained she didn't like watching the news because it was depressing.			
	2	'Don't forget to come to our play this evening!' (He told me)			
	3	'We saw you on the news programme last night!'			
		(They said)			
	4	'I can't go to the theatre with you next week.'			
	_	(She confessed)			
	5	'If you watch too much TV, Tom, you will have eye problems.'			
	,	(The optician warned)			
	6	'We think the news report was very thought-provoking.'			
	7	(They agreed) 'You must work very hard if you want to make a name for yourself, Jane.'			
		(We pointed out)			

4	Report the questions using the object pronouns in
	brackets.

- **1** Why did you decide to become an actor? (me) She <u>asked me why I had decided to become an actor</u>.
- **2** Have you ever binge-watched your favourite series? (them)

 He

3 What do you think will happen in the next episode? (her)

4 Do you think this is a fake news item? (him)

5 Where are you going now? (me) They _____.

6 Did you like the new art installation? (them) She _____.

USE OF ENGLISH

5 Complete the text with the correct words formed from the verbs in bold.

TV today

People watch TV for all sorts of reasons. Some
people watch it for 'information (INFORM),
whereas others do it for 2 (ENTERTAIN). In
addition, it also provides company for those with
no family or job.
These days, though, deciding which programme to
watch is a major challenge as there is such a big
(CHOOSE)! The news headlines always
attract a large number of 4(VIEW), as do
sports programmes and films. On the other hand,
many people are addicted to drama series, even if
the acting is sometimes ⁵ (CONVINCE) and
the plot puzzling. Some drama series shown on TV
in the UK have been running for decades! However,
perhaps two of the most 6(EAGER)-awaited
types of programmes are reality shows and talent
contests. The quality of some of these 7
(PRODUCE) is undoubtedly excellent.
Whether people watch TV in real time at home, use
⁸ (SUBSCRIBE) streaming services or access
it via a mobile device, the only conclusion we can
draw is that it's as popular as ever!

Use of English > page 194

READING

You are going to read a magazine article about popular British sitcoms. For questions 1–6 choose from paragraphs A–D. You may choose the paragraphs more than once.

STRATEGY | Matching

Scan the texts quickly to find the information. Remember that the information will be rephrased, so don't look for the exact words.

Which sitcom

- **1** ☐ was written by a married couple?
- 2 stars an actor who was already known worldwide from another television show?
- **3** ☐ is set in several different periods?
- 4 features an actor who went on to have great global success?
- 5 introduces famous sayings and anecdotes and is set during a war?
- **6** presents the financial misfortunes of the characters?

Best British Sitcoms

In a recent opinion poll, the British public voted for their favourite British sitcom. Here is the final top four!

- A Only Fools and Horses tells the story of the ups and downs of an ambitious market trader, Derek 'Del Boy' Trotter, his brother Rodney and their grandfather, later replaced by Uncle Albert. Del and Rodney are continually trying to get rich through doing all sorts of strange business but most of their attempts fail. Much of the show's humour comes from Del's lack of good manners and Rodney's stupidity, and, of course, from Uncle Albert, whose war anecdotes have already entered the English language.
- B Blackadder is set in more than one historical era and follows the misfortunes of Edmund Blackadder, played by Rowan Atkinson. In each series he is a member of a British family at different important events in British history from the Middle Ages to World War I. Apart from Atkinson, the show also stars Hugh Laurie, who later became hugely popular worldwide thanks to his role as Doctor House. In addition to its biting humour, Blackadder is also a hit due to its large, often reappearing cast.
- Dad's Army, set during World War II, focuses on the adventures of a group of British soldiers who are totally unprepared for a real war. There is Private Frazer, a Scotsman who is always complaining about everything; Lance Corporal Jones, who is far too old for the army; and Private Pike, a mummy's boy who, in contrast, is not old enough to be a soldier. The show is famous for the brilliant acting and the memorable catch-phrases.
- Pawlty Towers presents the hilarious adventures of Basil, an exceptionally rude hotel owner; Sybil, his domineering wife; a British waitress, Polly; and a Spanish waiter, Manuel. The latter is in a constant struggle to master the English language, with varying degrees of success! It achieved remarkable global acclaim thanks to the fantastic script-writing of John Cleese, an ex-member of the world-famous comedy series *Monty Python's Flying Circus*, and his then wife Connie Booth, as well as brilliant acting from the cast including Cleese himself in the leading role.

SPEAKING

7 Work in pairs. Take turns to describe the photos.

STRATEGY Long turn

Look at the picture carefully and think what it shows and what the people are doing. If you are not sure about what is happening, use phrases like Maybe he/she/it ..., The photo probably shows ..., Perhaps they are ...

- · Talk about the people.
- Talk about the place.
- Talk about other things in the photos.

Student A



Student B



WRITING

8 You have recently seen this advertisement on a website for students of English.

Write a review of your favourite TV series!

Write about the plot and characters. Tell us what you think of them, why you liked the series and if you would recommend it to viewers of all ages.

The best reviews will be published on our website.

Write your review.

Consumers' world

VOCABULARY Advertising, spending habits, money, payments, trading and banking

The passive, have/get something done Use of English > page 194 GRAMMAR

SPEAKING

Complaints An opinion essay

WRITING VIDEO

Grammar Documentary Communication





KYLE's BLOG

Watch out for ads at school!

Last year some drinks machines were installed in the school corridors. The machines were welcomed by most students even though only one brand of drinks is sold (and they're not recommended for your health).

Last month, our school lockers were repainted with colorful adverts and our school buses were turned into mobile billboards. Huge ads were printed on the sides of the vehicles.

Now, TV screens have been installed on the buses, and when I got to school yesterday, I saw that more screens and posters were being put up in the corridors and restrooms! The plan is that news programs with frequent commercials will be shown for 12 minutes a day!

Studies show that children's minds are affected by too much advertising. It can cause low self-esteem and encourage consumerism. We are already bombarded with advertising slogans, jingles and corporate logos on public transport, on the streets and in the media. Our phones and computers are

polluted with pop-up ads and spam emails. So why can't schools be kept free from ads?

Write in and tell me your views.

kaMa185m 19 17

I agree. Products shouldn't be promoted in schools. This must be stopped!

madja25 19.29

I see your point, Kyle but the money from ads is needed to pay for facilities like computers for the library or a new gym or pool.

8A GRAMMAR AND VOCABULARY

- In pairs, work out the meaning of the highlighted words. Then talk about some of the adverts you have seen or heard so far today.
 - A billboard or poster that you saw on your way to school.
 - A jingle from the radio (sing it!).
 - A logo that is really well known.
 - A TV or radio commercial that made you laugh.
 - An advertisement/advert/ad that you love/hate.
 - · An advertising slogan that everybody knows.
 - A pop-up ad you saw on your phone screen.
 - A spam email you received.

The first ad I heard today was on the radio. It was for a car. It had a really annoying jingle but the slogan was good, it was ...

WATCH OUT!

American English British English

colorful colourful billboard hoarding

restroom bathroom/toilet program programme

- 2 Read the blog and answer the questions in pairs.
 - 1 Where have the ads appeared at Kyle's school?
 - 2 Why is he against advertising in schools?
 - 3 Why is madja25 in favour of it?
 - 4 What do you think of having advertising in schools?

The passive

3 Compare the active and passive sentences and answer the questions below.

Active

Last year a company **installed** some drinks machines in the school corridors. Most students **welcomed** the machines even though they **sell** only one brand of drinks.

Passive

Last year some drinks machines **were installed** in the school corridors. The machines **were welcomed** by most students even though only one brand of drinks **is sold**.

- 1 In passive sentences we focus more on ...
 - a an action.
- **b** who does the action.
- 2 To form the passive we use be + the ...
 - a infinitive.
- **b** past participle.
- **3** To mention the agent (the person, organisation or thing responsible for the action) we use ...
 - a by.
- **b** for.
- 4 Study the Grammar box and check your answers to Exercise 3. Then find examples of passive sentences in the blog for each tense in the Grammar box.

The passive

We use the passive when the action is more important than the agent. We often use it when we do not know or care who did something. We use the word by before the agent to say who is responsible for the action.

We form the passive with the verb *to be* and the past participle:

This product is made in France. (Present Simple)

A new logo is being designed. (Present Continuous)

That commercial was filmed in Paris. (Past Simple)

Someone coughed while the jingle was being recorded. (Past Continuous)

The company's new advertising slogan has been announced. (Present Perfect)

Our new commercial will be shown tomorrow. (future with will)

Our brand name can't (must/may/should) be changed. (modal verbs)

Grammar Reference and Practice > page 185

- Do these sentences sound more natural in the active or in the passive? What is more important in each sentence the person or the action?
 - 1 a I don't notice ads anymore.
 - **b** Ads are not noticed by me anymore.
 - **2** a A company in Japan made my phone.
 - **b** My phone was made in Japan.
 - **3** a Someone filmed that commercial in Prague.
 - **b** That commercial was filmed in Prague.
 - 4 a Then we'll watch a film.
 - **b** Then a film will be watched by us.

- 6 3.13 Complete the dialogue with the correct passive form of the verbs in brackets. Then listen to check.
 - **Kyle** Myra, have you seen what's happening? A huge picture of a hamburger *\(^1\) is being painted (paint) on the outside of the qym!
 - Myra So? The gym²_____ (not/paint) for years. It needs a coat of paint.
 - Kyle Yeah, but all last month we 3 (encourage) to eat a healthy diet! How's a huge hamburger going to do that? Personally, I think all the adverts should
 4 (remove) from the school.
 - Myra The school's signed a contract and nothing can (do).
 - **Kyle** But it wasn't democratic! The decision 6_____ (take) in a private meeting last month. 7____ (we/consult)? No, we weren't.
 - Myra I like the adverts. They're colourful. And next week every student 8_____ (give) a free backpack. Anyway, I don't think teenagers 9_____ (influence) by adverts.
 - **Kyle** You can't be serious! Of course, they are.
- 7 Look at the underlined verbs and rewrite the sentences in the passive.
 - 1 Channel One <u>showed</u> the first TV commercials in US schools in 1989.

The first TV commercials were shown in US schools in 1989 by Channel One.

- **2** Head teachers may <u>accept</u> adverts in schools in England but most teachers don't <u>welcome</u> them.
- **3** Some companies in England <u>are installing</u> drinks machines with adverts in schools.
- 4 In Scotland, the government <u>does not permit</u> advertising on drinks machines in schools.
- **5** Some fast-food chains <u>will offer</u> free meals to US students with good grades.
- 8 SPEAKING In groups, discuss the statements below. Justify your opinions.
 - 1 Too many commercials are shown on TV.
 - 2 Lots of jobs are being created in advertising so it's a good career choice.
 - **3** Large billboards next to motorways should be banned.
 - 4 I don't mind when TV series are interrupted by commercials.

25 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Should adverts be shown to children and teenagers?





8B LISTENING AND VOCABULARY

- 1 In pairs, answer the questions.
 - 1 Where do teens usually get their money from?
 - 2 What do young people usually spend their money on?
 - 4 Do you ever manage to save any of your money?
- 2 Study the results of a survey in the text. What did the teens in the survey spend the largest and smallest percentage of their money on? How does the information compare to your spending habits?

I never spend money on furniture and I probably spend more than seven percent of my money on video games.

- 3 (1) 3.14 Listen to a podcast. Which categories of products mentioned in the survey results in Exercise 2 do the speakers talk about/spend their money on?
- 4 Match the highlighted phrases 1–8 with definitions a-h. Which phrases are about 'good value for money' and which are about 'poor value for money'?
 - I always look for things on special offer, you know, like 2two for the price of one.
 - The coffee is 3 rip-off considering it's just hot water and a few coffee beans.
 - The latest games are really expensive so I have to choose very carefully before I *spend a fortune on one.
 - The products are usually very expensive...my dad thinks it's all 5a waste of money.
 - It takes time to *go bargain hunting, but it pays off when you 'get a good deal.
 - I *paid next to nothing for a pair of designer jeans last weekend.
 - a spend a lot of money
 - go shopping especially to find things that are good value for money
 - c get a lot for your money
 - **d** a bad use of money
 - e buy one, get one free
 - f cheaper than usual for a limited time
 - **g** pay very little for something
 - **h** much more expensive than it should be

on accessories, personal care and cosmetics (10%) and on shoes (9%), then you can see how much value teens give to looks and fashion. Entertainment and having fun is obviously very important to teens, too, so it's no surprise that they spend 8% on electronics and gadgets. 7% on video games and systems, 5% on music and movies (CDs and DVDs) and another 5% on concerts. cinema and sports events. More surprisingly, they spend 8% on cars. They don't spend too much on books and magazines (just 2%) or on furniture and room accessories (another 2%). They also spend 4% of their money on a category called other. I wonder what that

behind food at 20% but if you add up the amount spent

5	3.14 Listen again and match speakers 1–5 with
	what they say about spending and saving (a-f). There
	is one extra option.

Speaker:

could be.

- 1 2 3 4 5 5
- a He/She saves money by buying used items.
- **b** He/She spends money in the company of friends.
- c He/She ignores their brother's advice on saving money.
- **d** He/She is saving their money for a major item.
- e He/She likes to read up before spending his/her
- **f** He/She buys his/her favourite product online.

SPEAKING Choose the correct option in the questions. In pairs, discuss the questions.

- 1 Which shops are the best in your city if you want to go deal / bargain hunting?
- 2 When was the last time you bought something on special offer / price? What was it and why was it such a good value / deal?
- **3** Have you ever bought a product that was a value / rip-off? What was it?
- 4 What product or service is the biggest waste of money / price in your opinion?
- 5 If you had lots of money, what kind of products or services would you happily spend / pay a fortune on?
- REFLECT | Society Should teenagers receive pocket money from their parents or earn it? Say why.

80 VOCABULARY | Money

- In groups, discuss the sayings. What do you think they mean? How true are they?
 - · Money doesn't grow on trees.
 - A fool and his money are soon parted.
- Read sentences 1–8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one.
 - 1 My sister spends money like water.
 - a spend money without thinking
 - **b** be careful with money
 - 2 How can I finish developing my app? I've run out of money!
 - a go to the bank quickly
 - b have no money left
 - 3 Sometimes I wonder if you think we're made of money!
 - a be very generous
 - **b** be very rich
 - 4 I'm a bit short of money right now. Can I borrow twenty quid?
 - a not have much money
 - b have enough money
 - 5 Look at the car he's driving. He must be rolling in money!
 - a be quite poor
 - **b** be very rich
 - 6 My dad believes in getting his money's worth; he hates getting ripped off.
 - a pay what you should and no more
 - **b** avoid paying
 - **7** A tiny minority of people in the world have money to burn.
 - a be very rich
 - **b** dislike money
 - 8 Have you got any money on you?
 - a wear expensive clothes
 - **b** have cash with you

- 3.15 In pairs, think about the meaning of the highlighted words and phrases. Then match sentences 1–8 in Exercise 2 with sentences a–h below. Listen and check.
 - **a** But I wouldn't say he's **mean**, just **careful with money**.
 - **b** No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
 - c Not much. Just some loose change.
 - **d** Sometimes I think she has more money than sense.
 - e Sorry, I can't lend you a penny. I'm broke.
 - f ☐ I can think of two ways to raise money: one-take out a loan; two try crowdfunding.
 - g While almost half the world's population live in poverty. It's not right!
 - **h** You know we can't **afford** a holiday in Florida so stop going on about it!
- SPEAKING Use the vocabulary in Exercises 2 and 3 to complete sentences 1–9 with one word in each gap. In pairs, discuss the questions.
 - 1 Do you spend money like <u>water</u> or are you careful money?
 - **2** What do you usually do when you _____ out of money?
 - 3 Do you always check your _____ after buying something?
 - 4 What can you do if you want to buy something you can't
 - **5** If you had _____ to burn, what would you buy first?
 - 6 Have you ever felt you didn't get your money's ______?
 Tell me about it.
 - **7** Do you think most teenagers believe their parents are of money?
 - **8** Do you know of anyone who's _____ money through crowdfunding? Who? What for?
 - **9** Think of a celebrity who is rolling _____ money. Do you think he/she has more money than _____? Why?
- 5 REFLECT | Society People often say that money can't buy happiness ... but it helps. Do you agree? Discuss in groups.



8D READING AND VOCABULARY

- Check you understand the highlighted words and phrases. Then ask and answer the questions in pairs.
 - 1 How do you/your parents usually pay for things? In cash or with a bank card?
 - 2. Where do you carry your notes and coins in a purse/ wallet or in your pocket?
 - 3 Do you ever buy anything from vending machines?
 What?
 - 4 Have you ever bought anything online or paid for something with your phone? What was it?
 - 5 Have you ever taken money out of an ATM?
- 2 Read the text on page 113 quickly. Where do you think you might find a text like this one?
- 3 Choose the best sentence A-C to fill gap '0' in the first paragraph of the text.
 - A But was the lack of cash a problem?
 - **B** Life wasn't as easy then as it is now.
 - C So how did people buy things?
- 4 How did you decide the correct answer in Exercise 3? How does it link with the sentences that come before and after? Study Active Reading to check your answers.

ACTIVE READING | Understanding links in a text

When working on their texts, writers use:

- **lexical links** to connect sentences by repeating words, using synonyms (e.g. *cash* = money), related words (e.g. *coins*, *notes* = buy) and paraphrases (e.g. *barter* = swapping one thing for another),
- **logical links** to connect ideas (e.g. reason and consequence),
- **linking words** to connect ideas (e.g. *They tried something to fix the problem. However, it didn't work*).
- **referencing words** to refer back to someone or something (e.g. *he/him/his*, *that*, *which*, *there*, *then*),
- questions and answers within the text.
- 5 Read the text again. Match sentences A-H with gaps 1-7 in the text. There is one extra sentence.
 - **A** For example, the Ancient Romans used handwritten agreements to pay.
 - **B** Are we heading towards a cash-free society where all payments are made electronically?
 - C This is because money has more than one function in society.
 - D Therefore, people began to give value to small things that were easy to carry.
 - E Since then M-commerce has become a hugely popular way of paying for things.
 - **F** Why would anyone exchange a beautiful gold bowl for something less valuable?
 - **G** Leather money was mainly used in times of crisis or war when metal for coins was in short supply.
 - **H** These little pieces of plastic were revolutionary.

- 6 Read the whole text again. Which fact about the history of money do you find the most interesting or surprising?
- 7 Find these words in the text on page 113. Then use them to complete the tips below.

account cashpoint charged contactless currency credit exchange PIN prepaid purchase (v) withdraw

Coming to the UK?

Read these money tips first

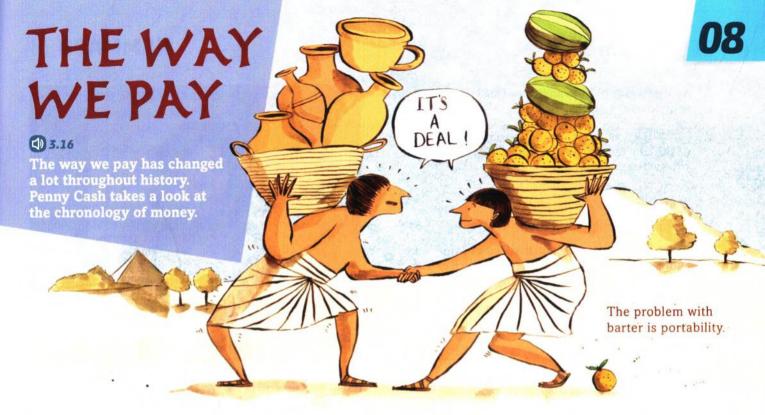
- Don't <u>*exchange</u> money at the airport you'll probably get a better exchange rate at a bank.
- Take some cash in the local ²_____ (pounds in the UK). You'll need it for small transactions, for example, when you ³_____ food and drink.
- Get a 'travel-friendly' debit or '_____ card. You may be '____ up to three percent if you use the wrong kind of card to ' cash from an ATM.
- A 7_____ card that you can load with cash before you travel is a great idea.
- Don't let anyone see your ⁸ number when you enter it in a shop or at a ⁹
- Don't lose your 10 _____ credit card! Anyone can spend up to £30* with it several times without knowing your PIN code.
- For longer stays (study or work) you may want to open a British bank ¹¹_____. If so, you'll need a passport or ID card and proof of your UK address.

- 8 SPEAKING In groups, ask and answer the questions.
 - 1 How old do you think you should be before you can open a bank account or get a credit card?
 - 2 How do you think people will pay for things in the future? Will there ever be a cash-free society?
 - **3** What do you think of online swapping services?

D 26 WATCH AND REFLECT Go to page 169. Watch the documentary Buy or borrow? and do the exercises.



^{*} this amount may rise in the future



1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards.

Barter: swapping one thing for another.
'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? It could break your back. ¹______ The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia. A grain called the shekel was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

3 Coins: 1,000 BCE

Things like shells and feathers, however, are fragile, they can break. Consequently, from about 3,000 BCE, the Chinese started making shells from metal. Eventually, these metal shells were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items. ²______ The solution was to make coins from precious metals such as gold and silver. The Greeks and Turks started doing this about 2,700 years ago.

4 Notes: 806 CE

The first notes weren't made of paper but of animal skin. The first proper paper banknotes were probably printed in China in 806 CE. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

5 Cheques: 1717

A cheque is basically an 'I Owe You', a piece of paper promising to pay in the future. Such forms of payment have been around for thousands of years. 4______ The first bank to issue a modern printed cheque with a serial number that you could check was the Bank of England in 1717. However, although cheques were commonly used until the 1990s, they're seldom used today.

6 Cards: 1950s & 1960s

The first credit cards were introduced in the US in the 1950s. 5______ They allowed us to go shopping without cash and to get money from ATMs (first introduced in 1967). Ever since then, we've been suffering trying to remember our PIN numbers. Incidentally, don't get excited if you see 'Free Cash Withdrawals' on a UK cashpoint. It means you won't be charged to withdraw your money, not that they're giving away cash. The

1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN for small transactions.

7 E-commerce: 1990s

Online commerce has taken off in the last few decades thanks to the Internet. The first online sale dates from 1994 when someone bought a CD by British singer Sting. The first mobile phone payment was made in 1997 when a fizzy drink was purchased from a vending machine in Finland. 6 ______ Especially for young people and in developing countries. With a prepaid card, you don't even need a bank account.

8 The future

What does the future hold? 7______
That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!

8E SPEAKING

- 1 Have you ever been to an escape room? Would you like to go to one? Say why.
- 2 D 27 3.17 Janet is calling a company called M.Y.E. (Make Your Escape). Watch or listen to Part 1 and answer the questions.
 - 1 What is Janet's complaint?
 - 2 Does Bradley solve the problem?
 - **3** Why is Janet so frustrated? What happens at the end?
- 3 D 28 3.18 How do you think Janet's story will end? Make predictions in pairs. Then watch or listen to Part 2 and check.
- 4 Look at the phrases a-f. Do you use them to make a complaint or to respond to it? Add them to the right sections in the Speaking box.
 - a I'll see what I can do.
 - **b** Would you like a refund?
 - c I want to talk to the manager.
 - d I wonder if you could help me.
 - e I've got a (slight) problem with the booking.
 - f There was a problem with our website but we've sorted it out.

Making a complaint (I'm) Sorry to bother you, but ... I'd like to make a complaint/return this/cancel my booking, please. Would you mind doing that for me, please? I'm not happy about/satisfied with ... 1 I wonder if you could help me. 2 _______ 3 _____ Responding to a complaint I'm (so/very) sorry (about that). I/We can offer you store credit/another time. Can I have your receipt/booking reference? It was (entirely) our fault. I'm afraid we're fully booked. Sorry, there's nothing I can do about it.

*5 REFLECT | Culture Study Watch out! Do people start complaints in the same way in your country?

WATCH OUT!

In Britain, it is typical to start making a complaint by apologising to avoid having a confrontation with someone, even if you are angry:

I'm sorry to bother you but there's a mistake in my bill.
I'm afraid my MP3 player isn't working properly.

☐ I can make and respond to complaints.



- 6 3.19 Listen to these conversations and match the complaints with the replies.
 - **1** ☐ I wonder if you can help me.
 - 2 I'd like to return these jeans, please.
 - 3 I'm not satisfied with this laptop. There's a problem with the screen.
 - 4 I complained about my meal and the waiter was rude to me.
 - 5 I've been waiting for 20 minutes to book in. I want to talk to the manager.
 - **6** I wonder if you could exchange these for another pair. I can't find the receipt.
 - a I'm sorry about that. I've spoken to him. It won't happen again.
 - **b** We'll be happy to replace it or would you like a refund?
 - I'm so sorry, the hotel is very busy today. I'll get her at once.
 - **d** Sorry, in that case, there's nothing I can do about it.
 - e Sure, what can I do for you?
 - f Yes, of course. Have you got the receipt?
- 7 3.20 PRONUNCIATION Look at the underlined vowels in the words and put them in the correct place in the table. Listen and check.

afraid available complaint designed escape height tike mind mistake neighbour price replacing satisfied slight website weight

/eɪ/	/aɪ/	
afr <u>ai</u> d	l <u>i</u> ke	

8 In pairs, read the situations on page 198. Take turns to make and respond to complaints. Use the expressions from the Speaking box.

- 1 Look at the photos and answer the questions.
 - 1 What services are shown in the photos?
 - 2 Do you or your parents do these things yourselves, or do you pay someone else to do them for you?
 - 3 What else do you or your parents pay other people to do?
- 2 3.21 Listen to a radio show and tick five more services that the hosts Max and Kerry mention.

☐ beauty treatments ☐ car servicing ☐ cleaning
☐ dog walking ☐ eye-testing ☐ hairdressing
☐ house decoration ☐ photography
☐ shopping delivery ☐ social media management

Have/Get something done

- 3 Look at the sentences from the dialogue and answer the questions. Then study the Grammar box and check.
 - a I'm servicing my car next week.
 Do you manage your social media accounts?
 - b I'm getting my car serviced next week.
 Do you have your social media accounts managed?
 - Which sentences a or b describe something we do ourselves and which describe something someone else does for us?
 - **2** How do we form the structure in the b sentences? Choose the correct option:
 - have or get + object + the infinitive / past participle

Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use:

the correct form of *have/get* + object + past participle. *Get* is more informal than *have* and is not normally used with the Present Perfect tense.

I had my bike repaired. (at a bike shop)

When are we getting our photo taken? (by a photographer)

You haven't had (NOT: got) your nails done for a long time. (by a beautician)

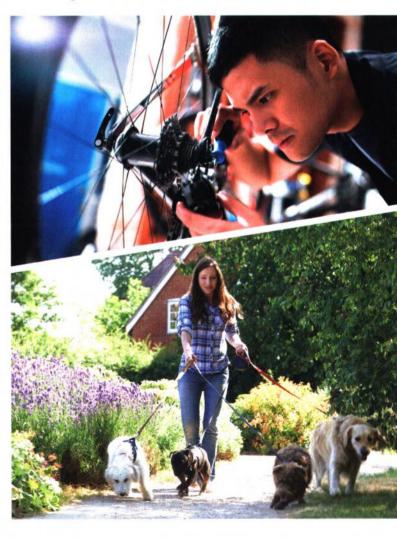
Grammar Reference and Practice > page 185

- 4 Complete the sentences about Kerry and Max with have + object + past participle. In which sentence is get not a possible alternative to have?
 - 1 Max doesn't cut his own hair, he has it cut.
 - 2 Kerry doesn't deliver her own shopping, she ____
 - **3** Max will decorate his own Christmas tree this year, he won't
 - 4 Kerry is not going to service her own car next week, she is going to ______.
 - **5** Kerry manages her own social media accounts, she doesn't
 - 6 Max thinks people should walk their own dogs and not
 - 7 Kerry hasn't done her own nails, she _____

- 5 Complete the sentences with the correct form of the words in brackets.
 - 1 My mum has her hair dyed (have/hair/dye) once a month.
 - 2 I'm going to the beautician tomorrow and _____ (get/ears pierced).
 - **3** Have you _____ (have/phone/fix)?
 - 4 How long has it been since you _____ (have/this passport photograph/take)?
 - **5** You'll _____ (have/back and neck/massage) by the physiotherapist.
 - 6 Last month Tom was on a special diet and ______ (get/meals/deliver).
 - 7 Is it lazy to _____ (have/car/wash)?
- 6 SPEAKING In pairs, look at the services in the box and answer the questions.

cut or dye your hair fix your computer paint your nails pierce your ears repair your watch service your bike or skateboard take a profile photo

- 1 Do you do any of these things yourself? I service my bike myself. I don't have it serviced.
- **2** Which of these things have you had done recently? When and where?
- **3** Which of them are you going to have done soon?
- **4** Can you recommend any good places to have these things done?



Is it better to spend your money on experiences or possessions?

Most young people have to be careful with money, so deciding what to do with it requires thought. It is my firm belief that spending money on experiences brings greater happiness than spending it on possessions.

My first reason for this opinion is that experiences change you as a person. We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

Another reason I prefer experiences is that they bring people together. Sharing a new experience strengthens relationships and creates lasting memories. For instance, I am still in touch with some of the teenagers I met on our family holiday three years ago, but I hardly remember any of the things I bought or was given back then.

My final point is that, while some people say that they get pleasure simply from owning things, I think that using your possessions is more enjoyable. For example, I spend most of my spare money on new parts for my old mountain bike, but I love the experience of cycling, not owning bike parts!

To sum up, experiences make us who we are and strengthen our relationships. As far as I'm concerned, this makes them a better thing to spend money on than possessions. Consider this next time you want to buy yourself

somethina.



8G WRITING | An opinion essay

- Which of the following would you rather spend your money on? Say why.
 - A subscription to a music streaming service or tickets to a concert?
 - A new pair of trainers or a backpacking trip with friends?
 - A trip to the cinema or a new computer game? I'd rather spend my money on tickets to a concert because I love listening to live music.
- Read the title of the essay. In pairs, give your opinion and justify it.

- Read the essay. Do you agree or disagree with the writer? Say why.
- Look at the essay again. In which paragraphs does the writer do the following things?
 - **a** Summarise their opinion.
 - **b** State their overall opinion for the first time.
 - **c** ☐ Consider an opposing opinion and state why they disagree with it.
 - **d** Provide further viewpoints and examples which support their overall opinion.
 - Leave the reader with a statement or question to consider.
 - **f** Restate the essay question in their own words.

5 Study the Writing box. Then find examples of the main point, supporting arguments and a personal example in paragraphs 3 and 4 of the essay.

WRITING | An opinion essay

It is very important to support your opinions and provide examples in an opinion essay. Each paragraph in the body of the essay should include:

The main point

My first reason for this opinion is that experiences change you as a person.

Supporting arguments

We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us.

A personal example

For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

6 Match main points 1-3 with supporting arguments a-c and personal examples i-iii to make three paragraphs from an essay. What do you think the essay question was?

Main points

- 2 Another reason is that you can give someone something really personal.
- **3** A third reason is that doing something creative such as making presents is an enjoyable way to spend your time.

Supporting arguments

- a If you like spending time in the kitchen, make your friend some food, or if you enjoy art, paint them a picture.
- **b** The present can be based on a shared experience or a joke between you and your friend.
- It doesn't cost a lot to cook something for someone or to make some simple jewellery, for example.

Personal examples

- I made my friend some very spicy chilli oil because we are always competing to see who can eat the spiciest food.
- **ii** I can easily make a cake for a lot less than it costs to buy one.
- **iii** I'd rather spend time making a present than walking round the shops trying to find something suitable.

7 Add the underlined linkers in the essay on page 116 to the correct group.

Phrases to give your overall opinion

This essay will argue that ...

¹ It is my firm belief that

Phrases to add further support

4

It is also worth pointing out that ...

Phrases to emphasise your opinion by repeating it To put it another way ...

Phrases to introduce an opposing opinion

It is true that ...

Some people do not agree and feel that ...

7

- Complete each sentence with one word. Then, in pairs, say whether they belong in the introduction, the supporting body paragraphs, or the opposing opinion paragraph.
 - **1** For <u>example</u>, studies show that people spend more when using a credit card. supporting body paragraph
 - **2** This essay will _____ that the world would be a better place without credit cards.
 - **3** It is also worth _____ out that credit cards tempt people to spend more than they can afford.
 - 4 To ______ it another way, credit cards make you feel you have more money than you really do.
 - **5** My first ______for this opinion is that buying things on credit can make them much more expensive in the long term.
 - **6** It is _____ that credit cards are useful for online shopping, but a bank transfer is usually also an option and doesn't require you to borrow money.
- 9 WRITING TASK You are going to write an opinion essay. Read the question and follow the instructions. Use the Writing box and Exercise 7 to help you.

When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?

- **1** Decide what your overall opinion on the topic is and make a list of supporting arguments, reasons and examples.
- **2** Consider an opposite opinion and note down why you disagree with it or how you feel about it.
- **3** Organise your ideas into a simple 5-paragraph plan and write your essay.

REMEMBER MORE

- Complete the money phrases with the missing words. Then check with the word list.
 - 1 You can't have both a new smartphone and a laptop I'm not money!
 - 2 They _____ money water. They really should try to save some.
 - Junless you've got money , you should really get a less expensive car.
 - 4 We didn't need a new dishwasher. It was a total money. The old one is still working.
- 2 Complete the text with the correct prepositions. Then check with the word list.

My parents say I'm not careful

___ money. The fact is, I rarely
have money 2___ me, but that's
because I usually pay 3___ a bank
card, not 4__ cash. I love
shopping and I often buy things
which are 5__ special offer. As
a result, I'm often short

- 6 ____ money or even broke.
 I promised my parents to change.
 I'll start next month, when the sales are over.
- 3 Complete the missing letters in the mini crossword. What is the mystery word?
 - 1 __ M ____ an advertisement on television or radio, or at the cinema
 - **2** _l_ __ to charge someone too much money for something
 - **3** __-C_____ buying and selling goods and services using a computer and the Internet
 - 4 ___T money that one person has borrowed from another and now owes it to this person
 - 5 ___ an identity card
 - 6 ___ N ____ a business deal or action, such
 as buying or selling something
- 4 Do the task below

Write your own mini-crossword like the one in Exercise 3 above. Decide what your mystery word is and write clues for each answer. Use the words from the wordlists and an online dictionary (e.g. www.ldoceonline.com) to help you.

8A GRAMMAR AND VOCABULARY 5.50

advertisement/advert/ad (n) /əd'v3:təsmənt/ 'ædv3:t/æd/

advertising slogan (n) /'ædvətarzıŋ ,sləugən/

bathroom/toilet (BrE)/rest room (AmE) (n)
/'ba:θrum/'toxlət/'rest ru:m/

ibadmaz, b: bind 'mad\ (v nd) **hts htiw ds bradmod** with displaying the high mas, bind

brand (n) /brænd/

brand name (n) /'brænd neɪm/

coat of paint /,kaut av 'peint/

colourful (BrE)/colorful (AmE) (adj) /'kʌləfəl/

commercial (n) /kəˈmɜː[əl/

consult (v) /kən'sʌlt/

consumerism (n) /kənˈsju:mərɪzəm/

corporate (adj) /'ko:pərət/

cough (v) /kpf/

democratic (adj) /,demə'krætık/

drinks machine (n) /'drɪnks məˌfi:n/

facilities (n) /fəˈsɪlətiz/

free from sth (adj) /'fri: fram ,samθιη/

frequent (adj) / fri:kwant/

hoarding (BrE)/billboard (AmE) (n) /ˈhɔːdɪŋ/
ˈbɪlbɔːd/

install (v) /rn'sto:l/

interrupt (v) /,intəˈrʌpt/

jingle (n) /'dʒɪŋgəl/

logo (n) /ˈləʊqəʊ/

mobile (adj) /'məʊbaɪl/

notice (v) /'nəutis/

permit (v) /pəˈmɪt/

pop-up ad (n) /'pop Ap ad/

poster (n) /ˈpəʊstə/

programme (BrE)/program (AmE) (n) /'praugræm/

promote a product /pra,maut a 'prodxkt/

put up (phr v) /,pot 'xp/

remove (v) /rr/mu:v/

repaint (v) /,ri:'peint/

school bus (n) /'sku:l bas/

school corridor (n) /sku:l 'kprədo:/

school locker (n) /sku:l 'lokə/

sign a contract /,saɪn ə 'kontrækt/

spam email (n) /,spæm 'i:meɪl/

take a decision / terk a dr'srgan/

the media (n) /ðə 'mi:diə/

watch out for sth (phr v) / wotf 'aut fa ,samθɪŋ/

welcome (v) /'welkəm/

8B LISTENING AND VOCABULARY

(1) 5.51

for a limited time /fər ə ,limitid 'taim/

get a good deal / get a good 'di:1/

go bargain hunting /ˌgəʊ ˈbɑːgən ˌhʌntɪŋ/

good value for money / god , vælju: fə 'mʌni/

on special offer /pn spefal 'pfa/

pay next to nothing for sth /,pei ,nekst tə 'nλθiŋ fə ,sλmθiŋ/

read up (phr v) /,ri:d 'xp/

rip-off(n)/'rrp of/

save money /serv 'mani/

spend a fortune on sth /spend a fo:tʃən on sʌmθɪŋ/

two for the price of one /ˌtu: fə ðə ˌpraɪs əv ˈwʌn/

waste of money /,weist av 'mani/

8C VOCABULARY 4 5.52

afford (v) /əˈfɔ:d/

be made of money /bi ,merd av 'mnni/

be rolling in money /bi ,raulin in 'mani/

/usrad*/ (v) wornod

broke (adi) /brauk/

careful with money /keəfəl wið 'mʌni/

cash (n) /kæf/

check your change /,tfek ja 'tferndʒ/

crowdfunding (n) /'kraudfandin/

debts (n) /dets/

get your money's worth /,get ja ,mʌniz ˈwɜ:θ/

have money on you /hæv 'mʌni ɒn ju/

have money to burn /hæv 'mʌni tə bɜːn/

have more money than sense /ˌhæv mɔ: ˌmʌni ðən 'sens/

in the red /ˌɪn ðə ˈred/

lend (v) /lend/

live in poverty /,liv in 'povəti/

loose change / luis 'tfeind3/

mean (adj) /mi:n/

penny (n) /'peni/

quid (n) /kwid/

raise money /,reiz 'mʌni/

/lat qrr, (v rhq) **flo qir**

run out of money /rʌn ˌaʊt əv 'mʌni/

short of money / fort av 'mnni/

spend money like water /,spend ,mani laik wate/

take out a loan / terk aut a 'laun/

8D READING AND VOCABULARY 5.53

agreement (n) /əˈgriːmənt/

amount (n) /əˈmaʊnt/

Ancient Romans (n) /,eɪnfənt 'rəumənz/

ATM/cashpoint (n) / er ti: 'em/'kæ[pɔɪnt/

banknote/note (n) /'bænknəut/nəut/

barter (n) /ba:tə/

bowl (n) /baul/

break your back / breik ja 'bæk/

cash withdrawal (n) /'kæʃ wɪð,drɔ:əl/

charge (v) /tfa:d3/

cheque (n) /tfek/

chronology (n) /krəˈnɒlədʒi/

cocoa bean (n) /'kəʊkəʊ bi:n/

coin (n) /kɔɪn/

commonly used /kpmənli 'ju:zd/

consequently (adv) /'kpnsakwantli/

credit/debit/prepaid/contactless card (n)

/'kredət/'debət/,pri:'peɪd/'kpntæktləs ka:d/

currency (n) /'kʌrənsi/

deer(n)/dra/

developing countries (n) /divelapin 'kantriz/

e-commerce/online commerce (n) /'i: kpm3:s/ 'pnlain kpm3:s/

electronic communications /ˌelɪkˌtronɪk kəˌmjuːnɪˈkeɪʃənz/

enter your PIN /,entə jə 'pɪn/

eventually (adv) /r'ventfuəli/

exchange money /ɪks,tʃeɪndʒ 'mʌni/

exchange rate (n) /ɪks'tʃeɪndʒ reɪt/

feather (n) /'feðə/

form of payment / form av 'permant/

fragile (adj) /'frædʒaɪl/

give away (phr v) /,giv ə'wei/

give value to sth /,gɪv 'vælju: tə ,sʌmθɪŋ/

gradually (adv) /'grædzuəli/

grain (n) /greɪn/

handwritten (adj) / hænd'rɪtn/

head towards sth (v) /,hed təˈwɔ:dz ˌsʌmθɪŋ/

hugely popular /ˌhjuːdʒli 'popjələ/

hunter (n) /'hantə/

ID card (n) /aɪ 'di: ka:d/

in short supply /ɪn ˌʃɔːt səˈplaɪ/

incidentally (adv) /,ɪnsəˈdentəli/

introduce (v) /intrə'djuis /

introduction (n) /,Intrəˈdʌkʃən/

IOU (I owe you) /ar əʊ 'ju: /

issue (v) /'ɪʃu:/

lack of sth /ˈlæk əv ˌsʌmθɪŋ/

load your card with cash / loud jo ,ka:d wið 'kæf/

make a comeback /,merk a 'knmbæk/

make payments electronically /,mexk ,pexments elrk'tronxkli/

m-commerce (n) /'em ,kpm3:s/

online swapping service (n) /,pnlain 'swopin,
.sa;vas/

open a bank account /,əupən ə 'bæŋk ə,kaunt/

pay in cash / per in 'kæf/

pay with a bank card / per wið a 'bænk ka:d/

PIN(n)/pin/

/portability (n) /portabilati

potter (n) /'potə/

precious metal (n) / prefas 'metl/

proof of address /,pru:f əv ə'dres/

proper (adj) /'prope/

purchase (v) /'pa:tfəs/

purse (n) /p3:s/

rabbit (n) /'ræbɪt/

replace (v) /rr/pleis/

revolutionary (adj) /,revə'lu:fənəri/

sale (n) /seɪl/

seed (n) /si:d/

seldom (adv) /'seldəm/

/edmʌn, leireɪz'/ (n) /'sɪəriəl

shell (n) /fel/

swap sth for sth (v) /'swap ,s $n\theta$ iŋ fə ,s $n\theta$ iŋ/

trade (v) /treid/

transaction (n) /træn'zækfən/

vending machine (n) /'vendɪŋ məˌʃiːn/

wallet (n) /'wplat/

withdraw cash/money /wxð,dro: 'kæʃ/'mʌni/

8E SPEAKING 🗐 5.54

booking reference (n) / bokin, referens/

bother (v) /'boðə/

cancel your booking /ˌkænsəl jə 'bʊkɪŋ/

confrontation (n) /,kpnfran'ter[an/

entirely (adv) /ɪn'taɪəli/

escape room (n) /r'skerp ru:m/

frustrated (adj) /frn'streitid/

get sb (v) /'get ,sambodi/

make your escape /,merk jar r'skerp/

receipt (n) /rr'si:t/

refund (n) /'ri:fand/

slight problem /slart 'problem/

store credit (n) /sto: 'kredit/

8F GRAMMAR 📵 5.55

beauty treatment (n) /'bju:ti ,tri:tmənt/

car servicing (n) /'ka: ,sa:vəsin/

do sb's nails /,du: ,sambodiz 'nerəlz/

/ny:kin/ (n) /'dog wo:kin/

dye sb's hair /,dar ,snmbodiz 'heə/

hairdressing (n) /'heəˌdresɪŋ/

house decoration (n) /haus deka,reifan/

manage sb's account /,mænɪdʒ ,sʌmbɒdiz a'kaunt/

massage sb's back/neck /,mæsa:ʒ ,sʌmbɒdiz ,bæk ən 'nek/

physiotherapist (n) /,fɪziəυ'θerəpɪst/

service sb's car/bike/skateboard /,s3:vəs ,sambodiz 'ka:/'baɪk/'skeɪtbɔ:d/

shopping delivery (n) /'fppin di,livəri/

social media management (n) /ˌsəʊʃəl 'mi:diə
.mænɪdrmənt/

test sb's eyes / test sambodiz 'arz/

8G WRITING (1) 5.56

bank transfer (n) /'bæŋk ,trænsf3:/

camping trip (n) /ˈkæmpɪŋ trɪp/

firm belief /ˌfɜːm bəˈliːf/

lasting memories / lasstin 'memoriz/

possessions (n) /pəˈzeʃənz/

shared experience /ʃeəd ɪk'spɪəriəns/

spare money /,spea 'mʌni/

tempt(v)/tempt/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 I haven't got any money in my bank account, so I need to pay by debit / credit / ID card.
- 2 Some cashpoint machines charge you for raising / paying / withdrawing cash.
- **3** A lot of students in the UK have to take out a debt / loan / fortune so they can go to university.
- 4 My new watch broke. What a complete bargain / waste of money / good deal!
- **5** Before you exchange money, you should always check what the *coin / note / exchange* rate is.
- **6** When I was on holiday, I quickly ran / walked / stayed out of money because I was spending it like milk / water / air.
- 7 I pay for lunch at school with a prepaid card so I don't need to take loose money / notes / change.

2	Complete the	dialogues	with the	words	from the	box.
Character 1	complete the	didtogues	AAITH THE	440103	monn the	OUN.

slogan advert sense spam advertising jingle

- A Have you seen the new advert for dog food?
- B Dog food? I can't say I have.
- A The ²_____ is great! It's really memorable and it's only three words!
- **B** But you haven't got a dog.
- A True. But I've got a new job in 3______!
- A Did you like the email I sent you yesterday?
- B I didn't know you'd sent me one. Why?
- A I sent you a file with a really catchy 4_____ I heard on the radio last week.
- **B** Oh, sorry. Yes, I did get it. I thought it was 5_____so
- **B** Are you really thinking of buying that expensive car?
- A Yes, I am!
- **B** It's very nice but I think you've got more money than _____. I would never pay so much money for a car!

Rewrite the sentences in the passive. Change the form of the underlined verbs and make any other necessary changes.

- 1 We <u>have ordered</u> the book for you.

 The book has been ordered for you.
- 2 I took photos while they <u>were interviewing</u> the actors.
- 3 We are cooking your steak at this very moment!
- 4 Do people make a lot of shoes in Portugal?
- **5** Companies often aim smart phone ads at teenagers.
- 6 The first commercials TV <u>showed</u> weren't very sophisticated.
- 7 Can you please do something about this now?
- 8 I wonder if you <u>could exchange</u> these jeans for another pair?
- **9** They <u>will create</u> twenty new jobs in advertising next year.

- 4 Rewrite the sentences with the correct form of have/get.
 Omit the agent (by ...) wherever possible.
 - 1 That garage has been servicing Dad's car for twenty years.

Dad has been getting his car serviced at that garage for twenty years.

- 2 Can we ask professionals to decorate our house this time?
- 3 He asks his personal assistant to manage his schedule for him.
- 4 The physiotherapist massaged her back so she's much better now.
- 5 I'm going to ask someone to fix my bike today because I have no time for it myself.
- 6 Has a hairdresser ever dyed your hair?
- 7 Will you ask the shop to replace your hard disk?

USE OF ENGLISH

the past!

5 Choose the correct words a-d to complete the text.

35
 The state of the s
Black Friday is the eagerly-awaited November day when
prices in many retail outlets around the world are slashed.
It's the one day in the year when people don't need to be careful 1 money.
Black Friday began in America in the mid-twentieth
century, when many shops decided to hold sales the day
after Thanksgiving. It only became well known in the UK in
2013, when it 2 introduced by an American-owned
hypermarket. The prices were so low that fights were
reported on TV among shoppers determined to get a good
3!
'Cyber Monday', the Monday that follows Black Friday,
should also not be 4 This is the day when all sorts
of goods can be found on special ⁵ online.
Black Friday and Cyber Monday have had a huge
impact on shopping habits as billboards and TV 6
encourage people to buy more and spend money faster

1	а	for	b in	c of	d with
2	a	is	b was	c has	d had
3	a	offer	b sale	c value	d deal
4	a	remembered	b mentioned	c forgotten	d left
5	a	offer	b purchase	c charge	d price
6	a	information	b commercials	c jingles	d spam
7	а	Furthermore	b However	c Although	d Despite

people don't actually spend much more than they did in

, you may be surprised to learn that

- 6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 - 1 They borrowed money from a bank to buy a new car. OUT They took out a loan to buy a new car.
 - 2 The optician checked my eyes. **TESTED**by the optician.
 - 3 I'm sorry but the hotel is full. FULLY
 - I'm sorry but we _____.

 They stuck a billboard on the wall outside our school. UP

 A billboard _____ on the wall outside our school.
 - 5 She decided not to go on holiday because she had too many debts. RED

She decided not to go on holiday because ____

6 They have asked her to pay ten pounds for the transaction! CHARGED

She for the transaction!

7 The headmaster thinks people shouldn't advertise near schools. BANNED

The headmaster thinks _____ near schools.

8 I think I'll ask the hairdresser to dye my hair next week. **DYED**

I think I next week.

Use of English > page 194

LISTENING

7 3.22 You are going to hear a radio interview with a man who has earned a lot of money using cryptocurrencies. Read questions 1-6 and the possible answers. Then listen and choose the correct answer for each question.

STRATEGY | Multiple choice

Remember that the questions in the task are usually given in the same order as the information in the recording. When you listen for the first time, underline any key words you hear and mark the possible answer.

- 1 What is David's main job?
 - a He does volunteer work for a charity.
 - **b** He runs an IT consulting company.
 - c He works with cryptocurrencies.
- 2 Cryptocurrencies are used to do business because
 - a there are many of them.
 - b nobody controls them.
 - c transactions are cheap and safe.
- **3** What does David think is the biggest disadvantage of using cryptocurrencies?
 - a The value is unstable.
 - **b** Hackers often steal them.
 - You can easily lose them due to computer failure.
- 4 How did David first make money?
 - a He sold all his cryptocurrency units.
 - **b** He carefully saved his money in the bank.
 - He bought and sold cryptocurrency units at the right moment.

- 5 David believes that
 - a laws in some countries are difficult to understand.
 - **b** buying and selling cryptocurrencies can be risky.
 - c using cryptocurrencies is getting easier.
- 6 What does David say about his ambitions?
 - a He has achieved his ambition.
 - **b** His dream is to open his own company.
 - He would like to work with cryptocurrencies fulltime.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You recently ordered a T-shirt from Tee-Riffik, an Internet clothing company. However, there were a few problems with your order. Call the Tee-Riffik helpline and make a complaint.

- Complain that you have received the wrong T-shirt.
- Politely mention any other problem you have with the order.
- Ask the helpline person to send you the correct item as soon as possible.
- Thank him/ her for their help.

Student B

You work in the complaints department of Tee-Riffik, an internet clothing company. An unhappy customer calls you with a problem. Listen to the customer and deal with his/her complaint. Use the phrases below to help you. You start first.

- Hello, how can I help you?
- · I'm so sorry about that.
- It was entirely our fault. We'll be happy to replace it, or would you like a refund?
- I'll post it for you today.

WRITING

9 Read the task below and write an essay.
Teenagers these days spend too much money on unimportant things. What do you think?

Write about:

- 1 clothes
- 2 technology
- 3 _____ (your own idea)



LIFE SKILLS How to be more creative



- 1 Who is the most creative person you know? Say why.
- 2 Do you think a person can train to become more creative? Say why.
- **3** Give an example of a situation in which you had to find a solution to a difficult problem.
- In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.
 - **A** The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
 - **B** When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
 - C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.
- 4 (1) 3.23 Listen to people describing creative solutions to the problems in Exercise 3. What are they?
- Draw an image of each of the solutions described in the recording. Check on page 198 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.

- In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.
 - 1 Only those people who are born with artistic talent can be creative.
 - **2** Before you can create something perfect, you have to fail.
 - 3 To be creative, we need to wait for a special moment of inspiration.
 - 4 Constantly learning new things helps us to develop creativity.
 - **5** Innovation often comes from formulating the problem in a new way.
 - 6 When you have a new idea, it is best to keep it in your head.
 - 7 Creative innovations require more luck than effort.

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?



Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is

- something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.
- It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual
- 15 success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.
 - We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea.
- Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.
- 25 Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to
- 30 continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut
- 35 costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.
 - Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to
- 40 make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important
- to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.
- ⁴⁵ So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

- 7 Read the article and check your answers to Exercise 6. Explain why some of the statements are incorrect.
- Study the Life Skills box and match the tips for developing creativity 1-5 with examples a-e.

LIFE SKILLS | How to be more creative

- 1 Learn new things.
- 2 Notice more things.
- **3** \square Share ideas with others.
- 4 Make something out of your ideas.
- 5 Try approaching problems in a different way.
 - **a** When you're working on a school essay, ask others what they think of your ideas.
 - **b** Take a language or music course.
 - **c** When you have a new idea, write it down, draw a picture, or build a model.
 - **d** When you go to school, switch off your phone and look around. Try to observe as much as you can.
 - **e** Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.
- 9 DEBATE How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below:
 - amount of time spent in front of computers,
 - · using new programmes and applications,
 - · interacting with others,
 - using imagination.

10 Do the task below.

LIFE SKILLS | Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Prepare a presentation, poster, draw a diagram or build a real-life model.
- Compare ideas and vote for the most innovative solution.

09

The power of nature

VOCABULARY Water and the ocean, natural disasters and dealing with them,

environmental responsibility, urban and rural life, sustainable homes

GRAMMAR The third conditional, I wish/If only for regrets Use of English > page 195

SPEAKING Expressing and responding to regrets

WRITING An article

VIDEO Grammar D Communication D Documentary D



9A GRAMMAR AND VOCABULARY

- Work in groups. Look at the map and the photos from the film *The Impossible*. What is the film about? Do you know anything about the disaster or the film?
- 2 Use a dictionary to check the highlighted words in the Fact Box. Then read the Fact Box and check your answers to Exercise 1.
- 3 3.24 Listen to the story of the Belón family. Why do you think the film about them was called The Impossible?

The third conditional

- 4 Look at sentences a and b from the story and answer questions 1-4.
 - **a** The Belóns would not have survived if others hadn't helped them.
 - **b** If Maria had been underwater any longer, she might have drowned.
 - 1 Do the sentences talk about the past, present or future?
 - 2 Did the Belóns survive? Did others help them?
 - **3** What tense is used after *if* in the sentences? What verb forms are used in the other clause?
 - 4 Why is the punctuation different in sentences a and b?

The third conditional

We use the third conditional to describe unreal situations in the past.

Unreal past event

If + Past Perfect,

would/could/might have
+ Past Participle

If a brave Thai man hadn't carried Maria, they could/would/might not have got to a hospital.

Real past event – a brave Thai man carried Maria Real past result – they got to a hospital

Question form

What would you have done if you had been in their situation?

Grammar Reference and Practice > page 186

- **5** Match sentence beginnings 1–6 with endings a–f.
 - If the Belóns had stayed at home,
 - 2 There wouldn't have been a tsunami
 - **3** If the giant wave had come at night,
 - 4 The Belóns could have run to the roof of the hotel
 - 5 If Maria hadn't held onto a tree,
 - 6 ☐ Could Quique have saved his sons
 - a most people would've been in bed.
 - **b** if they had had more time.
 - c if there hadn't been an earthquake.
 - d if they hadn't called for help?
 - **e** they would probably have watched the disaster on the news.
 - **f** she might have drowned.

6 Use the third conditional to complete the text with the correct form of the verbs in brackets.

A British schoolgirl, Tilly Smith, saved over 100 people from the Indian Ocean tsunami in 2004. But if Tilly ¹ hadn't done (not do) a school project on tsunamis, she ² wouldn't have been (not be) able to save them. After all, she ³ (not warn) her parents against the tsunami if she ⁴ (not recognise) the warning signs. Fortunately, her parents trusted her because if they ⁵ (not believe) her, they ⁶ (might not warn) the other people on the beach. It's clear that many more people ⁷ (drown) if Tilly ⁸ (not be) on the beach that day! But if Tilly ⁹ (have) a different geography teacher, ¹⁰ (she become) a hero? Perhaps not.

- 7 3.25 Listen to a survival story about a group of boys trapped in a cave in Thailand. Then use each pair of sentences to write one sentence in the third conditional.
 - 1 It was the wet season. The cave flooded.
 If it hadn't been the wet season, the cave wouldn't have flooded.
 - **2** The boys and their coach didn't read the sign. They went into the cave.
 - **3** Rescuers found the boys' bikes and shoes. They knew they were in the cave.
 - 4 The exit was blocked by water. The boys were trapped.
 - 5 The boys didn't know how to dive. The rescue wasn't fast
 - **6** The boys were assisted by rescuers. They were able to swim out of the cave.
- 8 SPEAKING Complete the third conditional sentences so they are true for you. Then compare with a partner.

1	If I hadn't met	my friend Alice, I wouldn't have
	learned how to sail .	

2 If ______, I'd have been very unhappy.

3 If I'd known that _____, I might have _____

4 I would've felt _____ if ____.

5 If my parents _____, I would've _____

6 Last weekend would've been better if _____

29 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you had known years ago everything you know today, what would you have done differently?



9B LISTENING AND VOCABULARY

Match the natural disasters in the box with their effects below. Have there been any disasters like these in the news recently? What happened?

avalanche drought earthquake flood forest fire hurricane tornado volcanic eruption

- 1 A storm over a tropical sea, causes incredible destruction when it hits land. hurrricane
- 2 A long thin cloud and violent wind, destroys everything in its path.
- 3 After heavy rainfall, rivers break their banks and water covers the land.
- 4 Hot gases pour out of the top of a mountain and lava covers the earth.
- 5 Snow, ice and rocks fall down a mountainside.
- 6 The ground shakes, buildings fall down, people are trapped.
- 7 A lack of water. Plants die and the grass turns brown.
- 8 Trees and plants burn and houses may go up in flames.
- 2 (1) 3.26 Listen to Part 1 of an interview. What is it about?
- 3.26 In pairs, look at the notes and think about the missing words. Then listen again and complete the notes with no more than two words in each gap.



Advice for surviving earthquakes

If you're	're inside, 1 stay inside, don't run outside	
Get 2	a desk or table, cover your head,	
hold ont	o the table legs.	

- _ in a doorway. Don't 3_
- To leave a 4_____, go down the stairs, don't take the lift.
- If you're outside, move 5__ _ from buildings. Get to an open space & don't go near power lines.
- If you 6_____, stop your car. It's safer to stay inside. Don't park on or under a 7_

- 4 3.27 Listen to Part 2 of the interview and choose the correct answers.
 - 1 Wendy says that Evans Monsignac probably would have died if he hadn't
 - a weighed so much.
 - **b** drunk unclean water.
 - c had bottled water to drink.
 - 2 What does Wendy say about the TV series?
 - a It concentrates on major disasters with many victims.
 - **b** It explains why natural disasters happen.
 - c It describes how societies prepare for and deal with
 - **3** Which of these things do children in Japan not do to prepare for earthquakes?
 - a Practise regularly what to do at school.
 - **b** Experience earthquake simulations with the fire
 - c Carry emergency survival packs with them at all times.
 - 4 When a major earthquake hits Japan,
 - a high buildings swing from side to side.
 - **b** many people get injured.
 - c televisions and radios stop working.
 - 5 How does Wendy feel about her new TV series?
 - a She's amazed how good it is.
 - **b** She's confident viewers will enjoy it.
 - c She's disappointed it's on so late.
- 5 Complete the news report with the words from the box.

destruction drills evacuate flames panic rescue ruins shook survivors trapped victims warnings

The earthquake was a su	urprise. The	re hadn't bee	n any
¹ warnings of seismic ac	tivity. The g	round ²	and a
few people screamed by	ut most of t	hem didn't 3_	
Because of regular earth	iquake 4	the work	ers
knew to go down the sta	airs to 5	the office	block.
There was a loud explos	ion and sm	oke and 6	rose
above the building. Ever	yone ran to	safety. The 7	
was terrible. Unfortunat	ely, there w	vere hundred:	s of
8 Three days late	r two 9	were foun	d under
the building. They had b			
emergency workers wo	rked tireles	sly to 11	_ them. As
they emerged from the 3	.z, pi	eople cheered	d.

- **6** SPEAKING In groups, choose a natural disaster and agree on ten items to put in a survival pack that could help you survive. Explain your choices.
 - A A whistle is useful because it can help emergency workers find you.
 - **B** A first-aid kit is essential when you are trapped.
 - C What about a torch?
- REFLECT | Values Do news programmes and websites in your country show videos of death, injury and destruction after natural disasters? Do you think they should?

9C VOCABULARY | Environmental responsibility

- 1 Look at the photo below. What problem does it show? Is it a problem in your country?
- Read the information and check you understand the highlighted phrases. Who is it for? Where might you see information like this?

Whether you are here to walk, climb, cycle or ski, the community of Bear Peaks is proud to welcome you. These mountains are an area of natural beauty and home to hundreds of different species of plants and animals. Please respect the guidelines to avoid damaging the environment.

- Minimise the impact of your visit by using free public transport while you are here.
- Keep to the marked paths and trails and do not harm or disturb the wildlife.
- Carry reusable water containers to reduce plastic waste. Say no to wasteful single-use plastic products.
- Collect and sort your rubbish, then dispose of it in the recycling bins in the village.
- Do not light fires. These can cause forest fires, especially in times of drought.
- Please keep noise to a minimum for the benefit of wildlife and those who live here.

Please help to make Bear Peaks mountain tourism sustainable.

A thoughtful visitor is a welcome visitor!

- 3 Choose the correct words. Then, in pairs, ask and answer the questions.
 - **1** Why are visitors to national parks asked to *keep / respect* green guidelines?
 - 2 In what ways do visitors to areas of natural beauty disturb / minimise wildlife?
 - **3** After you have *sorted / reduced* your rubbish, where should you *collect / dispose of* it when you are in a national park?
 - Which single-use / minimum plastic products could be banned in order to benefit / reduce plastic waste in national parks?
 - **5** How should visitors behave in order to avoid / keep noise to a minimum in national parks?
 - 6 What can tourists do to minimise / damage the environmental impact of their journeys to and around national parks?

4 Complete the table with words from the text in Exercise 2. Can you think of more adjectives endings in -able and -ful?

Verbs	Adjectives
1 sustain	sustainable
2	dispos able
3 reuse	
4	avoid able
5 think	
6	help ful
7	harm ful
8 waste	
9	respect ful

5 Complete the reader's comment with the correct form of the words from Exercises 2 and 4. The first letters are given.

Respecting the environment is not rocket science!

We could all avoid 1 damaging the environment if we were
a little more 2t and a lot less 3w Firstly, why
don't we all stop using 4d plastic products such as
shopping bags? They have been found at the top of the highest
mountains and the bottom of the deepest oceans. At best, they
disturb 5w and at worst they cause their death and
suffering. I think if we had known how 6h they were, they
probably would not have been allowed in the first place. The
solution is easy. ⁷ R non-plastic bags are a sustainable
alternative to *suse plastic shopping bags. So let's
use them! Secondly, why do some people find it so difficult
to 9s rubbish and 10d of it in recycling bins?
If people were more "1"r of recycling rules, they could
minimise the 12i of the waste they produce. Let's work
together to respect simple green 13g and make the world
a cleaner and greener place to be!

- **6** SPEAKING Discuss the questions in groups.
 - 1 Why do some people drop litter instead of disposing of it responsibly?

I think some people drop litter because they have no manners and lack education.

- What is the best way to get people to respect the environment: education, punishment or a mix of both?
- 3 In what ways has the natural environment in your country been damaged?

9D GRAMMAR







1	Match sentences 1–3 with photos A–C.		
	1 🗆	I wish it wasn't so hot	

- 2 ☐ I wish I hadn't tried to jump ...
- **3** If only it would stop snowing ...

2 Match sentences 1–3 in Exercise 1 with their continuations a–c.

- a ☐ ... but I didn't think it was so far.
- **b** \square ... but it's 30° in the shade.
- c □ ... but I don't think it will.

I wish/If only for regrets

- 3 Look at the sentences in Exercises 1–2 and answer the questions. Then study the Grammar box to check.
 - 1 Which situation refers to:
 - a) a regret in the past,
 - b) a desire for the future,
 - c) a regret in the present?
 - 2 How do the verb tenses change to express regret?

I wish/If only for regrets

We use I wish/if only to talk about regrets - things that we would like to be different but that are impossible or unlikely to change. If only tends to have a stronger meaning than I wish.

We use:

- I wish/If only + the Past Simple for regrets in the present.
- I wish/If only + the Past Perfect for regrets about the past.
- I wish/If only + would when something or someone does (or fails to do) something that annoys us. We'd like it to change but we don't think it will.

Grammar Reference and Practice > page 186

WATCH OUT!

We use I wish/if only + would for things that we can't change ourselves so we don't use them in the first person.

I wish you wouldn't do that. NOT I wish I wouldn't do that.

- 4 Read the Grammar box again and study Watch out! Then choose the correct answers below and match sentences 1-6 to photos A-C.
 - **1** ☐ I wish I had never left / have never left China.
 - **2** ☐ I wish I can / could go for a swim.
 - **3** ☐ If only my legs had been / were longer.
 - **4** ☐ If only we *left / hadn't left* our nice cool home.
 - **5** ☐ I wish I had / would have some bamboo to eat.
 - **6** I wish my mum *stopped / would stop* collecting nuts and come and help me.
- In groups, look at the photos on page 198 and follow the instructions.
- 6 3.28 Use the correct form of the verbs in brackets to complete these extracts from a conversation during a countryside hike. Then listen and check.

Don I wish I was (be) at home. It's so cold! ... If only it

[not/be) so windy! ... I wish my bag

[not/weigh) so much. ... If only the dog

[stop) barking. ... We're in the middle of nowhere. I wish we [go) to Boston. ...

I wish my friends [be) here. ... I wish

[not/run] out.

Dad I wish you 9_____ (stop) complaining!

- 7 Write sentences with I wish/if only for these situations.
 - 1 We don't have a pet. I wish we had a pet.
 - 2 I have to share a room with my brother.
 - **3** My sister keeps 'borrowing' my things.
 - 4 I painted my room black.
 - 5 I am allergic to cats.
 - 6 We forgot to take some food with us!
 - 7 The neighbour's dog barks at night.
- 8 SPEAKING In groups, complete the sentences so they are true for you.
 - 1 I wish I were ... on holiday.
 - 2 If only I could ...
 - 3 | wish I'd ...
 - 4 If only my parents were ...
 - 5 I wish my brother/sister/friend would/wouldn't ...

9E SPEAKING

- 1 Describe the photo and answer the questions.
 - 1 Have you ever gone camping? If so, did you enjoy it? If not, would you like to?
 - 2 What things do you need on a camping trip?
 - 3 Would you like to camp in the wild? Say why.
- 2 30 3.29 Faith and Amber go camping. Watch or listen and answer the questions.
 - 1 What goes wrong?
 - 2 Where are they camping?
- 3 Look at phrases a-f. Do they express regret or are they a response to it? Add them to the right sections in the Speaking box.
 - a How stupid of me!
 - **b** It's not the end of the world.
 - c I can't believe I did/didn't ...
 - **d** It's no use crying over spilt milk.
 - e There's nothing you/we can do about it.
 - f It was so careless of me.

SPEAKING | Regrets

Expressing regrets

I wish/If only ...

I should(n't) have ...

It's a pity/shame that ...

1How stupid of me!

2

Responding to regrets

Forget it./(It's) no problem.

It doesn't matter.

There's no point worrying about it.

It's not a big deal.

Calm down!/Chill out!

- -
- 6
- - 1 I shouldn't've scared you like that.
 - **2** We <u>should've</u> brought better sleeping bags.
 - **3** If I'd known, I <u>would've</u> bought another torch.
 - 4 I wouldn't've slept out here if I'd known what it was like.
- 5 (3.31 PRONUNCIATION Listen to eight sentences and say if they are positive or negative. Then repeat them with the same pronunciation.
 - 1 negative



- 5 3.32 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words including the word in bold. Listen and check.
 - 1 It's a pity we didn't check the weather forecast. **SHOULD**We <u>should have checked</u> the weather forecast.
 - **2** We can't do anything about it now. **NOTHING**There's about it now.
 - 3 How stupid of us! WAS

It ____us!

4 It's not a big deal. END

It's not _____

I regret not bringing something to drink. WISHsomething to drink.

6 There's no point worrying about it. **MILK**

- Work in pairs. Take turns to use the phrases in the Speaking box to express regrets about the situations below. Respond appropriately.
 - You get lost while walking in the country. You don't have a map.
 - On a camping trip there's a bear outside your tent.
 - You're hiking in the mountains without a coat. It's very cold.
 - You spent a fortune on a haircut. It looks horrible.
 - You visit England. You can't understand anyone.
 - A If only I'd remembered to bring a map.
 - **B** Chill out, we'll find the way.

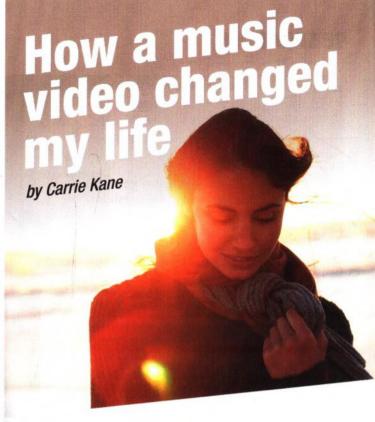
9F READING AND VOCABULARY

- 1 Look at the photos, read the Fact Box and answer the questions.
 - 1 Where is Easdale?
 - 2 Why did so many people leave the island?
 - **3** How big is the population now?

FACT BOX Easdale island

Easdale is the smallest inhabited island in the Inner Hebrides, off the west coast of Scotland. In the 19th century over 500 people worked in the island's slate* quarries**. However, in 1850 a great storm flooded most of the quarries. The slate industry began to die. By the 1960s, the population of the island had dropped to only four people. Since then, the island has come back to life. There are now over seventy inhabited houses.

- * a dark rock used to make roof tiles
- ** a large hole in the ground where stone is extracted
- In pairs, look at the title of the text. How do you think a music video could change someone's life? Read the text to check your ideas.
- 3 Read the text and choose the correct answers.
 - 1 Which of these sentences is true about the music video Carrie saw?
 - a It was about living in London.
 - **b** It made her feel unhappy.
 - c It was filmed in a beautiful place.
 - d It reminded her of a dream she'd had.
 - 2 What was the main reason Carrie decided to go to Easdale?
 - a She was fed up with commuting to work.
 - **b** She wanted to help the residents to make a video.
 - c She'd never visited such a lovely place.
 - **d** She was impressed by someone's comment.
 - 3 Which of these things did Carrie do during her holiday on Easdale?
 - a She bought a meal for some of the islanders.
 - **b** She took part in an annual event.
 - She did some rock climbing.
 - **d** She decided never to return to London.
 - 4 Which of the following is mentioned in the text as a fact, not an opinion?
 - a London is more polluted than it used to be.
 - **b** People who live on the coast feel better.
 - c It's impossible to find a job on Easdale.
 - d Carrie doesn't earn a lot of money.
 - 5 Carrie's main purpose in writing the text was to
 - a explain why she went to live in a new place.
 - **b** compare life in urban and rural communities.
 - c persuade people to be kinder to their neighbours.
 - **d** describe her work and life in her new home.
- What do you think of Carrie's decision? Discuss in pairs.



3.33

T om a city girl, born and bred in London. I used to love the hustle and bustle of the big city, the trendy boutiques and the vibrant nightlife. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a music video for a song called *Queen of Peace* by Florence + the Machine. As soon as I'd watched it, I played it again. And again. It's a great song but the best thing about it was the

- place where it was filmed. It was magical and remote with wild seas and huge skies. That night I dreamt I was there, walking on a winding path overlooking the deep blue ocean.
 - The next day, my commute to work was even more miserable than usual. The station was crowded and noisy.
- 15 The passengers on the train were packed like sardines in a can. On the streets, the traffic noise seemed louder than ever before, the fumes seemed thicker and there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the song again.
- 20 I discovered it had been filmed on a Scottish island called Easdale. I searched online for photos and information. I came across another video called Easdale, a Wild Community. The residents had made it to persuade people to visit their island, or even to stay. I watched it and admired
- 25 the breathtaking scenery, the friendly people and the sense of community. One of the islanders said something that made me think: 'You can't be an island on an island like this.' There and then, I made up my mind to go there. I booked my trip straightaway.
- 30 Three days later, after a long journey, I arrived on Easdale. When I got off the ferry, I saw some people using wheelbarrows to carry their shopping home. I was puzzled but then I realised why: there were no cars on the island. The air smelled clean and pure. After settling into my B&B,
- 35 I walked around the island. It didn't take long since it's





only the size of thirty football pitches. The entire population could fit inside a London double-decker bus.

- Over dinner in the pub I got chatting to some locals.

 They told me that the next day was Atlantic Adventure Day, which takes place every August. It was fantastic. I went on a boat trip, swam with dolphins, ate wonderful food and I think I met everyone on the island. It was the perfect start to my holiday.
- 45 On my last day on Easdale, I walked up a hill along a winding path overlooking the deep blue ocean. I sat on a rock and watched the waves. It was lovely, peaceful. I thought about my life in London and made a decision. A month later I left London and moved to Easdale. I've been here ever since.
 - It hasn't always been easy. I'm an urban girl living in a rural world. I used to live on the top floor of a tower block. Now I live in a picturesque cottage on the shore of the North Atlantic. I sometimes dream of London, especially the nightlife. But nothing can compare to the peace and quiet of this beautiful, tiny, isolated island and its tight-knit community. Studies show that living by the sea makes you happier and healthier. It's certainly true for me.
- It isn't easy to earn a living here. Many islanders have jobs on the mainland; some work on the ferry, in the pub or in the folk museum; others have their own businesses. I make jewellery and sell it online. I don't consider myself rich but I get by. I love my new life and all the friends I've made. I wish I'd left London sooner. And just to think, I would never have come here if I hadn't watched that music video.

5 3.34 Study Active Reading. Then listen to a poor summary of the text and say which of the six points the speaker does not respect.

ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1 mention all the key points (underline them and/or make notes),
- 2 check you get the key points right,
- **3** ignore unimportant information/minor details,
- 4 avoid unnecessary repetition,
- 5 rephrase the text (don't repeat it word for word),
- 6 use linkers to connect your ideas.
- 6 ③ 3.35 Follow the tips in Active Reading to summarise the text to a partner. Then listen to a good summary and compare it to yours.
- 7 In pairs, add the highlighted words and phrases from the text to the categories below. Can you add more?

Urban life: hustle and bustle, ...

Rural life: remote, ...

Both: sense of community, ...

- 8 Read the definitions below and match them with some of the phrases from Exercise 7.
 - **1** A group of residents who get on well. tight-knit community
 - **2** A small charming house in the country.
 - 3 Clubs and pubs full of energy and life.
 - 4 Fashionable shops.
 - 5 Lots of movement and activity.
 - 6 Amazing landscape.
 - 7 A walking track which has a lot of bends in it.
- **9** SPEAKING Discuss the questions in groups.
 - What are the pros and cons of living on a small, remote island compared to a large city?
 - **2** What would you include in a video to attract people to come and live in your community?
- 10 REFLECT | Society Scientific studies show that living by the sea makes you happier and healthier. Why do you think that could be?

31 WATCH AND REFLECT Go to page 170. Watch the documentary *Living by the coast* and do the exercises.



9G WRITING AND VOCABULARY | An article

- 1 What do you think a green home is? Discuss in pairs.
- Match the words from box A with words from box B to form features of green houses. Then use them to complete the sentences.
 - A energy geothermal modest rainwater recycled sensor solar
 - B building materials collection efficiency heating lights panels size

energy efficiency

- 1 A building with high energy efficiency needs very little gas, electricity or other fuel to keep it working.
- 2 Save money by reusing old wood, stone, bricks and other
- **3** If your house is a _____, it's cheaper to heat and light.
- uses the Earth's natural heat from underground to keep your house warm.
- **5** Houses that have a _____ system save money on water bills.
- are usually placed on the roof to catch the sun's energy.
- reduce energy consumption and bills because they only come on when they are needed.
- Read the notice on an ecology website for young people. Then in groups, discuss the questions it contains.
- Read Dominic's article. Does he mention any of the things you discussed in Exercise 3?

Articles wanted!

You are the future and the future is green! We're keen to hear your ideas on the perfect green home.

- Why are sustainable homes important?
- What is the most environmentally friendly building you know of, have seen or have read about?
- What green features do sustainable homes have inside and outside?

Write an article answering these questions and we will publish the most interesting articles on our website!

Congratulations to Dominic Hamilton! Winner of this month's competition.

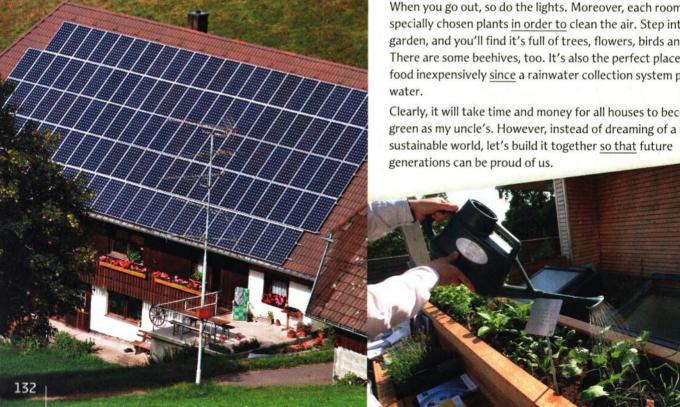
Building a Greener Future

Have you ever thought about your dream home? Would it also be a green home? You and I are the next generation of home owners. If we want to slow down global warming and rescue the environment, we need to make the homes of the future sustainable. After all, 'change begins at home', they say.

My uncle's house is a good example of a green home. As it was built using recycled materials, it was cheap to construct. It's a country cottage, so also a modest size, which makes it less wasteful. Energy efficiency is high because the house has solar panels and geothermal heating. Clean energy and no bills - sounds good, right?

Are you one of those people who forget to switch off the lights? If so, you'd probably like the sensor lights in my uncle's house. When you go out, so do the lights. Moreover, each room also has specially chosen plants in order to clean the air. Step into the garden, and you'll find it's full of trees, flowers, birds and insects. There are some beehives, too. It's also the perfect place to grow food inexpensively since a rainwater collection system provides the

Clearly, it will take time and money for all houses to become as green as my uncle's. However, instead of dreaming of a more



5 Study the Writing box. Then read Dominic's article again and find more examples of places where he has spoken directly to the reader.

WRITING | An article

An article should be interesting and conversational in style.

Title

Begin with an eye-catching title that makes the topic clear.

Introduction

Catch the readers' attention with an engaging introduction. Address them directly and perhaps include a quote, or ask a question related to the topic. Asking a question will make them want to read on to find the answer:

Have you ever thought about your dream home? Would it also be a green home?

After all, 'change begins at home', they say.

Body

Support your ideas with interesting examples and add humour. Use imperatives and questions to involve the reader (but don't overuse them):

Are you one of those people who forget to switch off the lights?

Step into the garden, and you'll find it's full of trees, flowers, birds and insects.

Conclusion

It is not necessary to summarise your main points in an article. Instead, you can leave the reader with an instruction, or an interesting question to think about: However, instead of just dreaming of a more sustainable world, let's build it together so that the next generation can be proud of us.

6 Complete the questions for involving the reader with the words from the box. Then in pairs, ask and answer the questions.

are can have how so what would

Would you feel comfortable living near an active volcano?
you ever thought about growing your own food?
you one of those people who love the coast? If _____, have you considered a job involving the sea?
would you feel if your parents wanted to

move to a remote island?

you imagine living in a tent for six months?

6 would life be like if you were a pet dog or cat?

7 Look at the sentences containing underlined linkers in the article. Does each sentence express a reason or a purpose?

As it was built using recycled materials, it was cheap to construct. *reason*

8 Choose the correct linkers to complete the sentences.

- 1 We all need to consider living a greener lifestyle since / so that we minimise our impact on the natural environment.
- **2** We should stop drinking bottled water at home *in order* to / because it creates so much plastic waste.
- **3** Although it's convenient to be taken to school by car, we should try to use public transport more often *in order to / as* reduce air pollution.
- 4 Since / So that we don't have sensor lights in our house, we must remember to switch off the lights when we leave a room.
- **5** We could easily grow our own fruit *in order to / as* we live in a warm and wet climate.

9	Complete the sentences so that they are true for you.
	Then compare with a partner.

1	As I don't like <u>cheese</u> , I	never eat pizza .
2	I never because	
3	My parents sometimes _	in order to
4	Our teacher always	since
5	At the moment I'm	so that

- 10 REFLECT | Society Planet Earth is home to billions of plants and animals, so we should do everything we can to minimise our harmful impact on it. Discuss in pairs.
- 11 WRITING TASK Read the notice below. Follow the instructions to write your own article.
 - Read the task carefully. Then, in pairs, discuss the questions it contains and make notes.
 - **2** Follow the tips in the Writing box and develop your notes into an article. Make sure you have answered all the questions asked in the task.
 - **3** Include information and language from Exercises 6 and 7.

Articles wanted!

Your local government is keen to hear your ideas on green lifestyles.

- Why is it important to live a green lifestyle?
- What changes could you and your family make at home to make your lifestyles more sustainable?
- What other changes could you make to help reduce the harmful impact of your life on the environment?

Write an article answering these questions and we will publish the most interesting articles on our website.

REMEMBER MORE

- Match the two parts of the compound nouns. Then check with the word list.
 - **1** ☐ rainwater **a** efficiency
- Laboration 201
 - 2 solar
- **b** baq
- **3** □ shopping
- c block
- 4 🗆 tower
- **d** panels
- 5 ☐ energy
- **e** collection
- Complete the sentences with the correct words formed from the words in bold. Then check with the word list.
 - 1 The fire caused massive ____ of wildlife in the forest. DESTROY
 - 2 All ____ of the earthquake have been rescued. **SURVIVE**
 - 3 It was really ____ of you to remember my birthday.
 THOUGHT
 - 4 He took fantastic _____photos of fish and other sea creatures in the Red Sea. WATER
- 3 Complete the sentences with verbs from the word list.

In order to save the planet, it's important to ...

- **1** r____ plastic waste, e.g. use reusable bags when shopping.
- 2 s rubbish: put used bottles, plastic and paper into separate containers
- **3** m_____ your impact on the environment, e.g. use green energy instead of traditional energy sources
- 4 k___ noise to a minimum for the benefit of wildlife

4 Do the task below.

Imagine you're taking part in a competition called 'Simple ways to save the planet', in which young people present their ideas how everyone can take better care of the environment, similar to Exercise 3 above. Write your ideas using words from the word list.

9A GRAMMAR AND VOCABULARY

(1) 5.57

cave (n) /keiv/

current (n) /'kʌrənt/

dive (v) /darv/

diving (n) /'darvin/

drown (v) /drawn/

earthquake (n) /'3:θkweɪk/

flood (v) /flad/

giant waves /,dʒarənt 'wervz/

in total /ɪn 'təuti/

incredible (adj) /in'kredabal/

lose your life /,lu:z jə 'laɪf/

natural disaster (n) /,nætfərəl dr'za:stə/

powerful film /,pauəfəl 'frlm/

rescue (n) /'reskju:/

rescuer (n) / reskju:a/

shore (n) /(p:/

surface (n) /'sa:fas/

survival story/story of survival /sə'varvəl sto:ri/

survive (v) /səˈvaɪv/

trap (v) /træp/

tsunami (n) /tsoʻna:mi/

underwater (adv) /, Anda'wo:ta/

warning sign (n) /wɔ:nɪŋ saɪn/

wet season (n) /'wet ,si:zən/

9B LISTENING AND VOCABULARY (1) 5.58

avalanche (n) /ˈævəlɑ:nt[/

\otimes bitted \((n)\) \nosted \(\text{vo:ta/}\)

cover (v) /'knvə/

destruction (n) /dr'strakfan/

doorway (n) /'do:wer/

drill (n) /drɪl/

drought (n) /draut/

earthquake simulation (n) /'3:θkweɪk sɪmjə,leɪʃən/

emerge (v) /r/m3:d3/

emergency worker (n) /r/m3:d3ənsi ,w3:kə/

destroy everything in sth's path /dɪˌstrɔɪ ˌevriθɪŋ ın ˌsʌmθɪŋz 'pɑːθ/

explosion (n) /ɪkˈspləʊʒən/

evacuate (v) /r'vækjuert/

flame (n) /flerm/

flood (n) /flad/

forest fire (n) /'fprəst farə/

from side to side /fram ,said ta 'said/

gas (n) /gæs/

go up in flames /,gəʊ ʌp ɪn 'fleɪmz/

grass (n) /gra:s/

heavy rainfall / hevi 'remfo:1/

hit land /,hrt 'lænd/

hurricane (n) /hʌrəkən/

lava (n) /ˈlɑːvə/

mountainside (n) / maontansard/

panic (v) /'pænik/

pour out (phr v) /,po:r 'aut/

power line (n) /'pauə laɪn/

rescue (v) /'reskju:/

river breaks its banks /,rivə ,breiks its 'bæŋks/

ruins (n) /'ru::mz/

run to safety /,rnn tə 'seifti/

scream (v) /skri:m/

seismic activity (n) /,saizmik æk'tivəti/

shake (v) /jeik/

smoke (n) /sməʊk/

storm (n) /sto:m/

survival pack /sə'varvəl pæk/

survivor (n) /səˈvaɪvə/

swing (v) /swin/

top of a mountain /,top av a 'mauntan/

tornado (n) /tɔ:ˈneɪdəʊ/

trapped (in the basement) /træpt (ɪn ðə ˈbeɪsmənt)/

tropical sea / tropikal 'si:/

turn brown /,ta:n 'brawn/

victim (n) /'vɪktəm/

violent wind / varələnt 'wind/

volcanic eruption /vol,kænik i'rʌpʃən/

/wz:nin/ (n) painnaw

whistle (n) /'wrsəl/

work tirelessly /,w3:k 'taɪələsli/

9C VOCABULARY 🗐 5.59

alternative (n) /ɔ:lˈtɜ:nətɪv/

area of natural beauty /ˌeəriə əv ˌnætʃərəl 'bju:ti/

\brcv'e\ (v) biovs

/ledebicv'e/ (jbs) aldabiova

collect/sort rubbish /ka,lekt/,sort 'rxbrf/

damage the environment /,dæmɪdʒ ði in'vairənmənt/

disposable (adj) /dr'spauzabal/

dispose of sth (phr v) /dr'spəuz əv ˌsʌmθɪŋ/

disturb the wildlife /dɪ,stɜ:b ðə 'waɪldlaɪf/

drop litter /,drop 'litə/

environmental impact /ɪn,vaɪrən,mentl 'ɪmpækt/

environmental responsibility /ɪnˌvaɪrənˌmentl rɪˌspɒnsəˈbɪləti/

for the benefit of sb /fə ðə 'benəfit əv sambodi/

harmful (adj) /ha:mfəl/

helpful (adj) / helpfal/

keep noise to a minimum /ki:p,nozz tə ə 'mznəməm/

light a fire / last a 'fara/

marked path (n) /,ma:kt 'pa:θ/

minimise the impact of/on sth /,mɪnəmaɪz ðə 'ɪmpækt əv/pn ,sʌmθɪŋ/

national park (n) /,næfənəl 'pa:k/

produce waste /pra,djuts 'weist/

recycling bin (n) /ri:'saɪklɪŋ bɪn/

reduce plastic waste /rɪˌdjuːs ˌplæstɪk 'weɪst/

respect the guidelines /rɪˌspekt ðə 'gaɪdlaɪnz/

respectful of sth (adj) /rr/spektfəl əv ˌsʌmθɪŋ/

reusable (adj) /,ri:'ju:zəbəl /

reuse (v) /,ri:'ju:z/

shopping bag (n) /'fppin bæg/

single-use plastic products (n) /,srngəl .ju:s
'plæstrk ,prodxkts/

species of plants/animals /ˌspi:fi:z əv 'pla:nts/
'ænɪməlz/

sustain (v) /səˈsteɪn/

sustainable (adj) /səˈsteɪnəbəl/

thoughtful (adj) /'0o:tfal/

trail (n) /treɪl/

use public transport / ju:z ,pxblrk 'trænspo:t/

waste (v) /weist/

wasteful (adj) /'weistfəl/

water container (n) /wo:ta kan,teina/

welcome (adj) /welkam/

9D GRAMMAR (1) 5.60

bamboo (n) /,bæm'bu:/

bark (v) /ba:k/

I bet /,ar 'bet/

run out (phr v) /,rnn 'aut/

9E SPEAKING (1) 5.61

bear (n) /beə/

careless/stupid of sb (adj) /'keələs/'stju:pəd əv
.snmbpdi/

chill out (phr v) /,t[rl 'aut/

go wrong /gəʊ ˈrɒŋ /

in the wild /ˌɪn ðə ˈwaɪld/

it's a pity/shame / its a 'piti/'feim/

it's no use crying over spilt milk /, its ,neu ju:s 'kraiin ,euve ,spilt 'milk/

it's not the end of the world /,Its not ði ,end əv də 'w3:ld/

scare (v) /skeə/

9F READING AND VOCABULARY

5.62

be packed like sardines in a can /bi ,pækt lark ,sgr!'di:nz in ə kæn/

born and bred /,bo:n and 'bred/

breathtaking scenery /,breθteɪkɪŋ 'siːnəri/

come across sth (phr v) /,knm ə'krps ,snmθɪŋ/

come back to life /kʌm ˌbæk tə ˈlaɪf/

commute (n) /kəˈmjuːt/

crowded (adj) /'kraudad/

dead-end job (n) /,ded end 'd3ob/

die (v) /dar/

double-decker bus (n) /,dnbəl ,dekə 'bas/

drop to (v) /'drop tə/

earn a living /,3:n ə 'livin/

entire (adj) /ɪnˈtaɪə/

event (n) /r'vent/

extract (v) /1k'strækt/

fumes (n) /fju:mz/

hustle and bustle /,hasəl ənd 'basəl/

inhabited (adj) /ɪnˈhæbɪtɪd/

islander (n) /'aɪləndə/

isolated (adj) /'arsəlertəd/

lose touch with sb /,lu:z 'tʌtʃ wɪð ,sʌmbodi/

mainland (n) /'meɪnlənd/

miserable (adj) /'mɪzərəbəl/

noisy (adj) /'nozzi/

overlooking (adj) /ˌəʊvəˈlʊkɪŋ/

peace and quiet (n) /pi:s and 'kwarat/

peaceful (adj) /'pi:sfəl/

picturesque cottage / pikt[ə,resk 'kptidʒ/

pure (adj) /pjoə/

puzzled (adj) /'pʌzəld/

remote (adj) /rr'maut/

resident (n) /'rezədənt/

rural (adj) /'ruərəl/

rush to sth (v) /'rnf tə ˌsnmθɪŋ/

sense of community /,sens əv kə'mju:nəti/

settle into sth (phr v) /,setl 'Intə ,sʌmθɪŋ/

slate quarry (n) /'sleɪt/ ,kwɒri/

smell (v) /smel/

stone (n) /stəʊn/

thick (adj) /Ork/

tight-knit community /,tart nrt kə'mju:nəti/

top floor (n) /,top 'flo:/

tower block (n) / tauə blok/

trendy boutiques / trendi bu: 'ti:ks/

unpleasant (adj) / n'plezent/

vibrant nightlife /varbrant 'nartlarf/

wheelbarrow (n) /'wi:l,bærəʊ/

winding path /windin 'pa:θ/

9G WRITING AND VOCABULARY 5.63

active volcano /æktɪv volˈkeɪnəʊ/

brick (n) /brik/

change begins at home /ˌtʃeɪndʒ bɪˌgɪnz ət

come on (phr v) /,knm 'pn/

construct (v) /kənˈstrʌkt/

convenient (adj) /kən'vi:niənt/

country cottage (n) /,kʌntri 'kɒtɪdʒ/

energy consumption (n) /'enədʒi kən,sʌmpʃən/

energy efficiency (n) / enadzi r'fr[ansi/

environmentally friendly (adj) /ɪnˌvaɪərənˌmentəli ˈfrendli/

feature (n) /'fi:t[ə/

geothermal heating (n) /,dʒi:əʊ,θɜ:məl 'hi:tɪŋ/

\nim:cw' leduelp\, (n) pnimraw ledolp

go out (phr v) /,gəʊ ˈaʊt/

heat (n, v) /hi:t/

homeowner (n) /haum,auna/

inexpensively (adv) /,inik'spentsivli/

light (v) /lart/

live a (green) lifestyle /liv ə (gri:n) 'laɪfstaɪl/

modest size /,mpdəst 'saɪz/

rainwater collection (n) /ˈreɪnwɔːtə kəˌlek[ən/

recycled building materials /ri:,sarkəld 'bɪldɪŋ mə,tɪəriəlz/

sensor lights (n) /,sensə 'laɪts/

 $slow sth down (phr v) /, slov , snm \theta in 'daun/$

solar panels (n) /'səʊlə ,pænəlz/

underground (adv) / Andə'graund/

water/electricity bills (n) /'wɔ:tə/ɪˌlek'trɪsəti bɪlz/

VOCABULARY AND GRAMMAR

- 1 Find the odd word out in each group. Say why it is different.
 - 1 current /flames/ shore / wave
 - 2 drought / earthquake / tornado / panic
 - 3 trap / survivor / victim / rescuer
 - 4 breathtaking / wasteful / picturesque / trendy
 - 5 rescue / warning / evacuate / scenery
 - 6 hill / island / cave / community
- 2 Choose the correct word in each sentence to complete the text.

Littleton Camp Site

- Bring your own tent or rent a comfortable ¹energy / rainwater / waste -efficient cottage built from geothermal building materials.
- All cottages have solar ²materials / panels / paths.
- Buy food from our farm shop, have a BBQ in the picturesque picnic area and enjoy the peace and ³ bustle / hustle / quiet of the national park.
- The camp site is quite isolated so please don't expect a vibrant ⁴nightlife / commute / eruption.
- We kindly request visitors to ⁵respect / damage / reuse the environment and other campers.
- Please be thoughtful and keep ⁶impact / noise / energy to a minimum.
- Single-use plastic products are ⁷harmful / sustainable / helpful to the environment so please use alternatives.
- Reduce / Disturb / Sort your rubbish before putting it in the recycling bins.
- 3 Complete the text with the correct forms of the verbs in brackets.

Yesterday was a disaster! First, I got up late. If I 1 hadn't got up (get up) late, I 2 (not miss) the bus. And then, when I finally got to school, the class had already started. It was an interesting class about sustainable building projects. If I 3 time, I 4 (could/learn) a lot! 'Oh well', I thought, 'I'll catch up this evening'. Except as I was cycling home after school, I got caught in a storm. I 5 (not fall) off my bike if there 6_ (no be) a flood! And if I 7 (not have) the accident, I 8_ break) a finger! I 9_____ (might/ go) back to school at that point but it was too late. So I waited in a café, soaking wet, for my mum to pick me up and had to eat a hamburger with one hand.

4 Write sentences with I wish/If only about these situations.

- 1 You are unhappy as the city centre is crowded. I wish/If only the city centre wasn't so crowded!
- 2 Your neighbours argue all the time.
- 3 You don't like living in the city.
- You saw some people dropping litter. You regret not asking them to pick it up.
- 5 You think people shouldn't drive in the city.
- 6 You are sad because you can't swim.
- **7** You regret not studying for the Maths test.

Animals and their sixth sense

Dogs can track criminals and find missing people. Dolphins are trained to find lost swimmers and detect underwater mines. Are animals the best and cheapest detectives?

There is a famous case of a dog which helped its owner to discover she had cancer. It involved a Dalmatian called Trudi. One day she came towards her owner, Ms Gill Lacey, and started sniffing at her leg like never before. Trudi was doing it so much that the woman couldn't move away. It was as if the dog was trying to bite off the small brown mark that had always been there on Ms Lacey's leg. Intrigued by the dog's behaviour, the woman went to see a doctor. As she quickly discovered, the Dalmatian was right to be worried: the mark turned out to be a dangerous kind of skin cancer. Once she had it removed, Trudi lost interest in the woman's leg!

There have been many cases like Trudi's, but until recently doctors have been ignoring the owners' anecdotes. The latest studies, however, demonstrate that, in most cases, dogs can effectively sniff out skin and prostate cancer.

It is not only dogs that help save people's lives. As unbelievable as it sounds, we can now detect explosives with the help of honey bees! Researchers have recently experimented with bees' phenomenal sense of smell. It took the bees as little as a few hours of training to correctly identify the presence of an explosive or a drug just as police dogs can. They were able to do this by flying above the surface under which the dangerous substance had been hidden. Do these findings mean that we are now going to use honey bees at airports to check passengers' luggage and pockets? We will most probably find out in the very near future.

It is widely believed that the other exceptional abilities animals have help them sense approaching natural disasters. There are lots of examples of animals behaving strangely before earthquakes. Historians recorded that many animals such as rats and snakes abandoned the Greek city of Helice in 373 BC days before a terrible earthquake. In 2011, a university study in Japan

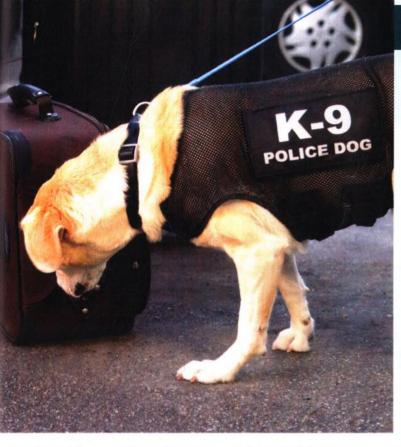
USE OF ENGLISH

5 Complete the text with one word in each gap.

Many of us love city life. We can't im-	agine living 1 away from
the exciting hustle and bustle of crov	vded streets or noisy
restaurants. However, people are bed	coming increasingly aware
of the impact of this way of life ² ourselves.	the environment and

So, what are the alternatives? One option to consider is living in an ecovillage. Ecovillages are communities ³_____ residents aim to live a sustainable lifestyle. They recycle or dispose ⁴_____ the waste they produce without damaging the environment. They aim to grow their ⁵____ food and provide power using renewable energy. When these villages began in ⁶____ mid-twentieth century, they were usually tight-knit communities united by similar environmental beliefs. These days there are many more all ⁷____ the world including some very hi-tech community projects which use solar and biogas power or recycled building material. ⁸___ only governments and city authorities would follow their example!

Use of English > page 195



showed that some domestic cats were restless and tried to escape their homes before a very big, destructive earthquake.

Despite such widespread anecdotal evidence, many scientists don't take the stories seriously because they can't be measured in a scientific study.

While the incredible sensory powers of some animals have been scientifically demonstrated, it still remains unclear how an animal's sixth sense works. Some theories say that we also possessed a similar sixth sense at one time, but we lost this ability because it was no longer needed. Whatever the truth is, observing the behaviour of animals can be of great use to us. Although information gained this way will never replace the results of professional sensors like seismographs or satellites, it shouldn't be ignored.

READING

- 6 Read the article and choose the correct answers a, b, c or d.
 - 1 Trudi's behaviour intrigued Ms Gill Lacey because she
 - a started to come towards her more often.
 - **b** had never sniffed her leg before.
 - c tried to bite her.
 - **d** showed unusual interest in her leg.
 - 2 The ability of dogs to sniff out cancer in humans
 - a is anecdotal.
 - **b** is ignored by doctors.
 - c has been confirmed by research.
 - **d** works perfectly for all types of cancer.
 - 3 What does the text suggest about honey bees?
 - a They are better at finding explosives than dogs are.
 - b They are sometimes used at airports during security checks.
 - c With some training they can detect explosives and drugs.
 - d Their sense of smell can improve as a result of experiments.

- Why does the writer give examples of strange animal behaviour?
 - To show wild animals have better instincts than domesticated ones.
 - **b** To explain why some people think animals have a sixth sense.
 - To demonstrate that animals are scared of earthquakes.
 - **d** To prove anecdotes are more important than scientific studies.
- 5 It is certain that animals' sixth sense
 - a will soon be used instead of scientific methods.
 - **b** hasn't been properly explained yet.
 - shouldn't be taken seriously.
 - d has always been unique to animals.

SPEAKING

7 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are on a backpacking trip with a friend. You have just arrived at a hostel and are deciding what to do but you like different things. Talk to him/her and discuss the points below.

- Suggest going for a walk in the mountains.
- You left your games console at home and are upset about this.
- You don't want to go shopping. You can do that at home! You are feeling frustrated.
- Suggest visiting the old castle nearby.

Student B

You are on a backpacking trip with a friend. You have just arrived at a hostel and are deciding what to do but you like different things. You start the conversation. Use the phrases below to help you.

- So, what shall we do this afternoon?
- I'd rather not walk in this rain. We could play computer games on your console.
- There's nothing we can do about it. Why don't we go shopping?
- Calm down. It doesn't matter. But we've got to decide on something!

WRITING

8 You have seen this advertisement on a travel website.

Write an article recommending a great destination in your country for nature lovers!

- a good destination for students and what scenery and wildlife you can see there,
- · what activities you can do there,
- the best time of the year to visit and why.

Write your article.

10

Justice for all

 $\textit{VOCABULARY} \hspace{0.2cm} \textbf{The courtroom, law and punishment, phrasal verbs, voting} \\$

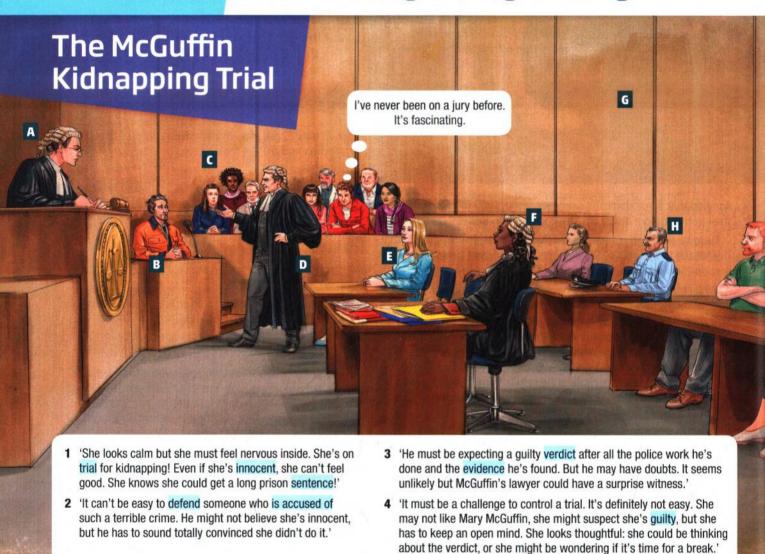
GRAMMAR Modal verbs for speculating about the present and the past

Use of English > page 195

SPEAKING Comparing and contrasting photographs

WRITING A formal letter

VIDEO Grammar Documentary Communication



- **10A GRAMMAR AND VOCABULARY**
- 1 Look at the illustration and match people and places A-H with the words from the box.
 - ☐ a police detective ☐ a witness ☐ the accused ☐ the courtroom ☐ the judge ☐ the jury
 - ☐ the lawyer for the defense ☐ the lawyer for the prosecution
- Do you know what the role of a jury is in a court case? Would you like to be a member of the jury? Say why.
- Read one jury member's thoughts 1-4 above. In pairs, work out the meaning of the highlighted words and use them to complete the text below.

Wher	n someone is <u>1 acc</u>	<u>used of</u> a seriou	s crime, they
have	the right to a fair	² They ha	ive a lawyer to
3	them and at th	e end of the tria	l the judge tells
the ju	iry to consider the	presented 4	carefully
befor	e reaching a 5	If the accuse	ed is found
6	, they may wall	free. If they are	found 7 ,
howe	ever, the judge may	give them a priso	n ⁸

4 Read the jury member's thoughts 1-4 again. For each point, decide who the jury member is thinking about.

Modal verbs for speculating about the present

- 5 Match the underlined parts of sentences 1–5 with phrases a–e.
 - **1** ☐ She must feel nervous inside.
 - 2 ☐ She can't feel good.
 - **3** She may not like Mary McGuffin.
 - 4 ☐ She might suspect she's quilty.
 - **5** She could be thinking about the verdict.
 - a It's possible she is.
- d I'm sure she does.
- **b** It's possible she does.
- e I'm sure she doesn't.
- c It's possible she doesn't.
- 6 Study the Grammar box and Watch out!. Then find more examples of modal verbs for speculation in the texts 1-4 on page 138.

Modal verbs for speculating about the present

To speculate about the things in the present we use must/could/might/may/can't + the infinitive or be + -ing. must = we are almost certain something is true could/might/may = we think something is possibly true (might is slightly less probable than could/may) can't = we are almost certain something is impossible/not true

Grammar Reference and Practice > page 188

WATCH OUT!

When we speculate, the negative of must is can't, not mustn't. It must be true. (I'm sure it is.)

No, it can't be true. (I'm sure it isn't.) NOT It mustn't be true.

7 Choose the correct options in the texts below.



The witness is sweating. I'm not sure why. He *can't / might be lying. Or he *could / must be ill. Or he *may /must just feel nervous. Whatever, he *can't / must wish he was somewhere else. It certainly looks that way.



The jury member next to me has her eyes closed but she *can't / must be sleeping, not during a trial! She *could / must be concentrating, that's one possibility, or, on the other hand, she *can't / may be wondering what's for lunch.



Mary Mc exhausted. Sometimes s

Mary McGuffin ⁸can't / must feel exhausted. It's been such a long trial. Sometimes she looks so sweet and calm that I'm sure she ⁹can't / may be guilty.



- 8 Complete the second sentence so that it means the same as the first one. Use the modal verbs from the Grammar box.
 - 1 It's possible she's innocent but it's also possible she's guilty.

She <u>may be</u> innocent but she _____ guilty.

2 I'm sure this isn't the last day of the trial.

This _____ the last day of the trial.

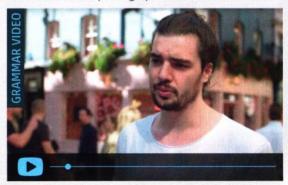
- **3** I'm sure the victim and his family want the trial to end as soon as possible.
 - The victim and his family _____ the trial to end as soon as possible.
- 4 It's possible her husband knows if she's innocent or not. Her husband ______ if she's innocent or not.
- 5 I'm sure the police detective isn't lying.
 The police detective lying.
- **6** I'm sure the lawyer is keeping something back for the last day.

The lawyer _____ something back for the last day.

- 9 In pairs, take turns to speculate about the sentences below. Use at least two different modal verbs each time.
 - 1 I didn't sleep at all last night.
 - 2 I haven't eaten a thing for eight hours.
 - **3** My brother doesn't study much, but he always gets good marks.
 - 4 My friend Tom says his aunt is a judge, but she's only thirty years old.
 - **5** My neighbour says she works for the police, but she doesn't wear a uniform.
 - A I didn't sleep at all last night.
 - **B** You must be tired. / You may want to take a nap.
- 10 SPEAKING In pairs, use modal verbs to speculate about your family and friends. Where are they right now? What are they doing?
 - A Where's your gran?
 - **B** She could be at the shops. Or she might be at home. She may be reading a book but she can't be working in the garden, not in this weather.

▶ 32 Read the question and watch the video.
Say what the speakers answer. Then in pairs, ask and answer the same question about the man on page 140.

Tell me about this photograph. Who could this man be?





10B VOCABULARY | Law and punishment

1 THINK BACK Check if you know the words in the box. Then put the crimes in the correct column in the table.

assault burglary drug dealing hacking kidnapping murder pickpocketing (bank) robbery shoplifting (car) theft

Minor crimes	Serious crimes
pickpocketing	assault

- 2 4.1 Listen to the beginning of a talk and answer the questions.
 - 1 Which crime from Exercise 1 did Rex commit? Did the police catch him?
 - 2 Why is Rex talking to students?
- 3 4.2 Check you understand the highlighted phrases. Then put the notes from Rex's criminal record in a logical order. Listen and check.

In 2010, Rex Hardcastle was caught shoplifting.

- Police gave him a warning.
- 1 He was caught on security camera.

In 2014, Rex Hardcastle tried to rob a post-office.

- ☐ He was questioned by detectives.
- ☐ He was **charged with** attempted robbery.
- Once he was under arrest, he was held in custody at the police station.
- He made a statement describing what had happened.
- He was released on bail by the judge to wait for his trial.
- ☐ The police caught him and arrested him.

- 4 4.3 Listen to the final part of Rex's story. What punishment was he expecting? What did he get?
- 5 Match the punishments in the box with the definitions.

community service a curfew an electronic tag a fine imprisonment a life sentence rehabilitation a suspended sentence

- 1 Unpaid work in the community. community service
- 2 Money paid as punishment.
- **3** A course that helps criminals give up their life of crime.
- **4** A device (usually around your ankle) so the police can track your movements.
- 5 Having to be at home at certain times.
- 6 The threat of a prison sentence if you commit another crime.
- 7 Time in prison.
- **8** A very long prison sentence, possibly forever.
- 6 SPEAKING Work in groups. Discuss and decide on suitable punishments for the crimes listed below. Compare with another group.
 - **1** A young woman has been caught shoplifting electronic goods for the third time.
 - 2 A drunk driver runs over a man and seriously injures him.
 - **3** A teenager breaks a young boy's arm in a fight.
 - 4 A student illegally downloads over 100GB of music.
 - **5** A man posts death threats to a politician online.
 - **6** A woman leaves her dog tied to a tree in the forest because she is going on holiday.
 - A So what do you think about the first one?
 - **B** Well, shoplifting is a minor crime but this is the third time she has been caught so perhaps a suitable punishment would be ...
- 7 Choose one of the crimes in Exercise 6 and write a short story about it using as many words from this lesson as possible.

10C GRAMMAR

- 1 In pairs, ask and answer the questions below.
 - 1 How can burglars get into someone's house?
 - 2 What kind of things do they usually steal?
 - 3 What can you do to avoid burglary?
- - 1 What did the burglars take?
 - 2 When did the burglary occur?
 - 3 How did the burglars get into the house?

Modal verbs for speculating about the past

- Complete the explanations of the sentences below with 'It's possible' or 'I'm sure'. Then study the Grammar box and Watch out! to check.
 - 1 They must have broken in while we were at the shops. _____ this happened.
 - 2 They can't have got in through the front door.
 - _____ this didn't happen.
 - 3 They might not have broken in.
 - ____this didn't happen.
 - 4 They could have found a key.
 - _____ this happened.

Modal verbs for speculating about the past

To speculate about things in the past we use modal verbs must/could/might/may/can't + have + past participle.

must have done = we are sure that something was true/ happened

can't have done = we are sure that something wasn't true/ didn't happen

might/may/could have done = it's possible that something was true/happened

Grammar Reference and Practice > page 188

WATCH OUT!

They **might not have** needed to break in.

NOT They **might have not** needed to break in.

- 4 Use the correct modal verb in brackets to rewrite these sentences from the dialogue.
 - 1 It's possible they got in through the back door. (can't/might)

They might have got in through the back door.

- 2 It's possible they broke a window. (may/must)
- **3** I'm sure they didn't get in through a window. (can't/must)
- 4 I'm sure they saw the open door and walked right in. (can't/must)
- 5 4.5 How did the burglars get out of the house? Make deductions in groups. Listen and check your ideas.

They must have gone out through the front door. No, they can't have done that because ...

- 6 Use the prompts to write the deductions from the conversation in Exercise 5.
 - 1 They / must / go out / front door.
 They must have gone out through the front door.
 - 2 They / can't / leave by / front door.
 - **3** They / might /climb through / window.
 - 4 They / can't / get out / that way.
 - 5 They / must / be / here/ when / you / get home.
 - 6 They / could / hide / behind / living room curtains.
 - 7 They / can't / hide / there.
 - 8 The burglars / may / not / leave.

7 4.6 Use can't, must or might to rewrite the sentences. Listen to check.

- 1 I'm sure that was scary. That must have been scary.
- 2 I'm sure the burglars weren't professionals.
- 3 It's possible it was their first burglary.
- 4 It's possible they didn't plan it.
- **5** I'm sure they thought they had a chance to escape.
- **6** I'm sure they didn't expect to find the burglars in a cupboard.

8 In pairs, make past deductions about these situations.

1 After a shopping trip you realise you no longer have your purse/wallet.

Someone must have stolen it.

- **2** Your uncle logs into his bank account online. All his money is gone. He doesn't know why.
- **3** When you get to school, a friend has a bloody nose and a teacher is talking seriously to another friend.
- 4 You get home and notice you haven't got your phone on you.
- **5** The police have arrived at your neighbour's house.
- 9 SPEAKING Tell a partner about a real or invented crime story. Then, make deductions and observations about what happened.

That must have been awful.





4.7

Findlay Sandlan had been saving up for a bike for months. With the money he got for his sixteenth birthday he finally had enough, so he went out and bought himself a brand-new mountain bike. With security in mind, he also

- bought a lock. Findlay had been the proud owner of the bike for just a few days when he left it locked outside a fast-food restaurant in Glasgow city centre and went in with his friends for an ice cream. To his shock, when he returned ten minutes later, someone had made off with
- his bike and only the broken lock remained. Findlay phoned his parents, who came to collect him and then went on social media to express their anger at what had happened. Though the Sandlans were understandably upset, their loss is far from unusual. Nearly 400,000 bikes
- are stolen each year in the UK. So how did Findlay's story end up on the international news?
- On the evening of the theft, Vonnie Sandlan, Findlay's mum, shared details of the stolen bike on social media and selling sites with the hope that someone would
- come forward with information. She also reported the incident to the police, but wasn't confident that they would have the time or resources to look into the theft. Findlay must have gone to bed that night feeling very miserable. However, when Vonnie went online the
- next morning, there was a message from someone who had seen the missing bike for sale on a website.
 After checking it was definitely her son's bike, Vonnie decided to pretend to be a customer and go and meet the thief. However, before she did, she sensibly
 contacted the police and got their support for her plan.

- C Vonnie and her husband met the thief outside a shopping centre, while their friend filmed the meeting from a nearby bus stop. Vonnie smiled and thanked the teenager for coming to meet them on a rainy day. Once she'd looked
- at the serial number and checked again that the bike was definitely Findlay's, she decided it was time to confront the boy. 'This is my bike' she said, and the young thief looked at her. 'Really?' he asked and then burst into tears! He then admitted stealing the bike, claimed it was his first crime and
- 40 revealed that he was only fifteen years old. Luckily for the boy, Vonnie is the former president of the National Union of Students in Scotland and a senior officer at the organisation Colleges Scotland. This means she works to provide educational opportunities for young people from just the
- 45 sort of deprived and difficult environment the young thief had grown up in.
- Instead of turning him in to the police, Vonnie ended up giving the tearful teen a life lecture. She offered him the sort of advice you'd expect from a concerned parent rather than a victim of
- crime. The fifteen-year-old must have been very surprised to hear her describe the moment as a turning point for him. She reminded him that it could have been a lot worse if his victim had decided to chase after him and beat him up instead of talking to him. She told him to think of his future and said if
- school wasn't working out for him, he should try college or do an apprenticeship. She also advised him to stop stealing because he was terrible at it and was going to end up in Barlinnie, the name of the local prison. And then she gave him a hug! Vonnie hopes that, after getting away with it this time,
- the teenager will stop stealing and focus on his education. At the very least, she feels the experience may have taught him that crime doesn't pay, and could help him avoid spending time in prison in the future.

10D **READING AND VOCABULARY**

- 1 Read the Fact Box about bike crime in Britain and answer the questions.
 - 1 Does your country have a similar problem?
 - 2 Have you or anyone you know been a victim of bike crime?
 - 3 What happened?

FACT BOX Bike crime in Britain

- According to crime data over 376,000 bicycles are stolen each year in the UK. That's roughly one every 90 seconds!
- Black bikes are stolen twice as often as white ones.
- London is the most targeted city followed by Edinburgh and Oxford.

Top 10 most targeted cities:

- 1 London
- 6 Manchester
- 2 Edinburgh
- 7 Cambridge
- 3 Oxford
- 8 Cardiff
- 4 Bristol
- 9 Bournemouth
- 5 Liverpool
- 10 Reading
- Look at the title of the article. Why do you think a mum hugged the thief who stole her son's bike? Read the article quickly and check.
- Read the article again and for questions 1-8 choose from paragraphs A-D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

- 1 suggest Vonnie had some professional experience that would help her face the thief?
- **2** ☐ suggest bike crime is very common?
- **3** Suggest the incident could help the boy have a better life in the future?
- 4 mention something Vonnie did before going to meet the thief to try and stay safe?
- **5** I tell the reader something about the bicycle thief's background?
- **6** mention how Findlay funded the purchase of his
- **7** Suggest Vonnie is a kind and caring person?
- 8 explain Vonnie's doubts about the police's ability to recover Findlay's bike?

Read the article again and answer the questions.

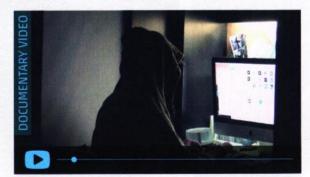
- 1 How did Findlay feel before and after his bike was stolen?
- 2 How did his parents feel after Findlay's bike was stolen?
- 3 How did Vonnie find the bike for sale online?
- 4 How did Vonnie know that the bike the thief was trying to sell to her was her son's?
- 5 What three pieces of advice did Vonnie give the young thief?
- 6 What does Vonnie hope will happen to the thief?
- Do you think Vonnie was right to go and meet the thief or should she have let the police handle the situation? Explain your answer.

- 6 Check you understand the highlighted phrasal verbs in the article. Then, use them in the correct form to replace the underlined phrases in the questions below. In pairs, ask and answer the questions.
 - 1 Would you take a friend to the police if you knew they had committed a crime? Say why. turn a friend in
 - 2 Would the police in your country investigate a minor crime such as bike theft? Say why.
 - **3** What are the dangers of <u>running after</u> someone who has just picked your pocket?
 - 4 Has there ever been a break-in at your school or in another building you use? What did the thieves steal?
 - 5 Would you volunteer to give information about a crime if it meant you have to testify in court? Say why.
 - 6 How should society punish a teenager who kicks or hits someone until they are badly hurt?
 - 7 Would you climb over a fence to get into a festival or concert if you though you could avoid being punished for it?
- 7 REFLECT | Values What are the arguments for and against giving young people like the thief in the article a second chance after they commit a crime?
- 8 SPEAKING Work in groups. Choose one of the headlines below and follow the instructions to prepare a short news report explaining what happened.
 - Say where and when the story took place and who was involved.
 - Describe the crime and possibly interview some of those involved.
 - Say what happened to the criminals after they were caught.
 - Parents turn 18 year-old son in to police after party wrecks family home

В Grandmother comes forward with information about drug-dealing neighbours

Entire class of students chase after thief who broke into their school during lunch break

33 WATCH AND REFLECT Go to page 171. Watch the documentary Keeping cyberspace safe and do the exercises.



10E SPEAKING



Read the notice. What does the role of a student representative involve? Do you know anyone who would make an excellent candidate? Say why.

STUDENT REPRESENTATIVE ELECTIONS

On **Friday 14 October** elections for student representatives for years 6 to 10 will be held. Successful candidates will represent their peers at school council meetings and help to organise student events during the school year.

- 2 34 4.8 Watch or listen to Eliza discussing a poster for her election campaign with her friends and answer the questions.
 - 1 What issue does she want to focus on in her campaign?
 - **2** Which of the two photographs do Tom and Adam prefer? Who does Eliza agree with? Why?
 - **3** Do you agree with Eliza? Say why.
 - 4 Why did Eliza leave the meeting early?





- 3 (4.8 Watch or listen again and choose the correct word to complete the phrases. Then check your answers in the Speaking box.
 - 1 In one area / respect the photos are similar because they both illustrate the issue clearly.
 - **2** The most *main / striking* difference is that Eliza is actually in the first one.
 - **3** Another / Again obvious difference is the focus of each picture.
 - **4** This one shows the problem, also / whereas the other one suggests how it might be solved.
 - **5** This one looks as *like / if* it was just downloaded without any real effort.
 - 6 That's why I think it should / might be more suitable.
 - 7 Perhaps / Possible it would be better to focus on the solution.

SPEAKING | Comparing and contrasting photographs

Describe similarities and differences

Both pictures show ...

There are ... in both pictures.

This one ..., whereas the other one ...

They are also alike/different in that ...

In one respect they are similar/different because ...

The main/The most striking /Another obvious similarity/difference is that ...

Speculate

Perhaps/Maybe ...

It could be/might be/must be ...

This one looks/doesn't look as if it ...

There might/might not have been ...

Someone must have taken this photo ... because ...

4 4.9 Look at the photographs on page 199 and complete the comparison using the phrases from the Speaking box. Listen and check.

OK, so 1 both pictures show the issue we want to
focus on. They are 2 in that they feature young
people, our target group, obviously. The most striking
that this one with the male student is quite
abstract, 4 the other one shows a student actually
voting on an issue. This photo 5 as if it was taken
in a school or at a university, which is a nice setting.
However, 6 the abstract one would be a better
choice because it suggests phrases like 'have your say'.
That is exactly the message of our campaign. I think it
very effective as a campaign poster.

5 (4.10 PRONUNCIATION Work out how you pronounce the underlined 'th' sounds (δ and θ) in this sentence, then practise saying it.

With the themes in both these photographs, I think that there are three things to think about.

6 Work in pairs. Go to page 199 and follow the instructions.

10F LISTENING AND VOCABULARY

At what age can people do these things in your country? Is this the right age limit? Say why.

be arrested and taken to court drive a car get married join the armed forces open a bank account vote

Read the Fact Box and check you understand the highlighted phrases.

FACT BOX Voting in the UK

Voting in the UK

- General elections take place every five years in the UK unless Parliament votes to hold one earlier.
- Since 1969 anyone over the age of 18 has had the right to vote.
- Prisoners convicted of criminal offences are not allowed to vote.

The youth vote

- The law was changed in 2013 to allow Scottish 16- and 17-year-olds to vote in a referendum on their country's independence. Turnout for this age group was 89%.
- Current opinion polls in the UK show that only a minority of people think the overall voting age should be reduced to 16.
- 3 REFLECT | Society Compare the information in the Fact Box in the section 'Voting in the UK' to the situation in your country.

General elections are held every four years in my country. We also have elections for our President every four years ...

4 4.11 Listen to a radio discussion and choose the correct answer.

What is the main reason Polly takes part in the discussion?

- To highlight the importance of political education in schools.
- **b** To express her organisation's support for a change in European election laws.
- c To offer political advice to young callers to the show.
- 5 4.12 Dictation. Listen to an extract from the discussion and write down exactly what you hear.
- 6 What language does the speaker use in the extract in Exercise 5 to a) present a fact and b) give an opinion? Study Active Listening and check.

ACTIVE LISTENING | Facts, opinions and speculation

It is important to recognise when information is presented as fact, opinion or speculation.

Fact: Statistics show .../Findings confirm .../Research demonstrates .../According to a recent survey ...

Opinion: We believe .../Many people claim .../I'd argue .../ Experts suggest ...

Speculation: I imagine .../Perhaps/Maybe .../It will probably/ almost certainly .../The government might/may/could ...

Remember: just because something is presented as fact, that doesn't always mean it is true!



- 7 4.13 Listen to four more extracts. Is the information presented as fact, opinion or speculation?
- 8 4.11 Listen to the discussion again and complete each gap with one or two words.
 - Polly wants to decrease the minimum <u>voting age</u> in Europe.
 - 2 The Austrian system encourages young people to take part in ______.
 - **3** Polly says that if we provide young people with a good _____ system and relevant information, they can understand important election issues.
 - 4 Liam suggests that letting 16- and 17-year-olds vote would help solve the problem of ______.
 - **5** Before the Scottish ______, some young people influenced the way their parents voted.
 - **6** Polly gives several examples of laws that affect 16-year-olds to justify her organisation's belief that they should be able to ______.
- 9 Do you think 16- and 17-year-olds should have the right to vote in elections that decide their future? Discuss in pairs.
- 10 SPEAKING Discuss the question 'Should 16-year-olds be allowed to take their driving test?' Go to page 199 and follow the instructions.

10G WRITING | A formal letter

1 REFLECT | Society Work in pairs. What makes a good citizen? Look at the points below and decide which ones seem most important to you and say why. Compare your ideas with another pair.

A good citizen ...

- loves their country.
- · obeys the law.
- is honest and trustworthy.
- · respects the rights of others.
- · takes responsibility for their actions.
- is tolerant.
- helps others in need.
- takes care of the environment.
- pays taxes.
- · votes in elections.



Read the tweet written by a local politician. Why does he think that young people are bad citizens? Do you agree with it?

Youssef Turner Young people today are bad citizens. They are lazy, narrow-minded and rude. They are more interested in their smartphones than helping others, doing volunteering work or serving our local community in some way. Social media are making students selfish and they are losing contact with the real world.









- 3 Read a letter to the editor which a student has written to respond to the tweet. Answer the questions.
 - 1 Does the author agree with the politician?
 - 2 What examples does she give to support her opinion?
 - **3** What suggestions does she give to encourage teenagers to be more engaged and active citizens?

Dear Sir or Madam,

Lam writing in response to Youssef Turner's tweet, published January 1 st. I would like to express my opinion on the negative image he painted of young people and suggest ways to encourage young people to be more active citizens. First of all, I would like to say that I do not support the opinion that teenagers are selfish. In my community, young people are actively helping others. My friends are helping to clean up a local park to build a community garden. Secondly, we often volunteer in social media campaigns. At the moment we are sending emails and sharing posts in order to encourage people to make donations for the school library. As a result of these activities, we have been made aware of how important it is to care for others and the impact we can make on the world.

I would like to highlight some ways to encourage young people to engage in their local communities. Young people's understanding could be greatly improved if politicians made regular visits to schools to explain local issues and what we can do to help. Moreover, I also propose that Citizenship Day be held at schools every year so that we can learn more about the rights and responsibilities of citizens.

<u>To sum up</u>, I would like to stress that many young people are already involved in community projects. Clearly, Mr Turner can't have researched his facts. All things considered, I strongly believe that politicians should support young people rather than criticise them. We have a lot to offer and a lot to learn.

Yours faithfully,

Henrietta Day

4	Tick the points below which apply to a formal letter. Then find examples of the formal language in the letter in Exercise 3.
	 Use of full forms instead of contractions Appropriate greeting and closing, e.g. Dear Mr Gates/Yours sincerely Shorter, simpler vocabulary, e.g. Okay, anyway, all
	right, well 4 ☐ More complex vocabulary, e.g. However, with regard to, considerable 5 ☐ Use of phrasal verbs
	 6 ☐ Use of impersonal structures, e.g. passive forms 7 ☐ Use of abbreviations, slang words, emojis, exclamation marks
5	Study the Writing box. Then complete the gaps 1–7 with the underlined phrases from the letter.
V	VRITING A formal letter
	Explain why you are writing and describe briefly the problem you want to raise: I am writing to express my opinion on I would like to express my disappointment *I am writing in response to Divide the letter into clear sections, e.g. introduction, main points, conclusion: 2 3 Third, 4
•	All things considered, State your opinion on the topic and give arguments and examples to support your view. I completely disagree with (because) I am totally in favour of We fully support your idea to
•	Include suggestions on what to do about the problem: I really think we should 6
	Perhaps would also be an interesting option.



- 6 Rewrite the sentences in a more formal style using the words in brackets.
 - 1 I want to tell you what I think about organising a Citizenship Day at school. (write/express/opinion)

 I am writing to express my opinion on organising a Citizenship Day at school.
 - 2 I really don't think your plan is a good idea for a number of reasons. (support)
 - **3** I like the ideas you propose but I think we could be more ambitious. (favour/proposal)
 - Why don't you invite the mayor to the school? (perhaps/option)
 - **5** So in the end, we must accept a solution that suits everybody. (thing/considered)
- Work in pairs. How can you express criticism and be polite? Make a list of dos and don'ts using ideas in the box below. Compare your ideas with another pair.

make suggestions give compliments give constructive feedback express anger offer advice accuse the other person of something respect others' points of view attack the person suggest solutions use strong/respectful language

Dos: Make suggestions on how things can be improved ... **Don'ts:** Don't directly accuse someone of something ...

8 Complete the phrases for expressing criticism with the words from the box.

ap	ppreciate expected express helpful led mistakes				
1	I'd like to <u>express</u> my disappointment at				
2	We were to believe that				
3	We the hard work that has been done before but				
4	Unfortunately, the organisation of the event was not as good as we had				
5	Let's learn from the in the past.				
6	It would be if you could				

- 9 WRITING TASK Write a formal letter. Read the task below and follow the instructions.
 - 1 Read the task carefully and brainstorm ideas in pairs.
 - **2** Divide the letter into clear paragraphs and make sure you have all the required information.
 - **3** Use the tips in the Writing box and the phrases from Exercise 8 to help you.
 - 4 Check your spelling, grammar and punctuation.
 - **5** Make sure you use a formal register (more complex vocabulary, impersonal structures, etc.)

There's an election campaign in your school. Students are choosing representatives for the student council. Write an open letter to all students in the school in which you:

- say why you're disappointed with the work of the current council,
- encourage students to take part in the election campaign.

REMEMBER MORE

- Who is likely to say these words in a court of law? Write the correct roles. Then check with the word list.
 - 1 'I'm innocent. I swear!'
 - 2 'We have reached a verdict.'
 - 3 'Yes, I saw the man driving away from the scene of the crime.'
 - 4 'Does the defence have any questions?'
- 2 Complete the phrasal verbs with the correct prepositions. Then check with the word list.
 - The lady next door turned the criminal _____. He's now under arrest.
 - 2 The mugger robbed his victim and beat her ____.
 - 3 Don't think you can cheat and get away ____it!
 - 4 The police are looking ____ the case of the missing teenager.
- 3 Choose the correct words. Then check with the word list.
 - 1 The number of people who vote in an election is called the target group / turnout.
 - 2 When people vote to answer an important social or political question they take part in a general election / referendum.
 - **3** A collection of numbers and figures about people and facts is called *statistics / a survey*.
 - 4 If you are eighteen, you have the right to vote / voting age.

ACTIVE VOCABULARY | Spaced repetition

Repeating new words multiple times in one day is less effective than repeating them a few times over a period of several days or even weeks. When you have a list of words to learn, use them in short, personal sentences or phrases, e.g. If I park illegally, I will get a fine. Then in an hour, try to recall your words or sentences, and then recall them again right before you go to sleep. Challenge yourself the next morning and go back to your list in a day or two.

10A GRAMMAR AND VOCABULARY 5.64

be accused of sth /bi ə'kju:zd əv ,s $nm\theta$ ıŋ/

be on trial for sth /,bi on 'traial fa ,s $n\theta$ ig/

courtroom (n) /'ko:tru:m/

defend (v) /drfend/

doubts (n) /dauts/

evidence (n) /'evadans/

fair trial / fea 'traral/

find sb guilty/innocent /,farnd ,sambodi 'grilti/
'rnasant/

guilty verdict (n) /'gɪlti ˌvɜ:dɪkt/

judge (n) /dzʌdz/

jury (n) /ˈdʒʊəri/

jury member (n) /'dʒʊəri ,membə/

keep an open mind /,ki:p ən ,əupən 'maɪnd/

keep sth back (phr v) /,ki:p ,snmθιη 'bæk/

lawyer for the prosecution/defence /,lɔ:jə fə ðə ,prosː/kju:ʃən/dɪˈfens/

police detective (n) /pəˈfi:s dɪˌtektɪv/

prison sentence (n) /'prizan ,sentans/

reach a verdict /,ri:tf ə 'va:dɪkt/

suspect (v) /sə'spekt/

the accused (n) /ði əˈkjuːzd/

walk free /,wo:k 'fri:/

witness (n) /'wrtnəs/

10B VOCABULARY 🗐 5.65

arrest (n, v) /əˈrest/

be caught on security camera /bi ,kɔ:t ɒn sɪˈkjuərəti ,kæmərə/

be questioned by detectives /bi ˌkwestʃənd bar di'tektrvz/

be under arrest /bi ,nndər ə'rest/

catch (v) /kætʃ/

charge sb with sth (v) /'tʃa:dʒ ,sʌmbɒdi wɪð ,sʌmθɪŋ/

community service (n) /kəˈmjuːnəti ,sɜːvəs/

curfew (n) /'ks:fju:/

death threat (v) /'deθ θret/

drug dealing (v) /'drag ,di:lig/

electronic tag (v) / elik,tronik 'tæg/

fight (n) /fart/

fine (n) /faɪn/

/nin:cw' e ibadmas, vip./ gninisw a de avip

hold sb in custody /,hauld ,sambodi in 'kastadi/

imprisonment (n) /ɪmˈprɪzənmənt/

life sentence (n) / lasf 'sentans/

make a statement /,meɪk ə 'steɪtmənt/

rehabilitation (n) /ˌri:həbɪlə'teɪ[ən/

release sb on bail /rɪˌliːs ˌsʌmbɒdi on 'beɪl/

run over (phr v) /,rxn 'əʊvə/

suspended sentence (n) /sə,spendid 'sentəns/

track sb's movements /,træk ,sambodiz 'musymants/

10C GRAMMAR (1) 5.66

break in (phr v) /breik 'in/

climb through sth (v) /,klaɪm 'θru: ,sʌmθɪŋ/

expect to do sth /ɪkˌspekt tə 'du: ˌsʌmθɪŋ/

have a bloody nose /ˌhæv ə ˌblʌdi 'nəʊz/

occur(v)/əks:/

10D READING AND VOCABULARY

€ 5.67

admit doing sth /əd,mɪt ˈduːɪŋ ,sʌmθɪŋ/

be involved /bi m'volvd/

beat sb up (phr v) /,bi:t ,snmbodi 'np/

bike thief (n) /'bark 0i:f/

brand-new (adj) /,brænd 'nju: /

break-in (n) /'breik in/

burst into tears /,bs:st ,intə 'trəz/

caring (adj) /'keərɪŋ/

chase after sb (phr v) /'tfers .a:ftə .sambpdi/

collect (v) /kəˈlekt/

come forward with information /ˌkʌm ˌfɔ:wəd wɔð ˌɪnfəˈmeɪʃən/

confront (v) /kənˈfrʌnt/

crime data (n) /ˈkraɪm ˌdeɪtə/

crime doesn't pay /,kraım ,dxzənt 'pei/

deprived environment(n) /di,praivd
in'vairenment/

do an apprenticeship /,du ən ə'prentəsfɪp/

educational opportunities /ˌedjʊˌkeɪʃənəl ˌppə'tjuːnətiz/

end up doing sth /,end γp 'duxη ,sγmθιη/

express your anger at sth /ɪkˌspres jər ˈæŋgər ət ˌsʌmθɪŋ/

fund a purchase /,fxnd ə 'p3:tʃəs/

get away with sth (phr v) /,get ə'wer wið ,snmθiη/

hug sb/give sb a hug /'hʌag ˌsʌmbɒdi/ˌgɪv ˌsʌmbɒdi ə 'hʌay/

incident (n) /'ɪnsədənt/

investigate (v) /ɪnˈvestəgeɪt/

lock (n, v) /lok/

look into sth (phr v) /,lok 'intə ,samθιη/

loss (n) /los/

make off with sth (phr v) /,merk 'pf wið ,samθin/

minor crime /,maɪnə 'kraɪm/

mountain bike (n) /'mauntan bark/

pick sb's pocket / prk ,snmbodiz 'pokət/

president (n) /'prezədənt/

proud owner of sth / praud 'əunər əv ˌsʌmθɪŋ/

recover (v) /rɪˈkʌvə /

remain (v) /rɪˈmeɪn/

remind (v) /rɪˈmaɪnd/

resources (n) /rr'zo:siz/

reveal (v) /rr'vi://

roughly (adv) /'rʌfli/

sensibly (adv) /'sensəbli/

target (v) /'ta:gət/

tearful (adj) /'trəfəl/

testify in court /,testəfar ın 'ko:t/

turn sb in (phr v) /,ta:n ,sambodi 'm/

turning point (n) /'ta:nin point/

volunteer to do sth $\,$ /volən,trə tə 'du: ,snm θ ıŋ/

work out for sb (phr v) /,w3:k 'aot fə ,s/mbodi/

wreck (v) /rek/

10E SPEAKING 倒 5.68

alike (adj) /əˈlaɪk/

campaign (n) /kæm'peɪn/

clearly (adv) /'kliəli/

effective (adj) /rfektrv/

have your say /,hæv jə 'seɪ/

hold an election /hauld an riekfan/

illustrate an issue /ˌɪləstreɪt ən 'ɪʃuː/

in one respect /in 'wan rispekt/

message of the campaign /,messdg əv ðə kæm'pesn/

obvious (adj) /'obviəs/

school council (n) /,sku:l 'kaonsəl/

striking (adj) /'straɪkɪŋ/

student representative (n) /,stju:dənt
,repri'zentətɪv/

successful candidate (n) /sək,sesfəl 'kændədət/

target group (n) /,ta:grt 'gru:p/

theme (n) /0i:m/

vote on sth (v) /'vəut on ,sʌmθɪŋ/

whereas (conj) /weər'æz/

10F LISTENING AND VOCABULARY

3 5.69

age group (n) /'erd3 gru:p/

armed forces (n) /,a:md fo:siz/

caller(n)/kɔ:lə/

convicted of sth /kən'vıktıd əv ˌsʌmθιη/

criminal offence (n) / kriminəl ə'fens/

decrease (v) /dr'krits/

demonstrate (v) /'demanstrest/

election law (n) /rˈlekʃən lɔ:/

findings (n) /faindinz/

general elections (n) /,dzenaral rlekfanz/

highlight (v) / harlart/

importance (n) /im'po:tens/

independence (n) / indəˈpendəns/

justify a belief / dʒʌstəfaɪ ə bəˈliːf/

law (n) /lo:/

minimum (adj) /'mrnəməm/

minority of people /mar,norati av 'pi:pal/

opinion polls (n) /əˈpɪnjən pəʊlz/

overall (adj) /,auvar'o://

parliament (n) /'pa:ləmənt/

political education (n) /palttkal ,edjukerfan/

reduce (v) /rr/djuss/

referendum on sth (n) /,refə'rendəm pn ,samθıŋ/

survey (n) /'sarver/

take sb to court /,texk ,sambodi tə 'kɔ:t/

the right to vote /ðə ,raɪt tə 'vəut/

turnout (n) /ˈtɜːnaʊt/

voting age (n) /'vəutɪŋ eɪdʒ/

voting system (n) /ˈvəʊtɪŋ ,sɪstəm/

youth (n) /ju:θ/

10G WRITING (1) 5.70

aware of sth (adj) /əˈweər əv ˌsʌmθɪŋ/

he led to believe that ... /bi ,led to believe that .../

care for sb (phr v) /'keə fə ,snmbodi/

citizen (n) /'sstszən/

citizenship (n) /'sɪtəzənʃɪp/

considerable (adj) /kən'sıdərəbəl/

criticise (v) /ˈkrɪtɪsaɪz/

directly (adv) /dəˈrektli/

engage in sth (v) /ɪnˈgeɪdʒ ɪn ˌsʌmθɪŋ/

engaged (adj) /ɪnˈgeɪdʒd/

express your disappointment/criticism /ɪkˌspres jə
,dɪsə'pɔɪntmənt/'krɪtɪsɪzəm/

express your opinion /ɪkˌspres jər əˈpɪnjən/

give constructive feedback /,gɪv kən,strʌktɪv ˈfiːdbæk/

help sb actively /,help ,sambodi 'æktɪvli/

in need /,in 'ni:d/

learn from your mistakes /,larn from jo mo'sterks/

local issues /,ləʊkəl 'ɪʃuːz/

lose contact with sth /ˌluːz ˈkɒntækt wɪθ ˌsʌmθɪŋ/

make a donation /,merk a dau'nerfan/

make a visit /,meɪk ə 'vɪzɪt/

mayor (n) /meə/

narrow-minded /,nærəʊ 'maɪndɪd/

obey the law /əʊˌbeɪ ðə ˈlɔː/

paint a negative image /,peint a ,negativ
'imida/

pay taxes /,pei 'tæksiz/

point of view /,point av 'vju:/

propose (v) /pra'pauz /

respectful language /rɪˌspektfəl 'langwɪdʒ/

selfish (adj) /'selfɪʃ/

serve (v) /s3:v/

stress (v) /stres/

strong language /,stron 'langwid3/

support an idea /sə,po:t ən ar'drə/

take responsibility for sth /,terk rr,sponsə'brləti

tolerant (adj) /'tolerent/

trustworthy (adj) /'trʌstˌwɜːði/

understanding (n) /ˌʌndəˈstændɪŋ/

vote in elections /ˌvəʊt ɪn ɪˈlekʃənz/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the texts.

Finally, a 1 witness / judge / jury has come forward in the Jeremy Brown case. She made a statement last night which proved the accused had 2 made / turned / beaten up Mr Brown, who was attacked at a bus stop last weekend. The accused, a middleaged man, was ³ released / arrested / kidnapped last night and charged with * pick-pocketing / assault / shoplifting.

An elderly lady was caught stealing a pet dog from outside a shop this morning by 5 thieves / police officers / lawyers. The lady was taken to the local police station. She was given a 6 referendum / compliment / warning as this was her first offence. The next day, Mrs Smith told the local newspaper, 'The dog was cold, and it was raining. I'd do the same thing again. But I was lucky. I got away with it. I didn't even get a ' fine / curfew / life sentence.'

Complete the sentences with the words from the box.

arrest caught community defence elections fair quilty innocent lawyer polls question

VE	erdict		
1	The youths who were <u>caught</u> drug dealing are now under		
2	We should believe people accused of a crime are until they are found		
3	Everyone should have the right to a trial, ever if most people think they are guilty.		
4	The jury took five days to reach a of not guilty. The lawyer for the was delighted.		
5	Electronic tags and service offer alternatives to imprisonment for less serious offences.		
6	18-year-olds in the UK have the right to vote in general		
7	Opinion are interesting but don't always predict the winners of elections.		
8	The for the prosecution asked the judge if she could the defendant.		
U	se the words in brackets to complete the sentences.		
1	The burglar (must/escaped/window) must have		

3

- escaped through the window. There are fingerprints on the glass.
- 2 I don't know where Jason is. He (might/work/late) today.
- 3 The trial (can't/finish/yet). _____ It's too early!
- 4 I don't think the witness is telling us everything. She (could/hide/something).
- 5 We saw the accused in town yesterday. The court (must/release/bail)_
- 6 The witness went to the police station yesterday. She (could/make/statement)____ __ but I'm not sure.
- 7 The light on my web cam is on again. I think a hacker (may/spy/me) _

- Rewrite the sentences using can't/must/could/may/ might. Sometimes more than one answer is possible.
 - 1 It's possible she's a thief. (She ...) She could/may/might be a thief.
 - 2 I'm confident she didn't do anything serious. (She ...)
 - 3 I really don't believe it's true. (It ...)
 - 4 I'm sure the police are wrong. (The police ...)
 - 5 I'm certain the witness made a mistake. (The witness ...)
 - 6 It's possible she's speaking to her lawyer. (She ...)
 - 7 It's possible she didn't steal anything. (She ...)
 - 8 It was impossible for her to climb through that small window. (She ...)

USE OF ENGLISH

Complete the text with the correct words formed from the verbs in bold.

STRATEGY | Word formation

Think carefully about how to change the word so that it fits grammatically into the sentence – is it an adjective or an adverb, etc.? You should also consider the meaning. For example, do you need a word with a negative or positive meaning?

Lucky for some

One hot day last July a 1 youth (YOUNG) stole a young woman's handbag from her car at a petrol station. Luckily, the young man was caught on the (SECURE) cameras as he rode off on his motorbike.

The three witnesses who saw everything that

happened made a 3 (STATE). They told the police the young man had somehow managed to unlock the door of the woman's car while she was paying. Detectives investigating the 4_ (THIEF) later decided he must have had a stolen key.

upset and	(TEAR), the victim of the crime
went back	to work. Now imagine her surprise when,
two hours	later, a young man walked into her shop and
tried to pa	y with her own credit card! She called the
police imr	nediately. 'Apparently the thief was 6
(EMPLOY), but not having a job is no justification for
committin	g a crime', she told journalists. The lawyer for
the 7	(PROSECUTE) was satisfied with the result.
The thief	wasn't sent to prison but received a *
(SUSPEN	D) sentence', she said.

Use of English > page 195

LISTENING

- 6 4.14 You are going to hear part of a radio interview with Jackie Smith, a journalist. For questions 1–5 choose the best answer a, b or c.
 - What concerns Jackie the most about crime these days?
 - a All kinds of crimes are going up fast.
 - **b** Violent crime is increasing.
 - The numbers of first offenders joining organised crime are on the rise.
 - 2 When answering the second question, Jackie
 - gives different reasons for the increase in violent crime.
 - **b** emphasises that social media and some kinds of music are mainly responsible.
 - c disagrees with what some criminologists say.
 - 3 What does Jackie say about young offenders?
 - Most of them begin to commit crimes when they are children.
 - **b** They often have a troubled background.
 - c Their families are often to blame.
 - 4 According to Jackie, what is the best way to prevent serious crime?
 - a education and rehabilitation programmes
 - **b** tougher punishments
 - c community service
 - 5 According to Jackie, a good youth club
 - must be a place where young people can see their friends.
 - **b** should be run by young people themselves.
 - must have activities young people are interested in.

SPEAKING

7 Talk about your photos for about a minute. Then take turns to ask and answer questions related to the photos.

STRATEGY Long turn

When you compare the photographs, describe both the similarities and differences.

Student A

Photos 1 and 2 show people being arrested. Compare the photographs and say what you think might have happened.

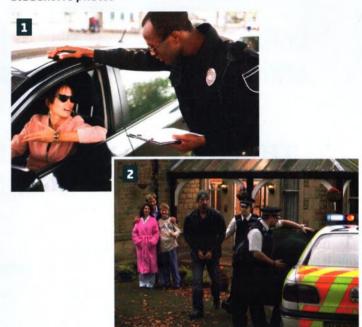
Then ask Student B this question: What crimes are common where you live?

Student B

Photos 3 and 4 show people committing crimes. Compare them and say what you think is happening. Then ask Student A this question:

Which do you think is the worst crime in general? Say why.

Student A's photos



Student B's photos



WRITING

8 You have seen this advertisement in your local newspaper.

What does it mean to be a good citizen?

Write and tell us your views. You should write about:

- being honest,
- following rules and laws,
- respecting others,
- volunteering.

Write a letter to the newspaper.

Dutch teen inventor about to launch innovative project to clean the world's oceans

THIS GROUND-BREAKING DISCOVERY WILL MAKE THE OCEANS CLEAN AGAIN

1	Do you keep up with the news? If yes, how? If not, why not? Discuss in pairs.	7 Match tip
2	Read headlines A-B above. Which article would you choose to read? Say why.	LIFE SKII 1 □ Check
3	Read the two online news items on page 153 and match headlines A-B with the texts 1-2.	2 Check
4	Read the news items again and answer the questions.	4 ☐ Check 5 ☐ Check 6 ☐ Check
	Which text:	
	■ suggests an easy solution to a complex problem?	7 ☐ Check a Can yo
	2 ☐ uses more neutral language?	b Is it a r
	3 □ contains various opinions on the topic?	250
	4 quotes a source you can't check?	c Resear websi
	5 mainly aims to give information?	d Does it
	6 □ asks the reader to do something?	e Is it use

5 In pairs, discuss the questions.

- What do you think is the main purpose for writing each text?
- 2 Do the photos provide evidence to the claims in the texts?
- **3** Do you think these are real news stories or fake? Why? What evidence can you find in the texts?
- 4 How would you check out the stories to see if they are real or not?
- 6 4.15 Listen to an extract from a radio programme about fake news. Answer the questions.
 - 1 What is fake news?
 - What is the main reason why people spread fake news?
 - **3** How is false information often used during elections?
 - Why is fake news a bigger problem today than in the past?
 - 5 What recent fake news does Professor Ashton describe?

7 Match tips 1–7 in the box with extra information a–g.

1	☐ Check the source.
	☐ Check the facts.
3	☐ Check the style.
4	☐ Check the author.
5	☐ Check the image source.
6	☐ Check other reports of the same news.
7	☐ Check your beliefs.
	a Can you find it on other news websites?b Is it a real person? What else has he/she written?

- Research the facts on other websites or use a fact-checking website.
- **d** Does it contain any grammar, spelling or structural mistakes?
- e Is it used anywhere else? Use reverse image check upload a photo you think is fake and find its origin and other places it's used.
- **f** Could your opinions or preferences encourage you to believe a story without checking?
- **g** Is the website real, what's its history, its main purpose? Has it got a long, complex domain name?
- Study the news items on page 153 again. In pairs, discuss what you could do to check the stories out. Use the information from the Life Skills box to help you.
- 9 REFLECT | Society What impact do you think fake news may have on the things in the box? Discuss in pairs.

 education democracy social media your life

10 Do the task below.

LIFE TASK | Project

- Work in small groups. Write a fake news story and find a real news story online.
- Present both stories to the class.
- Ask students to decide which story is real and which is fake.
- Use the tips from the lesson to help you.

Sponsored Content

Hey – check this out! A really simple answer created by students can help solve the problem of unwanted plastics in the world's seas. Unbelievable! <u>Donate</u> now! Plastics are killing our fish – help us kill the plastic!



A student initiative at a university in the south of England has made a significant breakthrough in ridding our oceans of plastic. We are only too well aware of the damage plastics are doing to our sea life, and the processes these clever students have developed can identify different types of plastics found in rivers and use a simple chemical formula to dissolve them. 'The idea came to me one evening and I knew we had to follow it through!' says Sally Smith.

The university has invested millions in the project and experts say it will definitely work. 'It's a miracle!' says an expert in ocean plastics, Mary Waters. But to keep it going, the project needs more money. That's where you come in. More

research will mean that this process can start to be used. It would only take six months to completely clear the oceans of plastics. The project needs another £500,000. Find out more about how YOU can help these students in their fight to save the oceans by clicking <u>here</u>.

By Danny Shark

2 🗌



By Jackie Edwards, science correspondent

A <u>recent study</u> has found an increasing build-up of plastic waste in the Pacific Ocean. The most affected area is a large stretch of ocean lying between California and Hawaii known as The Great Pacific Garbage Patch, where around 80,000 tonnes of plastic are estimated to be currently floating in the water.

- This mass of waste will present a huge challenge to the team led by a young Dutch inventor, Boyan Slat. They have recently launched an ambitious clean-up project to collect plastic from this vast area.
- 10 As part of the project, a giant barrier, 600 m long, made up of sections of tube will float on the surface of the water, with a three-metre-deep screen, hanging below it. It will move slowly with the wind and currents in a U shape collecting
- 15 plastics in its centre. Ships will visit the system every six weeks to remove the waste. The system is expected to remove 50% of the plastics in the area within five years.
- However, some oceanographers are sceptical that 20 the project can successfully remove such large amounts of plastic. Critics also fear that marine life may suffer during this process and that the money and energy involved would be better spent in stopping litter from entering the oceans in the
- 25 first place. The efficiency of the system will not be known for a few years.

For more articles about innovative solutions to environmental problems click <u>here</u>.





4.16

Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every

5 day. In fact, an amazing 165 million cups of tea are drunk daily — which adds up to an incredible 60.2 billion cups a year! The traditional 'cuppa' is normally drunk with milk in a china cup, but today a mug is more popular and it's a custom to 'dunk' a biscuit in your tea. Tea has also made

10 its way into the English language – with phrases like 'a storm in a teacup' and not for all the tea in China!'

So, why did tea become so popular in Britain? Firstly, European explorers brought tea from China to Europe. In 1662, Catherine of Braganza, King Charles II's wife,

15 made the drink fashionable and instantly popular in England. Less alcohol was sold, and the government was angry because they lost money from taxes. As a result, they started to tax tea heavily, and, at one point, the tax was 119 percent. It was so expensive that smuggling tea

20 became common and often other things were added to tea – like used tea leaves or even dung!

The big, heavy ships that brought tea from China to England in the 1800s took nearly a year! In the 1850s the British started to use 'clippers'. These were much faster

25 ships, very tall with lots of sails and the first one made the journey in 97 days. In 1869, the Suez Canal in Egypt opened and the distance to bring the tea got shorter. The clippers stopped because they couldn't sail through it and different types of ships were used instead.

The British tradition of 'afternoon tea' started with the Duchess of Bedford in 1841. She got hungry in the middle of the afternoon and asked for some bread and butter and a cup of tea. It soon became the fashion to enjoy tea with small sandwiches or cakes between 4 and 5 o'clock.

35 Today it is very popular in tea shops where tea and

scones, with jam and cream, is known as a cream tea. You can also pay a lot of money in top hotels where tea might be served with cucumber sandwiches and delicate fancy cakes on the traditional three-tier stands.

Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 96 percent of cups of tea are made with tea bags. It's easy and quick, and believe it or not the invention of the tea bag was an accident! Thomas Sullivan, a tea seller in the USA, used to send samples of his tea to customers in small silk bags. Some customers thought the idea was to put the bag in hot water and the tea bag was born!

650 Tea drinking in the UK is not standing still – new traditions with new types of tea are becoming very popular. Back in the 1980s a new tea drink was developed in Taiwan and has now spread all over the world. Bubble tea uses cooked tapioca balls (often called 'pearls') and

55 refreshing fruit teas which are shaken up to create a creamy topping. It can be drunk ice cold or piping hot. The sweet, chewy balls are sucked up through a big straw. Nitro tea is when the bubble tea is kept cold with nitroglycerin, which makes the tea also a little fizzy. Then

60 there's Chai tea which was originally an Indian drink. This is a sweet and spicy drink made from tea with both warm water and milk. It is supposed to be very healthy! And the future of tea drinking in Britain? Who knows – but it will certainly never disappear from our tables!

GLOSSARY

dung – solid waste from animals, especially cows
 dunk – to put something into a liquid quickly and then take it out (e.g. a biscuit in your tea)

piping hot - very hot

topping – something you put on top of food to make it look nicer or taste better

	a iii biitaiii:			
1	How many Britons drink tea every day? 41% 880% 93%			
2	How many cups of tea are drunk every day in Britain? A 60 million 165 million 210 million			
3	When did tea first become popular in Britain? A 16th century 17th century 18th century			
4	How long did it take for the first ships to bring tea to Britain? 3 months 1 year 2 years			
5	Where was the tea bag invented? USA China UK			
6	Which of these is not a kind of tea? chai tea bubble tea tapioca			
ádi	D. Danish die Waren			
M	Natch the words below with the photos A-I on page 154.			
	☐ china cup ☐ scones ☐ straws ☐ tea bags ☐ tapioca balls ☐ tea cosy ☐ teapot ☐ tea strainer ☐ three-tier stand			
	Vork in pairs. Answer the questions in the questionnaire above. hen scan the text to check your answers.			
	tead the text again and match the headings to the text. There is one extra heading.			
	How tea got to Britain The story of tea in Britain The changing face and taste of tea F An accidental invention			
	The important job of tea tasting G A very British habit			
D	Not only a drink			
	omplete the conversations with the correct common phrases —e related to tea.			
P	¹ How do you take your tea?			
В				
 A Do you fancy going to the opera with me tonight? B Thanks for inviting me but ^z 				
A Are you and Dave still not talking after your argument? B Oh, we're fine now. 3				
10.5	A Wow! That looks exciting. Would you like to have a go? B No way! 4			
A	5			
В				
a b	I wouldn't try that for all the tea in China!			

What do you know about

ton in Pritain?

1

2

3

d Fancy a cuppa?

e How do you take your tea?

- 5 Tell your partner about these situations.
 - 1 A recent disagreement that was 'a storm in a tea cup'.
 - 2 Something that you wouldn't do 'for all the tea in China.'
 - **3** Something you refused to do recently because it wasn't your 'cup of tea.'
 - 4 A time recently when you really 'fancied a cuppa'.
- 6 4.17 Listen to a radio programme with a tea expert. Tick the things we should do. Which is the strangest, in your opinion?
 - 1 You should take the tea bag out after one minute.
 - Tea is ready to drink when it reaches sixty degrees.
 - **3** ☐ You should always pour milk first.
 - **4** ☐ Stir your tea across the cup.
 - **5** It's good manners to hold your cup with an extended little finger.
- 7 Complete the sentences with the correct verbs from the box.

boil slurp strain squeeze spill sip gulp stir

- **1** You should <u>strain</u> the tea, otherwise you get leaves in the bottom of the cup!
- **2** It's a good idea to _____ the tea bag against the side of the cup with a spoon.
- 3 Never _____ your tea because it's bad manners to make noises when you drink.
- 4 If your tea is too hot, it slowly.
- **5** You should _____ your tea in a clockwise direction, otherwise it's bad luck.
- **6** If you fill your mug right to the top, you might _____ the tea.
- **7** The water must ______ before you pour it onto the tea.
- **8** Don't _____ piping hot tea quickly or you'll burn your tongue.
- 8 In pairs, invent two new rules for drinking or making tea. Compare with the class.
- 9 REFLECT | Culture In groups, answer the questions.
 - 1 What's the most popular hot drink in your country? Is it your favourite too?
 - 2 How do people in your country usually take their tea/coffee/hot chocolate? How about you?
 - **3** Some people say that having good table manners isn't very important today. Is it true in your country and do you agree with this opinion?

CULTURE SPOT 2 The British music scene



Britain has always played an important part in modern music but there are three cities which will always be remembered for their influence.

4.18 Liverpool

How important was Liverpool in the development of modern popular music? Extremely! People say that today's music would be very different without the influence from this north western British city. It all started in the 1950s

- 5 with a type of music called 'skiffle'. This had its roots in jazz, blues and folk, and was made popular by the singer Lonnie Donegan. Everyone knows about the Beatles - the most famous British band ever – and possibly the most influential. But not many people know that they started as
- 10 a skiffle group 'the Quarrymen' before moving into rock'n roll. Also, amazingly, they were just one of 350 rock'n roll bands playing in the Liverpool dance halls between 1960 and 1964. The sound that these bands developed was called 'the Merseybeat' after the river Mersey that flows through
- 15 Liverpool. This sound is now considered one of the most important musical movements of the 20th century. It brings together rock'n roll, rhythm and blues, and early skiffle. The Beatles quickly became international stars and started what is called 'the British Invasion' of the USA followed later by
- 20 other very important British bands like the Rolling Stones. Their influence spread and helped create the sound of modern popular music. The Beatles famously used to play in a Liverpool club called the Cavern. Other famous artists also played there, including Cilla Black and Lulu, famous female
- 25 artists who also found international fame after the British Invasion

Manchester

Manchester, another big city, east of Liverpoo has always been an important centre for

- 30 British music, but it is best known for a musical and cultural scene in the late 1980s which was called Madchester. A new genre of music was developing which was a mix
- 35 of guitar music and electronic dance music. This type of music was called 'baggy' because of the baggy jeans that became the uniform of the fans. This was linked to a completely new type of musical experience that was happening
- 40 at that time in Manchester clubbing with DJs. For the first time DJs were becoming as famous as the artists whose tracks they were playing. The Hacienda was the club to go to, and people travelled there from all
- 45 over the UK. Sadly, it is now a block of expensive flats. The groups from the Madchester period include the Smiths, the Stone Roses, Happy Mondays and many, many more, some of which are still performing today. Of course, one of the most popular bands influenced by the
- 50 atmosphere and music from that time was the Britpop band Oasis, with the notorious Gallagher brothers – who hit the headlines for all the wrong reasons. They were typical of the laid-back, rebellious spirit of Madchester.

London

- Of course, London is remembered as the capital of the 'Swinging 55 Sixties' with the amazing fashions and pop music. But more recently it has become famous for a completely different type of music – Grime! The London music scene is buzzing with the rise of one of the most exciting and influential types of music for decades. 'Grime' was born in the London streets and council estates. It is directly
- 160 associated with angry, teenage, mixed race or black, working class. The music developed from Jamaican roots – garage, jungle, hip-hop and ragga styles of music – and the lyrics are delivered in machinegun rapping. These artists use the music to show their frustration with society and the politicians whose decisions have affected
- 65 them. They demand answers. It started in the early noughties (a cooler way of saying 2000s) as an underground movement with its music first played on pirate radio stations such as Rinse FM. Then it went on to get mainstream recognition with artists such as Dizzee Rascal and more recently, Stormzy and Lady Leshurr. Grime artists
- 70 are very young as a group, Dizzee Rascal and Kano getting their first hits with 'I Luv U' and 'Boys love Girls' when they were only sixteen. Grime is passionate, confrontational and impossible to ignore.





1	Work in pairs. Give an example of a singer or band for each style of music and then add more styles to the box. Which do you prefer? Say why.	1	es with the correct words from the bo show stand strong top wonders
	blues folk grime hip-hop jazz rap rock'n roll skiffle		one-hit-wonders was 'Crazy' by Gnarl atever happened to them?
2	Which cities on the map do you think singers/bands in photos A-F are linked to? Can you guess? Read the text and check. A Lonnie Donegan – Liverpool	name . She's in a she'	re my mum's favourite band, and
3	 Read the text again and decide if statements 1-7 are true or false. 1	 the music business. When did George Ez it in 2018? The 2015 Brit Award the night Madonna f Music artists are very 	ws where the judges spotstars in the charts with 'Shotgun?' We less willdown in music history as fell off the stage! y aware of social problems these days
4	 Baggy Music was the title of a song in the 1980s. The Hacienda Club in Manchester is still open today. Grime artists are usually young. Grime was first played on illegal stations. 4.19 Listen to three conversations about 	Tell your partner abou 1 An artist who has top 2 An artist who stole the 3 A one-hit-wonder you	pped the charts recently. e show at an event you saw live or on TV.
	 a music award ceremony and answer the questions. There is one extra option for each question. 1 In which conversation 1, 2 or 3, did a speaker: a watch the televised event that took place last week? b watch the event live in the arena? c watch some clips on social media? d watch the televised event by accident? 2 Which singer, Dua Lipa (DL), Annie Lennox (AL) or Stormzy (SZ): a wants to represent women? 	opposed to streaming Do you like watching What musical genre moment? REFLECT Culture Choo country or another what difference to the mu	nd cons of watching live music as
	 b ☐ has not always sung alone? c ☐ has a political message in his/her songs? d ☐ often wears unusual clothes? 	 the artist's backgrou the music genre, his/her influences 	ınd,



• why he/she has been/will be important.

LITERATURE SPOT 1

The Time Machine

- You are going to read a fragment of a novel about time travel. In pairs, talk about books, comics, films or TV programmes on this topic that you have read or seen.
- Read the text quickly and say why the Time Traveller invited his friends to his home.
- **3** Read the text again. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.
 - A He passed his hand through the space in which the machine had been.
 - **B** At that moment, the idea suddenly seemed possible.
 - And if it travelled into the future, it would still be here now.
 - **D** Why did you do that?
 - E Are you serious about this?
 - **F** He placed it on a low table in front of the fire.
 - **G** Except for the lamp, the table was empty.
- 4 Order sentences a-h to make a summary of the text. Then read the text again to check your answers.
 - **a** When the model disappeared, the witnesses were amazed.
 - **b** He confessed that he wasn't entirely sure if the model time machine had gone to the future or the past.
 - c ☐ To show his friends that he wasn't trying to cheat them, he got one of them, the Psychologist, to press the lever.
 - **d** The Time Traveller explained that once he pressed a lever, the machine would travel into the future and disappear.
 - Before the experiment began, all of the witnesses could examine the device carefully to make sure there were no tricks.
 - f Then the Time Traveller revealed that in his laboratory there was a full-size version of the machine, in which he intended to travel through time.
 - **g** When his friends wondered why the model was not visible, the Psychologist explained that it was because it was travelling so fast it couldn't be seen.
 - **h** A man who wanted to travel through time invited several friends to his house to witness an experiment with a small model time machine he had built.
- If you were one of the Time Traveller's friends, would you try to prevent him from travelling in his time machine? Discuss in pairs.
- 6 In pairs, check you understand the highlighted verbs in the text on page 159. Then use their correct forms to complete the story below.

The passenger fell into the sea and *vanished* under the waves. Immediately, the ship *2_____ around to go back and look for him. Everyone *1____ into the sea but there was no sign of the man. The captain

sign of the man. The captain

4______ the man was dead but then suddenly, one of the passengers saw the man. She 5_____ her arm and 6_____ where the unfortunate man was. Then a sailor 7_____ a lever and the lifeboat dropped to the water. The man was cold and shaking but once they got him

- 7 Choose the correct adverbs and adjectives.
 - You're absolutely / slightly right. I couldn't agree more.
 - **2** Only a *shiny / tiny* percentage of the world's population can understand quantum mechanics.
 - **3** The drawings of the model were very *cheerfully* / *delicately* done.
 - 4 I am attentively / genuinely convinced that time travel is possible.
 - 5 It was a subtle / visible plan but it worked.
- 8 SPEAKING In groups, discuss the questions.
 - **1** If you could travel in time, would you go to the future or the past? Say why.
 - 2 If you went to the future, how many years would you travel?
 - **3** If you went to the past, which historical period and place would you visit first? Say why.
 - 4 Do you believe that time machines will exist one day?
 - **5** How do you think your country/the world will change in the next 100 years?
- 9 WRITING TASK Imagine that you are the Time Traveller in The Time Machine and live in the year 1895. You travel in time to the present day. Write a diary entry about your impressions of how life now is different to life in 1895. Include the following:
 - your first impressions when you left the time machine
 - the things that you find the most surprising
 - what you like and dislike about the world in the present day

FROM PAGE TO LIFE

There are three film versions of *The Time Machine*: from 1960, 1978 and 2002. The director of the 2002 film was Simon Wells, a great grandson of H.G. Wells. It starred Guy Pearce. However, the 1960 version with Rod Taylor got much better reviews. There is also a *Time Machine* Marvel comic. Wells was the first person to use the phrase 'time machine'. It is now the general name for all time travelling machines such as the car in *Back to the Future*, or the Tardis in the BBC series *Doctor Who*.

GLOSSARY

bullet – a small piece of metal that you fire from a gun **framework** – the main structure of a building, vehicle or object

impression – the mark left by something, e.g. a shoe on wet ground

mechanism – a part of a machine or set of parts that does a certain job

prototype – a model of an invention used to test the design

on board, he soon 8_

The Time Machine



The thing the Time Traveller held in his hand was a shiny metal framework, only slightly larger than a small clock, and very delicately made. ¹

- 5 The only other object on the table was a small lamp. Its bright light fell upon the mechanism. There were also perhaps a dozen candles about the room. I sat in an armchair between the
- 10 Time Traveller and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man watched him from the right, the Psychologist from the left. We were all watching attentively. Any kind of trick, however subtle, seemed impossible under these conditions.
- The Time Traveller looked at us. 'This little model,' he said, 'is a prototype for a machine to travel through time.' The Medical Man got up and peered at it. 'It's beautifully made,' he said.

'It took two years to make,' replied the Time Traveller.

Once we had all examined the model, he said: 'I am going

20 to press this lever, and the machine will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there are no tricks.'

There was a minute's pause perhaps. Then the Time Traveller reached towards the lever. 'No,' he said suddenly.

- 25 He took the Psychologist's hand and told him to extend his finger so that it was the Psychologist who sent the model Time Machine on its voyage. We all saw the lever turn. I am absolutely certain there was no trick. There was a breath of wind, and the lamp flame jumped. One of the candles was
- 30 blown out, and the little machine suddenly swung round, became indistinct like a ghost for a second; and it was gonevanished!
 ²

Everyone was silent for a minute. The Psychologist recovered and looked under the table. The Time Traveller laughed cheerfully.

'Well?' he said. We stared at each other.

'Look,' said the Medical Man, '3_____ Do you genuinely believe that that machine has travelled into time?'

'Certainly,' said the Time Traveller.' What is more, I have 40 a big machine nearly finished in there.' He indicated the laboratory and continued. 'And when that is put together, I mean to have a journey myself.'

'You mean to say that that machine has travelled into the future?' said Filby.

'Into the future or the past – I don't, for certain, know which.'
Suddenly, the Psychologist spoke. 'It must have gone
into the past if it has gone anywhere.'

'Why?' said the Time Traveller.

'Well, I presume that it has not moved in space. 4_

50 Because to get to the future, it must travel through this time.'

'But,' said I, 'If it travelled into the past, it would have
been visible when we came first into this room; and last
Thursday when we were here!'

'No,' said the Time Traveller. Then he turned to the 55 Psychologist. 'Think. You can explain it.'

'Of course,' said the Psychologist. 'It's simple. We cannot see this machine, any more than we can see a bullet flying through the air. If it is travelling through time a hundred times faster than we are, if it gets through a minute while

60 we get through a second, the impression it creates will be only a tiny part of what it would make if it were not travelling in time.' 5 _______ 'You see?' he said, laughing.

FACT BOX Herbert George Wells

Herbert George Wells was born in Bromley, England, in 1866. He was a prolific author, who wrote dozens of novels, short stories, biographies and social and political articles. He is best known for his science fiction novels, which include *The Time Machine*, *The War of the Worlds*, *The Island of Doctor Moreau* and *The Invisible Man*. His books involve space and time travel, alien invasion, invisibility and experimentation by a mad scientist. Along with Jules Verne, Wells has often been called the father of modern science fiction. *The Time Machine* tells the story of a Victorian inventor who builds a device for travelling through time. He travels far into the future to the year 802,701, where he discovers a very strange and dangerous world.

LITERATURE SPOT 2

The Mystery of Edwin Drood

- Have you read, or do you know anything about The Mystery of Edwin Drood, by Charles Dickens? If not, look at the photo from the film based on this book and read the Fact Box about its author. Discuss what the book might be about.
- 4.21 Listen to the first part of a conversation between two students and answer the questions.
 - 1 Why does the boy like Dickens?
 - 2 What are two reasons for the book being special?
 - 3 What is frustrating about The Mystery of Edwin Drood?
- 4.22 Listen to the second part of the conversation and complete the sentences with one or two words.
 - 1 Dickens died of a stroke in 1870.
 - 2 People have come up with more than _ different ideas about the ending of the book.
 - **3** A modern musical about the story is called
 - 4 A Drood Enquiry was started by a _
 - 5 More than people voted in the enquiry.
 - 6 The cathedral choirmaster, the main suspect, is named
 - 7 The choirmaster loved his nephew's fiancée, named
- 4 Read the extract from the book and answer the questions.
 - 1 Why is it 'an unusual expedition'?
 - 2 What can quicklime do?
 - 3 Why are the 'citizens of Cloisterham' mentioned?
 - 4 How do Jasper and Durdles get into the crypt?
 - 5 What does Durdles dream about?
 - 6 Why is he surprised when he wakes up?
- Complete the sentences with the correct verbs from the box. Use the words and phrases in brackets to help you.

clinked creep descends glanced groped

- 1 In the dark, I groped (reach out) for my phone on the bedside table.
- 2 The heavy silver bracelet (made a metallic noise) when it fell on the stone floor.
- **3** If I get home late, I __ (go quietly) upstairs so that I don't wake my parents.
- (looked quickly) at my sister but she was still reading and didn't notice me.
- **5** My ears always hurt when an airplane ____ down).
- 6 Read the extract again. Discuss the questions in pairs.
 - 1 What do we learn about these characters: Durdles and Jasper?
 - 2 What do you think was in the bottle?
 - 3 What do you think is the link between Durdles' dream and the reality?
 - 4 Why do you think Jasper is smiling at the end of the extract?
 - 5 Is there anything in the extract that might be a clue to what happened to Edwin Drood?

- In pairs, discuss how the words in bold help Dickens build atmosphere in the book. What images and impressions do they create?
 - 1 prowling around old graves and ruins like a ghoul
 - 2 the moonlight strikes in (line 39)
 - **3** there are lanes of light (line 42)
 - 4 the footsteps die away (line 58)
 - **5** something clinks and **gropes about** (line 61)
 - 6 I might as well have tried to wake the dead (line 72)
 - 7 he gathers himself up again (line 80)
- 8 SPEAKING In pairs, discuss the questions.
 - **1** Why do you think crime novels are so popular?
 - 2 Would you prefer to read a crime novel or watch a film based on the book? Say why.
 - **3** Which is your favourite crime novel/film/series?
- REFLECT | Values What do you think should happen to Jasper if he were guilty of killing Edwin Drood? Discuss in pairs.
- 10 WRITING TASK Choose one of the topics for your writing task.
 - 1 Write Jasper's account of what he did while Durdles was asleep.
 - 2 Write Durdles' account of the evening for a police statement later.
 - **3** Write a short story with this title: A nighttime visit to a country church.

FROM PAGE TO LIFE

The Mystery of Edwin Drood has inspired many films, starting with two silent movies in 1909 and 1914. There have been two feature films and in 2012 the BBC produced an excellent TV miniseries. The book was also made into several plays and a popular musical called 'Drood', which started in 1985 and still tours.

GLOSSARY

choirmaster - person who trains a choir

crypt - underground room in church used as burial place ghoul - evil spirit, believed to feed on dead bodies

grope – try to find something in the dark by feeling with your hands

lane - path, narrow road

mound - large pile or quantity

pillar – tall, strong support for a building (often stone)

prowl - move quickly and hunt

quicklime - chemical compound used to burn things

The Mystery of Edwin Drood

(1) 4.23

Mr Jasper, the cathedral choirmaster is writing a book about the cathedral. He has arranged for Durdles, the stonemason and keeper of the crypt, to show him around at night to see the effect of moonlight on the architecture.

'Are you ready?'

'I am ready. Mr Jasper. Let the old ones come out if they dare, when we go among their tombs. My spirit is ready for them.' He takes a lantern, puts a match or two in his pocket to light it with, should there be a need, and they go out together.

Surely an unusual sort of expedition! That Durdles himself, who is always prowling among old graves and ruins like a ghoul - that he should be creeping around without a purpose, is nothing extraordinary; but that the choirmaster or anyone else should think it might be useful to be with him, and to study moonlight effects in such company is another matter.

'Watch out for that mound by the gate, Mister Jasper.'

'I see it. What is it?'

'Lime.

Mr Jasper stops, and waits for him to come up, for Durdles is slow. 'What you call quicklime?'

'Ay!' says Durdles: 'With a little careful stirring, quick 20 enough to eat your bones*.

They go on. Among those hidden corners there is very little movement after dark. Ask any citizens of Cloisterham, met by chance in the streets in day time, if they believed in ghosts, and they would tell you no;

25 but ask them to choose at night between these scary passages and the wider roads past the shops and you would find that nearly all would choose the busier routes. The reason for this could be found in the thought: 'If the dead do, under any circumstances, become visible to the 75

living, these quiet, isolated places would be very good for the purpose. Therefore, I, the living, will get out of them as soon as I can.

Therefore, when Mr Jasper and Durdles pause to glance around them, before descending into the crypt by 80 recalling that part of his dream. As he gathers himself up a small side door, to which the latter has a key, the whole area of moonlight in their view is completely empty.

They enter, locking themselves in, descend the rough steps and are down in the crypt.

The lantern is not wanted, for the moonlight strikes in at the high windows, making patterns on the ground. The heavy pillars which support the roof create masses of black shade, but between them there are lanes of light. Up and down these lanes they walk.

Durdles drinks quickly from the bottle given him 45 by Mr Jasper and soon he becomes so very uncertain, both of foot and speech, that he half drops, half throws himself down, by one of the heavy pillars. He begs his companion for a rest.

'If you wish,' replies Jasper, 'I'll not leave you here.

50 Sleep while I walk up and down.'

Durdles is asleep at once; and in his sleep he dreams a dream.

It is not much of a dream, considering the vast world of dreamland and its wonderful creations; it is only strange for being unusually restless and unusually real. He dreams of lying there, asleep, and yet counting his companion's footsteps as he walks up and down. He dreams that the footsteps die away into distance of time and space, and that something touches him, and that something falls from his hand. Then something clinks and gropes about, and he dreams that he is alone for such a long time that the lanes of light take new directions as the moon moves along her path. From deep sleep he passes into a dream of slow cold unease; and painfully awakes to an awareness that the lanes of light are really changed, just as he had dreamed - and of Jasper walking among them.

'Awake at last?' says Jasper.

The great bell strikes twice in the tower.

'Two!' cries Durdles; 'Why didn't you try to wake me Mister Jasper?

'I did. I might as well have tried to wake the dead.'

'Did you touch me?'

'Touch you? Yes, shook you.'

As Durdles remembers the touching in his dream, he looks down on the floor and sees the key of the crypt lying close to where he himself lay.

'I dropped you, did I?' he says, picking it up, and again into an upright position, he is again conscious of being watched by his companion.

'Well?' says Jasper, smiling. 'Are you quite ready? Please don't hurry.'

*eat your bones - melt, slowly destroy bones

FACT BOX Charles Dickens (1812–1870)

Charles Dickens is one of England's most famous and greatest novelists. He wrote fifteen major books and many short stories about life in Victorian England. His work gives us an understanding of what it was like to be poor and live in London at that time. His skill is in creating wonderfully memorable characters and writing with both humour and compassion. He wrote many of his major works in sections in magazines, with the story developing as people were reading them. The Mystery of Edwin Drood is set in Cloisterham, a cathedral town that has strong links with London. Edwin Drood was Dickens' final book and was left unfinished when he died.





- SPEAKING In pairs, look at the photo of Katie and answer the questions.
 - 1 Can you guess what the video is about?
 - 2 What do you think you will learn about Katie and her life?
- - Katie is the first model with Down Syndrome.
 - 2 Katie thinks you don't need to be beautiful to be a fashion model.
 - **3** Actie likes dressing up but she doesn't enjoy it when people style her hair or put on her make-up.
 - 4 ☐ 'Best Buddies' makes it easier for disabled people to get jobs.
 - **5** ☐ Katie had an unhappy childhood because of her disabilities.
 - **6** Her parents think that Katie has a positive effect on other people with disabilities.
- 3 In pairs, think of other inspirational people with disabilities and discuss what they did to change attitudes.

Beethoven composed fantastic music even when he was deaf.

bursting door face shoot sunshine

- 1 She's the face of a collection of hair products.
 - She's someone whose image is used to advertise the products / who sells her own products.
- 2 Katie might be small but she's very confident, kind and with energy.

She has got a lot of energy / can't control her energy.

3 Alan Randall does her hair and cuts it and styles it for the photo ______.

A photo or series of photos that a friend takes for fun / a professional takes for a magazine or other publication.

- 4 The opportunity that Katie's had, I think, it's opening up the _____ for so many people with disabilities.
 - It is making it easier for them to do different things / them realise they are special.
- **5** Katie **brings to** everybody she meets. She helps them understand things / makes them feel happy.

- 5 SPEAKING In pairs or small groups, discuss the questions.
 - What are the most important qualities for someone to succeed in the fashion industry?
 - 2 How can the following groups help people with disabilities to lead happier lives?
 - the people with disabilities or communities themselves
 - · their family and friends
 - the government
 - organisations such as 'Best Buddies'
 - **3** Do you agree or disagree with these quotes from the video? Say why.
 - 1 'Beauty belongs to everybody.'
 - 2 'Beauty is more than just outward appearance.'
 - 3 'Katie's story can change attitudes towards disabled people.'
- 6 WRITING TASK Write an email to a friend in a different country. Describe Katie and what she does and say why you think her story is important.

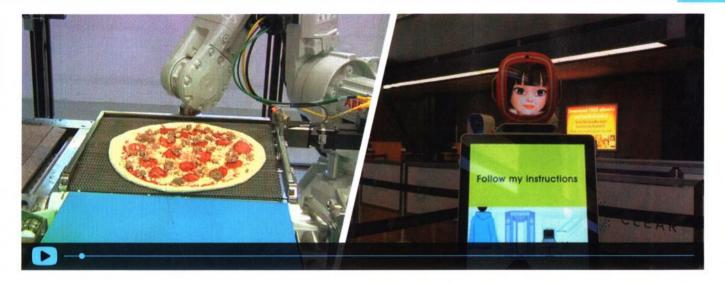
GLOSSARY

disabled – having either a physical or mental health condition

Down syndrome – a genetic disorder which affects growth, facial features and intellectual ability

overcome – to deal with a problem successfully

promote someone – to help someone by making others aware of them



- SPEAKING In pairs, look at the photos and answer the questions.
 - **1** What can you see in the photos? What activities are these robots doing?
 - 2 What other jobs do you think robots will be able to do in the near future?
- 2 S Watch the video and choose the correct answers.
 - What is one of the tasks that robots do in the pizza kitchen?
 - a making the pizza bread
 - **b** putting pizzas in the oven
 - c making the pizza sauce
 - **2** Which of these advantages of robots does the narrator mention?
 - a Robots can replace sick human workers.
 - **b** Robots' costs are lower compared to humans'.
 - c Robots can do more important jobs.
 - **3** What inspires Italian makers of AI robots to design their machines?
 - a nature
 - **b** computer systems
 - c science fiction
 - 4 According to the narrator, in which of these dangerous situations can robots help humans?
 - a They can stop natural disasters.
 - **b** They can search for earthquake survivors.
 - c They can work in nuclear power stations.
 - 5 Why is the iCub able to do more than just simple tasks?
 - a It can think.
 - **b** It can speak.
 - c It can interact with humans.
 - **6** At present, which of these things can robots and Al systems do?
 - a perform creative tasks
 - **b** work as architects or doctors
 - c learn more quickly than humans

- Are you worried that robots will make it difficult for you to find a job in the future? Say why.

creatively frees freshly precise react spread

- 1 All our pizzas are <u>freshly</u> baked when you order them.
- 2 You make the pizza dough and I'll _____ the sauce on it.
- **3** The good thing about 'employing' a robot is that it **up people** to do other jobs.
- 4 These robots can make _____movements which means they can do more advanced tasks.
- 5 This robot can _____ to its surroundings and change its behaviour if necessary.
- **6** Unfortunately, this robot can't **think or critically**.
- **5** SPEAKING In pairs or small groups, discuss the questions.
 - **1** Do you think robots will help or threaten humanity in the future? Say why.
 - 2 Do you think there should be international laws about making AI? What should they aim to achieve?
- 6 Read the question narrator asks at the end: 'In the future, will robots be able to replace humans in more advanced jobs?' Give your opinions and reasons for your answers.
- WRITING TASK An American writer, Isaac Asimov, in his book Runaround, wrote three rules for robots to follow. What do you think of them? Write a blog entry in which you suggest updating or expanding Asimov's rules. Give reasons for your ideas.
 - 1 A robot can't hurt a human or allow a human to come to harm by doing nothing.
 - 2 A robot must always follow orders from a human but not if they break rule 1.
 - **3** A robot must protect itself but not if it breaks rule 1 or 2.

GLOSSARY

flexibility – the ability to change or be changed easily **precise** – exact and accurate

reproduce functionalities – copy natural abilities of e.g. humans and give them to something else

threaten - to put in danger



- 1 D 10 SPEAKING In pairs, look at the photo of a woman running an ultramarathon and answer the questions. Then watch the video to check your answers.
 - 1 How is an ultramarathon different from a normal marathon?
 - 2 What problems could the runner have during the race?
- 2 D 10 Watch the video again and complete the information.

Long trail ultramarathon

- Distance: 440 km over ¹ ten times longer than a normal marathon
- Current world record: 2 ____ days, ____ hours and 30 something minutes
- Nicky has been training for the race for years.
- Number of people on her support team: 4
- Nicky beat the previous women's world record by over 5_____.
- What is the toughest exercise or sport you have done? How did you feel while you were doing it and afterwards?
- 4 D 10 Complete the sentences with the correct words formed from the words in bold. Then watch again and check.
 - 1 This is one of the toughest sports in the world. It's long, it's hard and it can be <u>painful</u>. PAIN
 - 2 The long trail is a _____ course. Participants run up and down the hill. HILL
 - The support team are there to provide _____, especially when she gets tired or demotivated, and to give her help when she feels unwell or gets injured. ENCOURAGE, MEDICINE
 - 4 Her _____ is planned by the team doctor, who is preparing her meal plans and how much she needs to eat. NUTRIENT
 - 5 Fighting tiredness is a real test of physical and willpower. ENDURE
 - 6 She is close to an incredible _____ she is the fastest woman ever to finish the trail. ACHIEVE

- 5 SPEAKING In pairs or small groups, discuss the questions.
 - What other extreme or dangerous sports can you think of that require a lot of training? Can you order them from the easiest to the most difficult and from the safest to the most dangerous?
 - parachuting, waterfall kayaking, mountain climbing ...
 - **2** What's your opinion of ultramarathons and people who complete them? How would you react if a friend suggested training for one?
 - 3 Can Nicky's example really inspire people to do sports or lead a healthier lifestyle? Say why.

Yes, because she makes it look fun.

No, because the idea of an ultramarathon would put people off.

WRITING TASK Write a description of an ultramarathon giving facts about the course and what the runners do during the four or five days it takes.

GLOSSARY

crave – to want something very much

endurance – ability to withstand pain or extreme conditions

equivalent - the same as

favour something – to prefer something **school of thought** – an idea held by a group of people **to the limit** – to the maximum amount/degree/ level possible

willpower - strong determination



- SPEAKING In pairs, say what you know about New Zealand. How similar or different is it from your country? Then watch the video and say what new information you discovered about New Zealand.
- Watch the video and complete the sentences with one or two words or numbers in each gap.
 - 1 Karl and Matt are going to travel around New Zealand for *seven* weeks.
 - 2 Matt met Karl in _____ but now he lives and works in _____, the capital of New Zealand.
 - **3** Matt's plan is to take Karl to the places that _____ don't normally visit.
 - 4 The Maori culture is about _____ years old.
 - **5** A 'Marae' is the Maori word for a _____.
 - **6** Matt enjoyed a whole _____ of visiting his country as a tourist.
- 3 If you had to show a foreigner one touristy place and one traditional place in your country, where would you take them? Say why.
- 4 D 12 Watch the video again and pay attention to the phrases in the box. Then match them to their synonyms 1–6.

at the crack of dawn backpacking trail hit the road move back to off the beaten track perspective as a tourist

- 1 a hiking route backpacking trail
- 2 away from touristy places
- 3 return to a place after being away
- 4 very early in the morning
- 5 start a journey
- 6 looking at a place as a visitor

- 5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.
 - What would visitors to your country be impressed by the most? Give reasons for your answers. beaches – very clean, white sand, good waves for surfing our capital city – great museums, friendly people
 - **2** Do you prefer to visit touristy or non-touristy parts of a foreign country? Say why.
 - **3** Read the comments that Karl makes. Do you agree with him? Say why.
 - 1 'We're going completely off the beaten track, there'll be no phone reception, no nothing, which will be a nice break so I'm really looking forward to it.'
 - 2 'It's always a good start to the day when you wake up and do something you've never done before.'
 - 3 What makes you proud of your country?
 - 4 What makes a journey a valuable experience? Give examples of places you have visited that have helped you learn something about the world or about yourself.
- 6 WRITING TASK Imagine you went to the places shown in the video. Write an email to a friend in a different country saying what you have done, what you have seen and how you felt while you were there.

GLOSSARY

heritage – traditions, beliefs and values of a society **indigenous** – native, local

Kiwi - a nickname for a New Zealander

Maoris – the original inhabitants of New Zealand spiritual – religious, relating to the spirit not the body or mind





- SPEAKING In pairs, look at the photos and answer the questions.
 - 1 What jobs do you think they show?
 - 2 Which of these jobs appeals the most to you? Say why.
 - **3** Do you know any other handcrafts? What are the pros and cons of doing jobs like those?
- 2 17 Watch the video and answer the questions.
 - 1 What does Eric build? customised motorbikes
 - 2 What does Shawn make from glass?
 - 3 When did the tradition of glass blowing begin?
 - 4 Does she see herself as an artist or a craftsman?
 - 5 When did people start making clocks?
 - 6 What does Nathan make by hand?
 - **7** How long does Nathan expect his clocks to continue working?
- Think about the skills Shawn and Nathan needed to learn.
 If you had the chance to learn how to do one of these jobs, which one would you choose and why?

- 4 17 Complete the sentences with the correct words formed from the words in bold. Watch again and check.
 - 1 In the era of increasing automation many <u>predictable</u> and <u>repetitive</u> jobs may disappear.

 PREDICT, REPEAT

2	There are some professions, though, which
	are likely to survive as they require,
	and highly developed skills. CREATIVE
	INNOVATE

- 3 Shawn's job requires _____. DETERMINE
- **4** She has to be _____ because machines now make a lot of glasswork. **COMPETE**
- 5 Nathan also very much desires to be ______.
 INFLUENCE
- **6** Nathan and Shawn have learned skills that have produced objects in our society. **ICON**
- 5 SPEAKING In pairs or small groups, discuss the questions.
 - 1 Is it important for old skills and talents to continue to exist when machines can do the work more quickly, more easily and, perhaps, better?

Yes, what if machines stop working? No, it's just a bit of history like people dressing up as knights.

- **2** What skills are we losing because of technology that it is important for us to keep?
- **3** What is the difference between being a craftsman and an artist?
- 4 Read the question narrator asks at the end and give your opinions: 'People will continue to love and enjoy their work for years to come. That's a real legacy, isn't it?'

Yes, because the object will exist after the maker has died.

No, because people may not appreciate the items in the future.

6 WRITING TASK Imagine you are applying for a training programme as a craftsperson. Write a personal statement.

GLOSSARY

craft – a job or activity in which you make things with your hands, and that you usually need skill to do

curious – wanting to know more

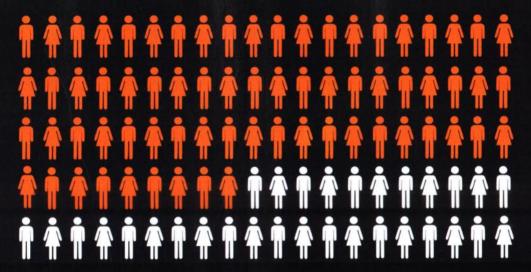
customised – made for specific needs of a customer **entrepreneur** – a person who runs their own business

freelance – working independently, selling services to different companies, people

legacy – something significant left by ancestors for future generations

mass-produced - made in factories in large quantities unique - unlike any other

In fact, overall, nearly 70% of the forty thousand people who took part in the matrix experiments lied when the circumstances made it easy to do so.



- SPEAKING You are going to watch a video about an experiment on honesty. Before you watch, look at the quotation on the photo above and discuss these questions in pairs.
 - 1 Why do you think people lie?
 - What might be the circumstances that make lying easier?
- 2 D 19 Watch the video and choose the correct words or numbers.
 - 1 'Fudge factors' are small unimportant lies / excuses for being dishonest.
 - 2 In the experiment, people have half a second / one and a half seconds to make a decision.
 - **3** Seventy percent of the people taking part were / weren't completely honest.
 - **4** Fibs and white lies are the same / two different things.
 - **5** Telling lies when we are children can help *get children* out of trouble/ develop children's imagination.
 - **6** The girl gives an example of a good reason to lie / an unimportant reason for lying.
- What do you think of the experiment? Would you have been completely honest or not? Say why.
- 4 Complete the text with one word from the box in each gap.

trouble twist root brain line mission dilemma

Dan Ariely says that he is **on a** ¹*mission* to find out why people lie. He asks: How can it be that people lie but think they are honest. He thinks of a simple experiment but there's a ²_____ - the participants can earn more money if they lie. This creates a **moral** ³____ . Most of the participants **crossed the** ⁴____ from honesty to dishonesty. Dan studies children to try to **get to the** ⁵___ **of** why we lie. Lies can **get children into** ⁶__ but they still do it. In the end, he finds out that lying is connected with the development of the ⁷

- **5** SPEAKING In pairs or small groups, discuss the questions.
 - 1 What other ways of testing people's honesty can you think of? Present one idea to the class explaining how it works and how it tests people's honesty. Have a class vote on the idea people like best.
 - We could drop some money on the floor and see if people give it back to us.
 - **2** There is a phrase in English: to be economical with the truth, which means being dishonest without actually lying. Look at the example below. Did the child lie? Were they honest? Discuss other ways of being economical with the truth.

Mother: Did you get any marks from school today? Child (who got a B in History and an E in Maths): Yes, I got a B in History.

Mother: Oh, that's very good. Well done.

- **3** At the end of the video the narrator asks the question: 'What do you think? Is it ever OK to lie?' Answer that question. Then think of different people in your life (parents, teachers, friends, etc.). How important is it that they are honest with you? Give reasons for your answers.
- WRITING TASK Imagine you are Dan. Write a blog entry to explain what the experiment was about, what happened and what you think it shows about people's honesty.

GLOSSARY

excuses – reasons people give for doing or not doing something

fib - a small, unimportant lie often told by children
 justify - to give a reason why you did something
 regardless of - without being influenced or affected by
 reward - something that you get because you have done something good or helpful or have worked hard



- SPEAKING In pairs, look at the photo and answer the questions.
 - Do you like the picture in the photo? Give reasons for your answer.
 - 2 Can you guess how this piece of art was made? Do you think it is an oil painting, a drawing, a computerised image or something else?
- 2 D 23 Watch the video and choose the correct answers.
 - 1 Lisa tries to make the real world look like a painting / her paintings look like the real world.
 - **2** Lisa / Another artist paints the backgrounds.
 - **3** Lisa takes photos of her paintings because they're only temporary / she's also a photographer.
 - 4 The model, Christopher studies / feels he's a part of the history of art.
 - **5** Lisa is famous only in America / in many countries.
 - 6 The art expert thinks that Lisa is doing something new / copying someone else's style.
- Would you like to be in a painting like this? Say why.
- 4 D 23 Complete the phrases with the words in the box. Then watch the video again to check.

exhibits bold boundaries canvas dimensional headlines shadow standards toe

- 1 She's making headlines with her artwork.
- 2 She paints her models from head to
- 3 She uses _____ brush strokes to capture depth and _ iust as she sees it in real life.
- 4 Lisa paints on people in a way that makes them look like two-_____ paintings.
- 5 For Lisa, the world is a ______.
- 6 Lisa sometimes paints people for live art
- 7 Michael Schwartz is an art expert and gallery owner who thinks Lisa's work is pushing.
- **8** When a woman **challenges the** _____ and creates something so unusual, that's really important.

- 5 SPEAKING In pairs or small groups, discuss the questions.
 - Do you think an artist needs to have talent or is a good imagination enough?

If there is no talent, then anyone can create the same thing so it isn't unique anymore.

Some art works such as Tracey Emin's unmade bed is as interesting and important as an oil painting or sculpture.

- **2** How important is it for schools to teach students about art and its history? Give reasons for your answers.
- **3** Read the question the narrator asks at the end and give your opinions: 'Will her paintings be remembered if they only last a day before they are gone for good?'

Yes, we can still have photos of them.

No, photos won't show how amazing the paintings really look.

6 WRITING TASK Imagine you have been to a live art exhibition of Lisa's paintings. Write a review of the exhibition.

GLOSSARY

acrylic (paint) – made from chemicals, not natural materials

atmospheric – giving a particular feeling e.g. pleasing or mysterious

critical acclaim – positive opinions from critics and experts

neat (American English slang) – good

pushing boundaries – challenging what is acceptable or normal



- SPEAKING In pairs, look at the photo and answer the questions.
 - 1 How often do you buy things in shops or on the Internet?
 - 2 Which of the things that you buy do you share with friends or family?
- 2 D 26 Watch the video and decide if the statements are true or false.
 - **1** The sharing economy is a new idea.
 - 2 Some people even share pets.
 - **3** To unlock the car you need the keys.
 - 4 The amount you pay for a shared car depends on how long you want it for.
 - **5** The housing scheme was set up by the government.
 - **6** The houses in the scheme are free if you agree to renovate
- What possessions of your own would you be happy to rent to other people and what possessions would you definitely not rent out? Say why.
- 26 Complete the sentences with the words from the box so that they have the same meaning as the original.

booking boost fortune pick rent stretch

- 1 I haven't got enough money. My money doesn't stretch far enough for my needs.
- 2 You can pay to use someone else's car, clothes or tools.

a car for a few hours. You can

3 You can reserve the item you want for a certain time. You can make a so that you have the item at a certain time.

4 The app tells you where to collect the car from.

The app tells you where to ___ **5** You don't have to spend a lot of money on clothes.

- It isn't necessary to spend a _____ on clothes.
- 6 Housing schemes can make communities stronger. Housing schemes can give communities a ____

- SPEAKING In pairs or small groups, discuss the questions.
 - 1 What advantages and disadvantages does the sharing economy have?

Advantages

Disadvantages

cheaper than buying

possible damage to car/clothes etc.

- 2 The narrator also mentioned sharing time and skills. What skills can be shared in sharing economy? What skills can you share?
 - Someone who is good at languages could teach other people. For example, I could teach someone English and French.
- **3** Read the question the narrator asks at the end and give your opinions: 'But is it likely that in the future we may not need to own anything at all?' Give reasons for your answers.
- 6 WRITING TASK Write an opinion essay about the advantages and disadvantages of a sharing economy. Say whether, overall, you think it is a good idea or not.

GLOSSARY

designer outfit - a set of clothes made by a famous fashion designer

renovate - to makes changes to a flat/house so that it looks new again

repair - to fix broken things

scheme - a plan of action

solution – a way of overcoming a problem



- SPEAKING You are going to watch a video about people who have moved away from cities to a quiet island. Before you watch, look at the photo and discuss these questions in pairs.
 - 1 Why do you think the people decided to move there?
 - 2 What do you think they can do in their free time?
- 2 D 31 Watch the video and answer the questions.
 - 1 Where is Anglesey?
 - What aspects of Welsh culture can you enjoy in the community?
 - 3 According to Therese, what adds something special to a location?
 - 4 Where is Sian from?
 - 5 How long did she work in advertising for?
 - 6 What did Sian use to wear?
- Would you like to live on an island like Anglesey? Say why.
- 4 D 31 Complete the sentences with the words from the box. Then watch the video again and check.

detached pace quality pressure reconnect vibrant

- 1 People in big cities often lead high pressure lifestyles.
- 2 It is important for people in urban areas to _____ with nature.
- **3** We live in a <u>community</u> with lots of cultural activities going on.
- 4 A small flat in a city can cost as much as a _____ house in the countryside.
- **5** The _____ of life here is much slower than in London and the _____ of life is much better.

- 5 SPEAKING In pairs or small groups, discuss the questions.
 - 1 People often move to cities when they are young and then somewhere quieter when they are older. What do young people like about cities and what do older people dislike about them?

Young like Older dislike nightlife ... noise ...

- 2 In which town, village or area would you like to live in your country? Give reasons for your answer.
- **3** Read the question narrator asks at the end and give your opinions: 'What does good quality of life mean to you?' Use the headings below and your own ideas.
 - · free time
- excitement
- friends
- house
- money
- work
- 6 WRITING TASK Imagine you live on Anglesey. The local council wants to attract visitors so they ask you to write an article describing life on the island and the fun things you can do there.

GLOSSARY

deadlines – times set at which work has to be completed hectic – very busy and full of activity profound – having a strong influence or effect remote – far away from towns or places where people live



- SPEAKING You are going to watch a video about cyberspace security. Before you watch, look at the photos and discuss these questions in pairs.
 - What sort of problems do you think the video will talk about?
 - 2 In what ways can young people be made interested in working in cyber security?
- 2 33 Watch the video and put the events in the order that we see them.
 - **a** We learn why Nigel Harrison set up Cyber Security Challenge.
 - **b** We find out who won the Cyber Centurion Challenge.

 - **d** We listen to some of the participants in the Cyber Centurion Challenge.
 - **e** The narrator explains what cyberspace is.
 - **f** The narrator tells us why hacking is a problem.
 - **c** The narrator tells us of a competition for school children.
- 3 How worried are you about hacking and data theft? What do you do to keep yourself safe online?
- 4 D 33 Match the beginnings to the correct endings and then choose the correct word. Watch the video again to check your answers.
 - 1 Cyberspace is the online world of
 - 2 Hackers / Gamers are experts
 - **3** ☐ Nigel wants these events to force / inspire
 - 4 Cyber Centurion requires a
 - **5** The students have to safeguard / rescue
 - a purpose / deliberate -built website.
 - **b** computer data / networks and the Internet.
 - c the network from criminal hackers.
 - d at getting into computer systems.
 - e more people to consider jobs in cyber security.

- 5 SPEAKING In pairs or small groups, discuss the questions.
 - Are you optimistic or pessimistic about the future of cyber security? Give reasons for your answer.

Optimistic

Cyber experts will one day create a completely safe computer code that can't be hacked.

Pessimistic

Politicians don't understand the problem well enough and won't spend enough money on solving it.

- **2** Look at three different examples of hacking and say what you think should happen to each person?
 - A hacked into the government's defence department and left a message on their computer saying: 'I got in here, which means our enemies could!'
 - **B** hacked into a famous person's Twitter account and wrote messages pretending they were from that person. None of them were rude or hurt anyone.
 - C hacked the Education Ministry and found this year's exam papers and then put them online where everyone could see the questions before the exam.
- 6 Read what narrator says at the end and give your opinions: 'These students could go on to have careers protecting cyberspace from criminal hackers in the future – a job which experts believe will be in high demand.'
- 7 WRITING TASK Use your ideas from Exercise 3 to write a blog post on dangers people may face online and how they can keep themselves safe.

GLOSSARY

aspire to – to have an aim or ambition to do something
 flaws – mistakes or weaknesses
 purpose-built – created for one specific reason
 vulnerabilities – weaknesses

1A Present Simple and Present Continuous

Present Simple							
Affirmativ	ve	Negative					
I/You/ We/They	like casual clothes.	I/You/We/They	do not (don't) like casual clothes.				
He/She/It	likes casual clothes.	He/She/It	does not (doesn't) like casual clothes.				

Yes/No questions

Does he like casual clothes?

Wh- questions	Subject questions		
When do you wear casual clothes?	Who likes casual clothes?		

We use the Present Simple to talk about:

- facts and general truths: Water boils at 100 Celsius.
- · routines and habits: We usually go to rock concerts.

Common time expressions used with the Present Simple:

always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.

Present	Contin	iuous			
Affirmative			Negative		
I	am ('m)		1	am not ('m not)	
You/We/ They	are ('re)	dancing.	You/We/ They	are not (aren't)	dancing.
He/She/It	is ('s)		He/She/It	is not (isn't)	

Yes/No questions

Are you dancing?

Wh- questions	Subject questions
Where are they dancing ?	Who is dancing?

We use the Present Continuous for:

- actions happening right now:
 I'm taking a selfie with my best friend.
- temporary situations happening around now:
 At the moment, she's preparing for the prom.
- changing situations:
 Superheroes are becoming more popular these days.

Common time expressions used with the Present Continuous:

at the moment, now, this week, these days, at present.

State verbs

We use the Present Simple (not the Present Continuous) with state verbs such as:

- attitude verbs (describing feelings, emotions, preferences, etc.), e.g. hate, like, love, prefer;
- mental/thinking verbs, e.g. believe, know, need, remember, think, understand, want;
- sense/perception verbs, e.g. feel, hear, see.

Some state verbs (e.g. think, have, look) can be used in the continuous form, but with a change in meaning:

Do you **see** what I mean? (understand)
I **am seeing** my girlfriend tonight. (meet)
She **has** a new dress. (own)
I'**m having** a shower. (take)

1E Articles

We use **no article** (ø)

- with plurals and uncountable nouns to talk about something/someone in general:
 Susan reads a lot of books on modern design.
 I'm really into fashion.
- with days, months, seasons, holidays, parts of the day:
 Summer holidays in the United Kingdom start In July.
- with continents and countries: My parents are from **Italy**.

Exceptions: in **the** United Kingdom, in **the** United States, in **the** Netherlands, in **The** Hague

We use a/an:

- before a singular countable noun: Have you got a sister?
- when we mention something/someone for the first time or to refer to any one of a kind or group:
 I'm wearing a leather jacket.
- with occupations: I'm a shop assistant.

We use the:

- to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean: I like the colour of that dress. Who is the Oueen of Denmark?
- when we mention something/someone for the second time:
 I'm wearing a leather jacket. The jacket looks great.
- with the superlative forms of adjectives: the best
- with ordinal numbers: the second
- to refer to a period in time: the 1960s

1 A Complete the text using the verbs in brackets in the Present Simple or the Present Continuous tense.

From: Clare To: Dave	
Hi Dave!	
Guess what? I've won a fashi	on magazine competition!
I 1'm staying (stay) in London	
(work) as a trainee for a fashio	
(set) the trends. Sounds excit	
l usually 4 (work	a) only four hours a day but this
week it's London Fashion We	ek so we ⁵ (work)
full time.	
Well, you know I 6	(not work) on the texts at
my job but I often 7	(assist) with photo shoots.
At the moment, we 8	(design) the cover of next
month's issue. The cover 9	(show) a young girl
in a floral dress. You wouldn't	
women in the streets 10	
My boss is an elderly man an	d his outfits are always very
	(never wear) casual
clothes to work. But you shou	
	rdressed in his designer silk
suit!	
That's all for now. 13	(you/have) a good time in
Barcelona now? Is it very hot	out there?
Take care,	
Clare	

 1 A Tick the sentences which have the correct verb forms. Correct the ones which are wrong. 1 1 am not understanding teenage fashion these day 2 Look at that girl in light-green dress! She seems bored. 3 1'm seeing this famous make-up artist today. 4 1'm thinking of becoming a jewellery designer. 5 1'm having a great idea - let's start a fashion blog! 6 What are you thinking about my new designer jeans? 7 1'm knowing the truth about her leyelashes. They are fake! 8 Sonia hates going to fancy dress parties. 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer 10 - / the flat shoes because comfort matters to them 	rs.
 Look at that girl in light-green dress! She seems bored. I'm seeing this famous make-up artist today. I'm thinking of becoming a jewellery designer. I'm having a great idea – let's start a fashion blog! What are you thinking about my new designer jeans? I'm knowing the truth about her leyelashes. They are fake! Sonia hates going to fancy dress parties. 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. IE Choose the correct articles to complete the sentence attention to their outfits. When they go out on a the weekday or at a / the weekend, they like to dress casually. They usually wear - / the jeans and a / the cotton T-shirt, both in - / a summer and winter / the Dutch women rarely wear - / the heels. They prefer 	ıs.
bored. 3 I'm seeing this famous make-up artist today. 4 I'm thinking of becoming a jewellery designer. 5 I'm having a great idea – let's start a fashion blog! 6 What are you thinking about my new designer jeans? 7 I'm knowing the truth about her leyelashes. They are fake! 8 Sonia hates going to fancy dress parties. 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer	
 I'm thinking of becoming a jewellery designer. I'm having a great idea – let's start a fashion blog! What are you thinking about my new designer jeans? I'm knowing the truth about her leyelashes. They are fake! Sonia hates going to fancy dress parties. IA Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. IE Choose the correct articles to complete the sentence attention to their outfits. When they go out on a // a / the weekday or at // a / the weekend, they like to dress casually. They usually wear // the jeans and // a / the cotton T-shirt, both in // a summer and winter. // the Dutch women rarely wear // -/ the heels. They prefer 	
 5 I'm having a great idea - let's start a fashion blog! 6 What are you thinking about my new designer jeans? 7 I'm knowing the truth about her leyelashes. They are fake! 8 Sonia hates going to fancy dress parties. 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence attention to their outfits. When they go out on a A/the weekday or at A/the weekend, they like to dress casually. They usually wear A/the jeans and A/the cotton T-shirt, both in A/the heels. They prefer 	
 5 I'm having a great idea - let's start a fashion blog! 6 What are you thinking about my new designer jeans? 7 I'm knowing the truth about her leyelashes. They are fake! 8 Sonia hates going to fancy dress parties. 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence attention to their outfits. When they go out on a A/the weekday or at A/the weekend, they like to dress casually. They usually wear A/the jeans and A/the cotton T-shirt, both in A/the heels. They prefer 	
 What are you thinking about my new designer jeans? I'm knowing the truth about her leyelashes. They are fake! Sonia hates going to fancy dress parties. 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. IE Choose the correct articles to complete the sentence attention to their outfits. When they go out on a a/the weekday or at a / the weekend, they like to dress casually. They usually wear - / the jeans and a / the cotton T-shirt, both in - / a summer and winter / the Dutch women rarely wear - / the heels. They prefer 	
are fake! 8 □ Sonia hates going to fancy dress parties. 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence ¹-/The people in ²-/the Netherlands don't pay too much attention to their outfits. When they go out on ³ a/the weekday or at ⁴ a / the weekend, they like to dress casually. They usually wear ⁵-/the jeans and ⁶ a / the cotton T-shirt, both in ⁻-/a summer and winter. ²-/the Dutch women rarely wear ⁰-/the heels. They prefer	
3 1A Use the Present Continuous tense to describe trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer	
 trends. Write about the things in the box. your hair style of jeans fashion blogs clothes (price) school parties My hair is getting longer and longer. 4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer 	
4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer	
4 1E Choose the correct articles to complete the sentence 1 - / The people in 2 - / the Netherlands don't pay too much attention to their outfits. When they go out on 3 a/the weekday or at 4 a / the weekend, they like to dress casually. They usually wear 5 - / the jeans and 6 a / the cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer	
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
*-/The people in *-/the Netherlands don't pay too much attention to their outfits. When they go out on * a/the weekday or at * a / the weekend, they like to dress casually. They usually wear * - / the jeans and * a / the cotton T-shirt, both in * - / a summer and winter. * - / the Dutch women rarely wear * - / the heels. They prefer	_
attention to their outfits. When they go out on ³ a/the weekday or at ⁴ a / the weekend, they like to dress casually. They usually wear ⁵ - / the jeans and ⁶ a / the cotton T-shirt, both in ⁷ - / a summer and winter. ⁸ - / the Dutch women rarely wear ⁹ - / the heels. They prefer	
weekday or at ⁴ a / the weekend, they like to dress casually. They usually wear ⁵ - / the jeans and ⁶ a / the cotton T-shirt, both in ⁷ - / a summer and winter. ⁸ - / the Dutch women rarely wear ⁹ - / the heels. They prefer	h
casually. They usually wear ⁵ - / the jeans and ⁶ a / the cotton T-shirt, both in ⁷ - / a summer and winter. ⁸ - / the Dutch women rarely wear ⁹ - / the heels. They prefer	
cotton T-shirt, both in 7 - / a summer and winter. 8 - / the Dutch women rarely wear 9 - / the heels. They prefer	
Dutch women rarely wear 9 - / the heels. They prefer	
¹¹ - / the most.	
5 1E Complete the text with: a, the or ø (no article).	
When Mr Hart entered *the classroom, everybody	
stopped talking. ² person we saw did not match	
3 image of 4 typical teacher at West Hill	
School. Mr Hart, 5 short man in his early 40s, was	
wearing 6 linen patterned shirt and 7 flare	
jeans, 8popular hippie outfit from 9 mid-60s	
Mark, 10 bravest soul in class, couldn't help	
laughing. Mr Hart looked at 11 amused student	
and said 'Lesson one: do not judge 12 book by	
its cover'. And this was ¹³ starting point of ¹⁴ fascinating discussion about ¹⁵ stereotypes and	

prejudices.

6 1E Complete the quiz questions with the: a, the or ø (no article). Then do the quiz. Check your answers at the bottom of the page.

QUIZ

- Which city is <u>the</u> fashion capital of ____
 - a Paris
 - **b** Milan
 - c both
- Who was famous for popularising ____ 'little black dress' in ____ 1920s?
 - a Coco Chanel
 - **b** Christian Dior
 - c Carolina Herrera
- first pair of Levi's jeans was sold in USA for:
 - a \$6
 - b \$ 60
 - c \$100
- 4 ___ kilt is ___ skirt worn by ___ men and it comes from:
 - a England
 - **b** Scotland
 - c Canada



2A Present Perfect Simple and Present Perfect Continuous

Present Perfect Simple

- We use the Present Perfect Simple to talk about a finished activity in the past if we don't say when it happened.
 We focus on the result, which can often be measured:
 I've designed and built many websites. (I have done this work in the past, now I have experience in it.)
- If we say how many things or how much we've done, how many times something has happened or how far we've travelled, we use the Present Perfect: Paul has lived in Spain for many years. I have read his blog three times already, now I can remember almost every word.
- Questions in the Present Perfect Simple often begin with how many:

How many books has she written?

Affirm				Negative				
I/You/ We/ They	've (hav	(have) bee		n Iying.	I/You/ We/The	A STATE OF THE PARTY OF THE PAR	aven't nave not)	Decii
He/She It	/ 's (h				He/She	3	asn't nas not)	studying
Yes/No	ons			Short	ansv	vers		
Have	Have I/you/ been studying?		355			/e/they h e/they h		
Has	he/ she/	/it			Yes, he No, he,		ʻit has. it hasn't.	
Wh- qu	uestion	s			The R	Subj	ect que	stions
How long	have	I/ye we the		been	ing?	Who	has	been
	has	he,	/ e/it	study	ing?	v.,		studying?

- We use the Present Perfect Continuous to talk about an activity that started in the past and may still be continuing.
 We focus on the activity, not the result:
 I have been revising for the test all day.
- We often mention how long the activity has been going on:
 I have been waiting for the exam results for two weeks.
- We use this tense for an unfinished or recently finished activity that explains something in the present: I've been revising for the Maths exam for hours. I am exhausted.
- Questions in the Present Perfect Continuous often begin with how long:

How long have you been waiting for the bus?

Since and for

We use *since* (from a point in time) and *for* (through a period of time) with both the Present Perfect Simple and the Present Perfect Continuous:

She's lived here since 2012.

They've been working on the project for ten years.

2D Verb patterns

Verb + -ing

 We use the -ing form after these forms: admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss: Just imagine winning the competition! He keeps asking me lots of difficult questions.

Verb + infinitive

After these verbs we use the infinitive with to:
 agree, allow, appear, decide, expect, hope, need, learn,
 offer, promise, refuse, seem, want, would like:
 Our teacher doesn't allow us to use calculators in class.
 Would you like to study Science?

Infinitive without to

- We use the infinitive without to after modal verbs: can, might, must, should, will.
 You should answer his question right now.
 I will study Science, that's certain!
- We use the infinitive without to after these verbs: help, let, make.
 They let me play the game.
 My parents made me tidy up the room.

Some verbs (e.g. remember, forget, stop, try, regret) can be followed by the -ing form or the infinitive with a change in meaning:

remember + infinitive (to remember something, then do it): I **remembered to switch** off the lights.

remember + **gerund** (to do something and remember it later):

I **remember switching** off the lights.

forget + **infinitive** (to forget about something, so you don't do it):

I forgot to buy the birthday present.

forget + gerund [to do something and (not) forget it later]: I'll never **forget buying** my first computer.

stop + infinitive (to stop something in order to do something else):

I stopped to read the book.

stop + gerund (to no longer do something): I **stopped reading** the book.

try + infinitive (to make an effort to do something difficult):
He tries to read one chapter before bed every single night.

try + gerund (to do something and see what happens): He should **try reading** one chapter before bed.

regret + infinitive (be sorry about doing something): I regret to say that you failed the test.

regret + **gerund** (be sorry about something that happened in the past):

I regret spending so much money on that tablet.

like + infinitive (to do something because it is a good idea): *I like to spend* at least three hours a day in the library.

like + gerund (to enjoy something): I **like working** at home.

1	2A Complete the dialogues with the Present Perfect or Present Perfect Continuous form of the verbs in brackets.	4 2D Complete the sentences with the correct form of the verbs in brackets. Then answer the questions.
	 1 A Your eyes look red. What <u>have you been doing</u> (you/do)? B I (play) computer games for four hours. That's why my eyes look tired. 	 Do you think teachers should let students <u>use</u> (use) smartphones in class instead of calculators? Why?/Why not? Which do you enjoy more: (play) board games
	 2 A I (study) the whole map of Asia since 9 o'clock and I still don't know where Bhutan is. Can you help me? B Sure. I can try. 	or computer games? Why? 3 Do you mind (do) homework on Saturdays? Why?/Why not? 4 Do you think you will miss (go) to this school when you graduate? Why?/Why not?
	 A(you/ever fly) a drone? B No, I haven't. But I'd like to one day. 4 A Where(you/be)? I(try) to reach you for over an hour! B Sorry, I(not hear) the phone. I(listen) to a fascinating podcast about the history of the universe. 	 Which gadgets can you imagine (live) without? Why? Who, in your opinion, appears (be) the greatest scientist of all the times? Why? What do you hope (achieve) in the future? Do you think you could manage (live) without electricity? Why?/Why not?
	 There is something wrong with this 3D printer. It (print) this badge for 40 minutes and it's still not ready. Do you think it (break) down? I wouldn't worry. It always takes ages to print anything! 	 2D Choose the correct structure to complete the sentences. 1 a We stopped to have / having a rest at the service station on the motorway. b Please, stop to waste / wasting so much time on
2	2A Complete the second sentence so that it has a similar meaning to the first sentence. 1 The engineers started working together a short time ago. The engineers haven't been working together for a long time.	 these silly avatars and computer games! 2 a I can't remember to change / changing my password but I think I did it because I can't open my account now. b Please remember to get / getting paper for the printer on your way home.
	 This is his third attempt to pass the science test. He attempts to pass the science test so far. We are still doing the experiment. We the experiment yet. 	 a I really tried to design / designing my own website, but it was too hard. b Try to switch off / switching off your mobile phone before going to bed. I'm sure it will help you sleep better.
	 My smartwatch broke down in the morning and then again in the afternoon today. My smartwatch twice so far today. She is playing on her mobile phone. That's why she can't hear us. She can't hear us because she on her mobile phone for an hour. I joined a science club two months ago. I a member of the science club for two months. 	 a Martin will always regret to give up / giving up his place on this amazing space programme! b We regret to inform / informing you that you have failed your university entry exam. 5 a Don't forget to bring / bringing a ruler and a calculator for the Maths exam tomorrow. b I will never forget to meet / meeting professor Brian Cox, a famous mathematician. 6 a When reading a text for school, Martha likes to scan / scanning it first. This way she can find specific information such as dates or names.
3	2A Complete the phrases with since or for. Then choose four phrases and write sentences about yourself. 1	b Albert liked to <i>jog / jogging</i> until he broke his leg.

_____ 1st January

3A Past Simple, Past Continuous and Past Perfect

Affirmative		Negative			
I/You/He/She/ jumped It/We/They and fell.		I/You/He/She/ It/We/They	did not (didn't) jump and fall.		
Yes/No questi	ons				
Did she jump a	nd fall?				
Wh- question	s	Subject qu	estions		
Why did you ju	mo and fall	Who iumpe	Who jumped and fell?		

We use the Past Simple:

- to describe finished actions: I broke my leg yesterday evening.
- to tell the main events in a story in order:
 I ran to the school gym, opened the door, and saw him!

Common time expressions used with the Past Simple:

yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five/ten, ten years ago, in September, in 2011:

Where were you yesterday?

She went to the swimming pool a week ago.

Past Co	ntinu	ious			
Affirmat	tive		Negativ	e	
I/He/ She/It	was		I/He/ She/It	was not (wasn't)	performing.
You/We/ They	were	performing.	You/We/ They	were not (weren't)	

Yes/No questions

Was he performing?

Wh- questions	Subject questions		
Where were they performing?	Who was performing?		

We use the Past Continuous:

- for longer activities interrupted by shorter ones in the past:
 - I was jogging in the park when I saw an accident.
- for temporary situations in the past:
 We were meeting at the gym twice a week.
- to describe things which were in progress at or around a fixed time in the past:
 At 9 a.m. I was relaxing in the steam room.
- to set the scene in a story or give background information:
 I was cycling to school one morning when ...

Past	Perfe	ct					
Affirmative					Negative		
It /Mo/			won a me	dal.	I/You/ He/She/ It/We/ They	had not (hadn't)	won a medal.
Yes/No questions					Short answers		
Had	I/you he/s it/we they	she/ won M			es, I/you/he Io, I/you/he aad not (had	/she/it/we	
Wh- c	questi	ons	Y. Frank				
Why had			you/he/she/it/ ve/they won a medal?				
Subje	ect que	estion	ns	n An			
Who had won			n a medal?				

We use the Past Perfect:

- to talk about an action in the past that was completed before another action or a time in the past:
 When I arrived at the skate park, my friends had already left.
- to talk about what happened before another event in the past. It is used with the Past Simple or Continuous: The road was dangerous because it had snowed during the night. (It snowed. Then, as a result the road became dangerous.)

We were driving slowly because we **had seen** an accident. (We saw an accident and drove more carefully afterwards.)

Common time expressions used with the Past Perfect: after, already, as soon as, before, by, by the time, just, once, until.

3D Used to and would

Used to and wou	Used to and would				
Affirmative	I used to go to the gym every Monday I would go to the gym every Monday.				
Negative	I didn't use to go skiing every year. He wouldn't go skiing every year.				
Yes/No questions	Did he use to be in a football team?				
Wh- questions	What did he use to like?				
Subject questions	Who used to eat unhealthy food?				

- We use used to and would for habitual/repeated actions in the past:
 - As a teenager, I **used to/would** go to the swimming pool every Sunday.
- We use used to (not would) for past states (with state verbs - go to 1A, page 172):
 - I **didn't use to** love yoga. (But I do now.) She **used to think** positive thoughts. (But she doesn't any more.)
- We don't use would when asking about past actions:
 Did you use to do any sports when you were younger?
- We use the Past Simple (not used to or would), if something happened only once in the past:
 I went skiing last winter.

but: I **used to/would** go skiing every year when I was younger.

3A Choose the most suitable tense.

Lance Armstrong, an American cyclist who 'was winning / won the Tour de France seven times, 'lost / was losing all his titles in 2012 when a US Anti-Doping Agency 'discovered / was discovering that he 'had used / used drugs during his cycling career. While he 'swas trying / had tried to fight back against the Agency's decision, all Armstrong's sponsors 'left / had left him. At first, he 'didn't want / had not wanted to admit he 'used / had used illegal substances but he finally 'had told / told the truth when he 'answered / was answering Oprah Winfrey's questions in her TV show in 2013.

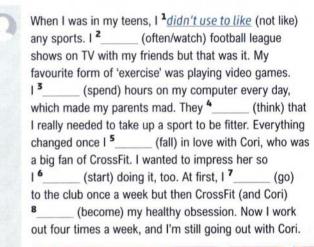


2 3A Complete the sentences with the words from the box.

after before by the time just once until
1 The patient was lucky. The ambulance arrived before it was too late to help him.
2 _____ months of training, our team won the race!
3 ____ as they reached the stadium, the game started.
4 They watched the game ____ the end though it was rather boring.
5 ___ we got to the swimming pool, the competition had already finished.

- **6** _____ she started going to Zumba classes, she quickly got into shape.
- 3A Imagine you saw a celebrity at a sports event. Write a story to describe the event. Use the questions below to help you.
 - What sport event did you go to?
 - 2 Why did you decide to go there?
 - 3 Who did you go with?
 - **4** What was the celebrity doing when you saw him/her? What was he/she wearing?
 - 5 Did you speak to him/her?
 - 6 What happened next? How did you feel about the whole incident?
 - 7 Had anything similar happened to you before?

- 4 3D Choose the most suitable form. In some cases, both forms are possible.
 - **1** When I was at school, I didn't use to keep / didn't keep fit but now I do sports three times a week.
 - 2 I would never like / never used to like judo but now I'm crazy about it.
 - **3** My grandfather would cook / used to cook delicious meals for the whole family when he lived with us.
 - 4 Ben used to swim / swam very well at the school competition last year.
 - 5 I used to eat / would eat frozen food every day when I was at university. Now I eat only fresh products.
 - **6** When you were a small child, *did you use to believe* / *would you believe* that processed food is full of vitamins?
- 5 3D Complete the text with the correct forms of used to or would and the verbs in brackets. Sometimes both forms are correct. Where neither is possible, use the Past Simple.





4A Modal and related verbs

Function	Present	Past	Future
necessity	must, have (got) to, need to	had to, needed to	will have to, will need to
prohibition	can't, mustn't, may not	couldn't/wasn't/ weren't allowed	won't be allowed will be forbidden
permission	can, may	could	will be able to
advice	should, ought to		

- We use *must* when the obligation comes from the speaker: I really *must* stop eating sweets.
- We use have to when the obligation comes from somebody else or is necessary because it is a rule or a law: You have to/need to fasten your seatbelt. The doctor says I have to give up smoking.

The difference between have to and must is very slight, however, and often they are interchangeable.

- We use mustn't, can't and may not to talk about things that are not allowed:
 You mustn't smoke here.
- We use should and ought to to talk about duty, or to give advice. Ought to is more formal than should:
 We should turn around now.
 You ought to warn the passengers.
- We use can, could and may to ask for permission. Could and may are more polite than can:
 Can I open the window?
 Could we go back to the airport?
- We use can and could to make requests:
 Can/Could you open the door for me?
- We use can to talk about possibility: It can be useful later.

May I take your luggage?

 We use can to talk about ability in the present and could to talk about ability in the past:
 Of course I can ski. I could ski before I was five.

To make sentences in other tenses we use be able to instead of can:

I've never been able to go abroad alone. We won't be able to catch our flight. I'd like to be able to travel around the world.

We only use *must* in the present tense. In other tenses we use *have to*:

I had to remember my boarding pass.

We'll have to buy sun cream before we leave.

We didn't have to wait in the queue.

4D Relative clauses

We use **defining relative clauses** to give an important information about a person, thing, place, etc., so that it's clear which one we are talking about: This is the picture **that I took in Spain**.

We use the following relative pronouns:

- who and that to refer to people:
 I have a friend who/that works as a flight attendant.
- which and that to refer to objects:
 The headphones which/that I use are very good.
- where to refer to places:
 This is the office where I work.
- whose to show possession:
 I don't know whose suitcase this is.
- why to give a reason or explanation: Can you tell me why you are late?

If the subject is different in the two clauses, we can leave out the relative pronoun:

Are you reading the pocket guide book (**which/that**) I bought? If the subject is the same in the two clauses, we can't leave out the relative pronoun:

He's the Italian who/that visited us last summer.

Non-defining relative clauses give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information. We must use commas before and after a non-defining relative clause: *Marco Polo, who was one of the first Europeans to reach China, was born in Venice in 1254.*

We can't leave out the relative pronoun (who, which, that, etc.) in non-defining relative clauses.

We can't use the relative pronoun that instead of who/which in such clauses:

My Dad gave me a camera, which was really easy to use.

1	4A Complete the sentences with correct forms of can be able to and have to. Sometimes more than one answer is possible.
	1 I could/was able to ride a scooter when I was fifteen
	1 Lyould like travel where Lyont

2	I would like	_ travel where I want.
3	We got lost and we	spend the night in a mote
4	Do you think people in the future?	e reduce noise pollution
5	you	pay extra for excess luggage?
6	The pilot la was bad.	and safely although the weather
7	So far, we	to travel across Europe for free.

Tips for Railway Museum Visitors

Please follow our guidelines for an enjoyable experience!

- You ¹can / must / may use cameras around the museum to take photographs. Please note that no photos of children ²may / mustn't / can be taken without parental permission. Drone cameras ³mustn't / can't / have to be used in the museum.
- You *must / may / can take photographs, but you *have to / can / must get permission for commercial photographs.
- For the protection of our exhibits, you *mustn't / ought no to / may not eat or drink in the galleries.
 If you have brought your own picnic food, you *ought to / should / can't use the outdoor picnic tables that are on the site.
- Please do not touch any items on display as even the cleanest of hands ⁸may / should / can damage the objects.
- You ⁹must / can / may see many of the trains in the rail gallery. However, some of them are very old and ¹⁰must / have to / ought to be kept behind barriers for their protection.
- 4A Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 - 1 She is a very good pilot. **CAN** She can fly a plane very well.
 - Passengers are asked to sit during take-off. MUSTN'T Passengers during take-off.
 - **3** Excuse me, is it OK if I sit here? **MAY**Excuse me, here?
 - 4 I think the best option is to take the 8.50 train. **SHOULD**You the 8.50 train.
 - **5** It is necessary to switch off your phone when on the plane. **HAVE TO**
 - You ______ your phone when on the plane.

 6 It will be necessary to pay for the tickets next week. NEED
 - You ______ pay for the tickets next week. NEED
- 4 4D Complete the sentences with a suitable relative pronoun or leave the space blank wherever possible.
 - 1 This is the pocket guidebook ____ I told you about.
 - **2** My friend, _____ mother is a flight attendant, is afraid of flying.
 - **3** The power bank, _____ you bought online, does not work.
 - **4** Do you know _____ charger this is? Is it yours or Hanna's?
 - **5** The bag in _____ we packed our beach clothes got lost at the airport.
 - **6** You must explain to me _____ you were driving around the roundabout for five minutes.

5 4D Complete the text with non-defining relative clauses A-E.

Twenty-six-year-old Cory Lee from the USA has travelled to some of the world's most exotic locations with his wheelchair.

At the age of fifteen Cory went on first international trip, 1 C. Since then Cory, , has travelled to over nineteen countries across five continents. Cory wrote out a list of all the places he wanted to visit. So far he's been to the Sydney Opera House, the Blue Lagoon in Iceland, Kruger Park in South Africa and many other fascinating places. The Blue Lagoon, 3____, has been one of his favourite adventures so far. In 2013, Cory started a travel blog, 4_ document his adventures. He also wants to inform other disabled people in wheelchairs, , about wheelchair-friendly destinations. Through his travelling and his blog he wants to show that a wheelchair user doesn't have to stay at home and give up on their dreams.

- A who like traveling but have never tried air international travel
- **B** where he went swimming in its hot seawater
- c which marked the start of his life adventure
- **D** whose dream has been to see the world
- **E** which has got readers all over the world
- 6 4D Rewrite each pair of sentences as one sentence using the relative pronouns given. Add commas where necessary.
 - We went on a canoeing holiday last August. It was a great adventure. THAT
 - The canoeing holiday that we went on last August was a great adventure.
 - 2 Rod's flight was overbooked. He had to take another plane. WHOSE
 - **3** Liz is a good driver. She agreed to drive all the way to Paris. **WHO**
 - 4 We breathe this air every day. It is very polluted. THAT
 - **5** The man's car has been stolen. He is answering the police officer's questions. **WHOSE**
 - **6** The new parking area is next to the school building. It is always full. **WHICH**

5A Talking about the future

Future plans and decisions

When we have already decided or planned something in the future, we use:

- the Present Simple for timetables and scheduled events: The films **starts** at 6 p.m.
- the Present Continuous for arrangements: I'm sitting an exam tomorrow, so I can't go to the cinema.
- going to + infinitive for personal plans and intentions: When are you going to study for the test?

When we announce a decision we have just made or offer/promise to do something at the moment of speaking, we use will + infinitive:

Sounds exciting! I'll arrange the meeting.

Predictions

When we predict the future, we use:

- going to + infinitive for predictions based on evidence: They are playing really well. They're going to win the game.
- will + infinitive for predictions based on opinions and beliefs:
 You can borrow my notes, but I'll probably need them back tomorrow.
- may/might/could + infinitive to talk about possibilities and uncertain predictions:

I **might go** to university next year, I still have a chance. She **may win** this time. = She **might win** this time.

When we talk about something in the very near future, we use *be about to* + infinitive:

Watch out! This cyclist is about to crash!

Degrees of certainty

We use adverbs of certainty, e.g. definitely, certainly, probably, possibly to say how sure we are about something in the future. The adverbs go:

- between will and the main verb in positive sentences:
 They'll definitely get married next year.
- before won't in negative sentences:
 They probably won't get married next year.

We can also use other phrases to express degrees of certainty: It's a long journey, they're sure to be hungry when they arrive. It's unlikely/likely to snow at this time of the year.

We often use think and be sure before will:

I'm sure you'll enjoy that.

In negative sentences I **don't think** they'll come is more usual than I **think** they **won't** come.

The adverbs definitely, probably and certainly come after will but before won't:

It will probably happen.

It probably won't happen. NOT It won't probably happen.

5C Future Continuous and Future Perfect

Future	Future Continuous					
Affirmat	ive		Negative	e		
I/You/ He/She/ It/We/ They	'll (will)	be working at 9 a.m.	I/You/ He/She/ It/We/ They	won't (will not)	be working at 9 a.m.	

Yes/	No ques	tions	Short answers
Will	I/you/ he/ she/ it/we/ they	be working at 9 a.m.?	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .

Wh-q	Wh- questions				Subject questions		
What	will	I/you/ he/ she/it/ we/they	be doing at 9 a.m.?	Who	will	be working at 9 a.m.?	

- We use the Future Continuous to talk about actions which will be in progress at a particular time in the future:
 We will be applying for the course tomorrow at 10 a.m.
- We also use Future Continuous for actions that will be in progress over a longer period of time in the future:
 I'll be studying in London for a year.
 I won't be coming home so often then.

Time expressions: at this time next month/week/year, tomorrow at 5 p.m., etc.

Future Perfect						
Affirmat	ive		Negative			
I/You/ He/She/ It/We/ They	'll (will)	have finished the talks by 5 p.m.	I/You/ He/ She/ It/We/ They	won't (will not)	have finished the talks by 5 p.m.	

Yes/No questions			Short answers
Will	I/you/ he/she/ it/we/ they	have finished the talks by 5 p.m.?	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .

Wh- questions				Subject questions		
What	will	I/you/he/ she/it/ we/they	have finished by 5 p.m.?	Who	will	have finished the talks by 5 p.m.?

- We use the Future Perfect to talk about actions or situations which will be completed before a particular time in the future:
 - We will have finished the exam by 3 o'clock.
- We often use by + a time phrase with the Future Perfect:
 I'll have had enough of studying by the time I'm 25.
- We sometimes use the Future Continuous followed by the Future Perfect:
 - At 9 p.m. tomorrow we'll be watching a match. By 11 p.m. the match will have finished.
- Other time expressions: by 12 o'clock, two hours from now, within 100 years, in 10 years' time, etc.

1	5A Complete the dialogue with the correct forms of the verbs in brackets. Use will, going to, the Present Continuous or the Present Simple.	4	SC Complete the senten Continuous or Future Pe brackets.		
	A What ¹ are you doing (do) this afternoon? Let's go out and have some fun. It's Friday after all.		1 Students in the future project-based activities	es than now.	
	B Sorry, I can't. I ² (have) a job interview. It ³ (start) at 5.		b y 4 p.m.?		
	A Really! What job 4 (you/apply) for? B A data detective.		3 Students 20 years' time.		
	A data detective? What does a data detective do? 5 (you/spy) on anybody?		4 At 1 p.m. we charity event. The fun by 3 p.m.		
	B Of course not! I 6 (analyse) important information buried in mountains of data.		5 This time next month		
	A Sounds really interesting! I'm sure you 7(enjoy) it.		6 By 1 December my un his position in a bank.		
	B OK. Cool. So when do you think you ⁸ (be) free? Is tomorrow evening OK?		7 At 9 a.m. tomorrow To driving test.		
	A Well, 19 (see) my grandparents tomorrow afternoon but they 10		8 We (no the end of this school		l website by
	(probably/not keep) me that long. So yes, tomorrow evening is perfect. We 11 (celebrate) my new job!	5	Prague. Use the prompt and the Future Perfect.		
2	5A Choose the most suitable option.		Vacu 11 trin to D		
	1 My dance instructor is certain that his job <i>might not</i> / won't disappear in the future.		Year 11 trip to P	rague	
	2 I still don't know what I am buying / will buy with the money I have earned this summer.		Monday 6–11 a.m. 11 a.m. – 11.30 a.m.	coach to Prague checking into studen	t hostel
	3 Look at Peter! He is so pale. He is about to / could faint!		midday – 4 p.m.	sightseeing tour of th	
	4 Do you think robots are likely to / are about to mark our tests one day?		5 p.m. 7 p.m. – 8 p.m.	back to the hostel and free t dinner	
	5 Don't take that summer job. I think you probably won't / may not like it.		Tuesday		
	6 Don't get stressed. I'll help / am helping you to prepare for the job interview.		8 a.m. – 9 a.m. 9 a.m. – 11 a.m.	breakfast at the hoste visit to Prague Castle	
3	5C Complete the blog entry using the verbs in the Future Continuous or Future Perfect.		11.30 a.m. – 12.30 p.m. 1 p.m. – 2 p.m. 2.30 p.m. – 7.30 p.m.	walk to Petřín Hill lunch in the Old Towr coach back home	1
	Will my future be perfect?		1 At 8 a.m. on Monday t	he students <u>will be</u>	travelling to
	Hi, I don't know about you but I'm rather a hard-working and determined person and I have		Prague by coach. 2 At 11.30 a.m. they		
	already made plans for my future. By next June		3 At 2 p.m. the group		
	1 will have graduated (graduate) from university		4 By 5 p.m. the students		
	and hopefully, I ² (already, find) a job in an international company. I'm sure I ³ (work)		5 At 7.30 p.m. they		
	on exciting and challenging projects and 4		6 At noon on Tuesday th		
	(earn) a good salary. In five years' time, I ⁵				
	(be promote) to an executive position and I ⁶ (manage) important projects.		7 At 1 p.m. on Tuesday t by 2 p.m. they	hey	and
	But, back to reality which, I must admit, bothers me		At 7 70 p.m. on Tuesd	au thou	

a lot. Well, I'm sitting a very important exam tomorrow so I must finally get down to work! If not, this time next year I 7_____ (queue) at the job

I wonder if you have similar worries.

Leave a friendly comment.

centre!

8 At 7.30 p.m. on Tuesday they

6A The first and second conditionals

We use the first conditional to talk about situations that are possible or likely to happen.

First Conditional				
The condition	The result			
if + Present Simple,	will + infinitive			
If the weather is nice tomorrow,	we will go to the beach.			
If you come to the party,	I will be very happy.			

The First Conditional *if* clause is about the future, but we always use the Present Simple, not *will*, after *if*: *If* Lucy has (**NOT** will have) some free time, we'll go out together.

We use the second conditional to talk about unlikely or impossible situations in the present or future.

Second Conditional		
The condition	The result	
If + Past Simple,	would + infinitive	
If I won a lot of money,	I' d buy a sports car.	
If your best friend lied to you, what would you do ?		

We sometimes use were instead of was after I/he/she/it, especially in more formal or written English and to give advice: If she were my daughter, I'd buy her a present.

1 6A Write a conditional sentence for each situation.

- 1 You sleep too little. That's why you are tired. If you <u>slept more, you would not be</u> tired.
- 2 Imight fall in love. I would have to find the right person.

I ______ the right person.

3 It is very likely that my class will win the competition. Then, we will go on a trip to Paris.

If we _____ on a trip to Paris.

4 You don't have many friends because you don't go out and meet people.

If you _____ more friends.

5 In your situation, I would not look for advice on the Internet.

If I ______ for advice on the Internet.

- **6** I cannot understand you because you don't speak clearly. If you to understand you.
- 7 You might fall out with Brian. He hates it when you're late.

If you _____ with Brian.

2 6A Answer the questions. Use the first or the second conditional.

- 1 What will happen if you are late for a class?
- What will you do if you get the highest mark in your class in English?
- **3** What would you do if your best friend gave you a present you didn't like?
- 4 If you could have dinner with a famous person, who would it be?
- 5 If you could change your name, what would it be?
- 6 What would you do if you won a car in a lottery?

6D The zero conditional and alternatives to if

We use the zero conditional to talk about real situations that are always true.

Zero Conditional		
The condition	The result	
If + Present Simple,	Present Simple	
If you heat ice,	it melts .	

What happens when you press this button?

In all conditional sentences the *if* clause can come before or after the result clause. When the *if* clause is first, it is followed by a comma:

The grass **gets** wet if it **rains**. If it **rains**, the grass **gets** wet.

Alternatives to if

In zero conditional sentences we can use when instead of if with little or no change in meaning:

She always takes her dog to the beach if/when it's sunny.

In zero conditional sentences we can also replace *if* with: unless, as soon as, as long as, provided that, until, before, after.

- Unless is used instead of if + not. It means 'if the condition doesn't happen or isn't met': You shouldn't mention this to anyone unless they are your close friends. (if they aren't your close friends)
- As soon as is used for conditions that are definitely going to happen:

As soon as a child starts crying, I begin to feel irritated.

 As long as and provided that both mean 'if the condition is agreed or met'. We use them to stress the condition on which something happens:

As long as you trust me, you can tell me about it.

Provided that this is safe, I can try it.

 Until, before and after are used if something happens at a specific time:

I will wait **until** I have heard from you. I want to get home **before** it gets dark. I will talk to her **after** I get back from school.

5 6D Complete the sentences with correct forms of the verbs from the box.

be	borrow fi	nish	get	tell
1	When Alan a	sks m	e out	t, he <u>is</u> always on time.
2	If my best fri	end_		into trouble, I try to help he
3	When I	m	oney	,, I always give it back on time.
4	As soon as sh	ne		a lie, she blushes.
5	When I	do	pnic	homework, I feel relieved.

4 6D Rewrite each pair of sentences as one sentence, using the most suitable linking word in brackets. Add extra words where necessary.

- **1** Don't show me the answers. I will try to do the crossword myself first. (until/while) Don't show me the answers until I do the crossword myself first.
- 2 We will call our parents. We will arrive at the campsite. (as soon as/unless)
- **3** You can borrow my bike. You must promise to give it back tomorrow. (as long as/after)
- 4 I can take care of your cat Kiko. You must leave enough food for it. (provided/when)

7A Reported Speech: statements, imperatives, time expressions

We can report or repeat someone's words using direct speech or reported speech:

- · direct speech: My spelling isn't very good.
- reported speech: He said (that) his spelling wasn't very good.

In reported speech the main verb 'moves back' one tense.

Direct speech		Reported speech
Present Continuous 'I'm watching the news.'	→	Past Continuous He said (that) he was watching the news.
Present Simple 'You need a dictionary.'	>	Past Simple She said (that) he <i>needed</i> a dictionary.
Past Simple 'I crashed my car.'	→	Past Perfect He told me (that) he <i>had crashed</i> his car.
Present Perfect 'I've confessed!'	→	Past Perfect She said (that) she had confessed.
will 'I'll write the report now.'	→	would He said (that) he would write the report then.
<i>can</i> I <i>can't</i> remember his name.'	→	could She said (that) she couldn't remember his name.
must 'We must tidy our rooms.'	→	had to They said they had to tidy their rooms.

These tenses and verbs don't change:

Past Perfect/would/could/should/might

'I **had lived** here for ten years.' → He said he **had lived** there for ten years.

'I **would like** a glass of water.' → She said she **would like** a glass of water.

'You shouldn't go there.'

→ He said I shouldn't go there.

Imperatives

To report an imperative we use **tell/ask someone to do something**. The negative is **tell/ask someone not to do something**: 'Remember!' → She told me to remember.

'Don't forget!' → She told me not to forget.

Other changes

	Direct speech	Reported speech	
Location	here	there	
	this/these	that/those	
Time	now	then	
	today	that day	
	yesterday	the day before	
	last week	the week before	
	tomorrow	the next/following day	
	a week/month/year ago	a week/month/year before	
Pronouns	I, we	he/she, they	
Possessive adjectives	my, our	his/her, their	

Reporting verbs

Say, tell and reply are the most common reporting verbs. We can also use other reporting verbs: add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn, wish:

He **promised** that it wouldn't happen again.

She **explained** that her new phone had a great camera. They **complained** that their new TV was broken.

Tell and say

Look at the different use of *tell* and *say* in these sentences: Mary told Sue (that) she looked great in her new dress.

NOT Mary told (that) she looked great in her new dress.
John said (that) he had lost his wallet.

NOT John said him (that) he had lost his wallet.

7E Reported questions

In reported questions, we change:

- tenses in the same way as for reported statements,
- location, pronouns, time references etc.

When we report questions, we use an affirmative sentence word order (not a question word order), so in reported questions the subject comes before the verb:

I asked them why it was called the green room.

NOT I asked them why was it called the green room.

Yes/No questions

We use if or whether to report Yes/No questions.

Direct questions	Reported questions	
'Do you know her?'	They kept asking me if/whether I knew her.	
'Have you always lived in the city?'	They wanted to know if/whether I had always lived in the city.	

Wh- questions

We use a question word such as who, what, when, where etc. to report wh- questions.

Direct questions	Reported questions	
'Who are you?'	She wanted to know who I was.	
'When will the article appear online?'	They asked us when the article would appear online.	

7A Complete the sentences in reported speech. Choose the most suitable verb.

- 1 'You were right. The news story about a singing fish was a fake.'
 - Amy@dmitted)/ pointed out that the news story about a singing fish had been a fake.
- 2 'I think that our video will go viral next week.'
 My friend predicted / complained that
- The new season of this show has been a hit since last week's premiere.'
 My sister told me / agreed that _____.
- 4 'You know, more and more teenagers are watching films with English subtitles.'
 Bob pointed out / promised that ______.
- **5** 'And the last news item. The missing child has been found here, in Brighton.'

 The newsreader warned / added that

Grammar Reference and Practice

2	7A Read the conversation. Complete the text to report the underlined parts of the dialogue.					
	Reporter	I heard you ¹ <u>decided to get rid</u> of your smartphone? Incredible! Most pop stars ² <u>can't imagine</u> their lives without their phones.				
	Pop singer	Well, it ³ was my New Year's resolution. I ⁴ got tired of answering 50 messages every morning! I ⁵ love my fans but I ⁶ want to wake up and have a cup of tea, like most people.				
	Reporter	I ⁷ can perfectly understand you! I ⁸ should do the same, actually.				
	Pop singer	Do it and you'll love it it. The moment I Pout my phone away I lostarted talking to people, rather than grabbing my phone and snapchatting.				
	Reporter	I bet all your fans 11 must be very upset!				
	Pop singer	I don't think so. 12 <u>I'm still</u> on Instagram and I 13 <u>have</u> an old low-tech phone so they can call me. Well, if they have my number, that is!				
	Reporter	So good luck with your New Year's resolutions!				
	the pop sing	r started the interview by pointing out that ger ¹ had decided to get rid of his smartphone. at most pop stars their lives without				
	their phones. The pop singer explained that it his New Year's resolution					
	and that he	4answering				
	although he					
	tea just like he ⁷	to wake up and have a cup of most people do. The reporter admitted that him and told the pop singer				
		the same. The pop uraged him to try getting rid of his phone.				
	He explained that the moment he 9to people,					
	rather than	grabbing his phone and snapchatting. The nmented that the pop singer's fans				
		very upset. The artist didn't the reporter and explained that he				
	12	Instagram and				
	13	an old low-tech phone. He				
	joked that h	is fans could call him if they had his number.				
3	7E Reorder the words in brackets to make reported questions.					
		<u>y friend what time the show was on</u> ı/what time/was on/my friend).				
	2 He wante (to/had s	ed to know aid/what/the reporter/I).				
		kept asking me ched/I/all of the episodes/whether).				
		er asked me(I/ a news report/to write/if/for the school paper).				
	5 The repor	rter asked my friend rested/what/was/in).				

4 7E Read the email. Complete sentences 1–7 below to report the underlined questions.

From: Katherina To: Melanie
Signification of the Control of the
Hi, Melanie!
I've just checked your school website and read about the
charity play that your drama club had been working on.
The article says it was a great success. Congratulations!
But tell me, ¹why have you changed the name of the play
into Great Adventure? I liked the original title very much.
² Did the art teacher ask you to do it or was it your idea?
The article says that more than 100 people had bought
the tickets to watch the show. Wow! ³ How many people
came? Was it 105 or 165, or more? It looks like you have
raised a nice sum to help the animal shelter. 4Have you
heard back from the manager of the shelter?
I think you did a fantastic job and it was worth all the
effort and time you spent on it. 5 Will I be able to see the
play one day? Are you going to share the video from the
event online? Please do, I'd love to see it! Just one more
question before I go: 7when are you planning to come and
visit me?
Love,
Katherina

_	
1	Katherina wanted to know <u>why they had changed the</u> <u>name of the play into Great Adventure</u> .
2	She then asked Melanie
3	She also asked her friend
4	She wanted to know
5	She asked
6	She then asked
7	Finally, she wanted to know

8A The passive

To form the passive, use the verb to be + the Past Participle.

Passive tense		to be	Past Participle	
Present Simple	This car	is/isn't	made	in Germany.
Present Continuous	The guests	are being / aren't being	driven	to the airport today.
Past Simple	The commercial	was/wasn't	filmed	in June.
Past Continuous	The rooms	were being/ weren't being	cleaned	when the inspector arrived.
Present Perfect	The gym	has been/ hasn't been	used	for years.
Future with will	Your package	will be/won't be	delivered	before noon.
Modal verbs	Adverts	can/can't must/mustn't may/may not should/ shouldn't	be banned	in schools.

We use the passive when:

- the action is more important than the person or thing that does the action: The parcel will be delivered on Monday.
- · we don't know who does/did the action: The documents have been stolen from the office.
- we need to describe a process: First, the seeds are put into large sacks and then they are delivered to the factory.
- we want to be formal: You will be met tomorrow by our designer.

We use by to say who or what does/did the action: This logo was designed by a famous artist.

8F Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use have/get + object + past participle: I have my hair cut every month. They're having the house designed by an architect.

We have had our flight confirmed.

You should have that car serviced. Get is more informal than have and is not normally used with

the Present Perfect tense:

I **qot** my bike **repaired**. (at a bike shop) When are we getting our meal served? (at the restaurant)

1 8A Choose the correct option to make passive sentences.

- 1 Your pizza will be ready in a minute. It is baked / is being baked now.
- 2 Do you think food adverts for children should be banned / must be banned? They usually promote unhealthy snacks.
- **3** Can't be done anything / Can't anything be done about vending machines at school? They keep breaking down, so the sooner the better.
- 4 I was given / gave this shirt for my birthday.
- **5** When had been / were the photos taken? Last week or last year?
- **6** My tweet about saving money has been shared / has shared by 200 people so far.
- 7 At 5 p.m. trucks with electronic goods were still being unloaded / were still unloading.

2 8A Complete the quiz questions with the words in the brackets in the correct passive form. Then do the quiz. Check your answers at the bottom of the page.

- 1 When is Buy Nothing Day celebrated (Buy Nothing Day/ celebrate) in Europe each year?
 - a the last Friday in November
 - **b** the last Saturday in November
 - c the last Sunday in November
- 2 Where (the first hamburger/ make)?
 - a in the USA
 - **b** in England
 - c in Germany
- 3 How many drinks of cola (be/sell) each day worldwide?
 - a 1.1 billion b 1.9 billion c 2.1 billion
- 4 How much cotton (use) to make a shirt?
 - **a** 300 grams **b** 500 grams **c** 1 kg
- (use) to 5 Which slogan promote New York City since 1977?
 - a New York is my love
 - b I love New York
 - c New York, new life
- 6 Where_ (the world's largest teddy bear collection/can/find)?
 - a the USA b the UK c Germany

Quiz answers: la 2a 3b 4a 5b 6a

3 8A Complete the text with the verbs in brackets in the correct passive form.

The world's largest online market, eBay,
¹ was launched (launch) by Pierre Omidyar from
California in 1995. It started as a small project, but
now, eBay ² (visit) every day by over 250
million users who can choose from more than a billion
products that 3 (list) there.
The first item sold on eBay was a broken laser pointer
that Omidyar was going to throw away. Instead, it
4 (buy) by a collector for \$14,834. Since then,
one of the highest transactions that 5 (make)
on eBay was a 405-feet-long yacht. It 6 (buy)
in 2017 by the billionaire investor, Warren Buffet, for
a staggering sum of \$2,679 million!
eBay is growing bigger and bigger and more
categories of products 7 (add) each month.
Now all transactions ⁸ (can make) on mobile
devices, too. The future of eBay looks promising, but
some market specialists worry that the website
9 (use) mainly by big companies rather than
individual collectors.

4 8F Complete the second sentence so that it means the same as the first. Use have/get something done.

- 1 My family dentist took my front tooth out yesterday.

 I had my front tooth taken out by my family dentist.
- 2 Someone has redecorated our flat.
- **3** My friend is going to dye my hair.
- 4 My parents should ask someone to manage their company account on social media. My parents
- 5 I have never asked anybody to deliver my shopping.
- **6** My granny asks someone to clean her house every week.

 My granny ______ every week.

5 8F Complete the sentences with have/get something done. In which sentence can't you use get?

- When was the last time you <u>had/got your room painted</u> (your room/paint)?
- **2** What is this plumber doing in your kitchen? Oh, I _____ (a new dishwasher/install).
- (you/garden/tidy)? It looks so lovely and clean now.
- 4 I must go to the cleaners. I need to _____ (my suit/ clean) by Tuesday.
- **5** I'd like to (the car/wash) by midday.

9A The third conditional

We use the third conditional to talk about unreal or hypothetical situations in the past. We often use it to express:

- blame: If you had worked harder, you would have passed the exam. (You didn't work hard and as a result you didn't pass the exam.)
- regret: If we'd arrived earlier, we would have parked near the entrance. (We arrived late, we parked far from the entrance.)
- relief: If we hadn't left early, we would have been late for the film. (We left early, we weren't late for film.)

The condition	The result
If + Past Perfect,	would (could/might) have + Past Participle
If I had gone to a better university,	I would have had better career opportunities.
If she hadn't studied biology,	she wouldn't have become a doctor
Yes/No questions	Short answers
If he had asked you to marry him, would you have said yes?	Yes, I would have. / No, I wouldn't have.
Wh-questions	

Wh-questions

What would you have done if you had been me?

The main clause often has **would have**. You can also use **could have** or **might have** to show that there was a possibility of the imagined result.

If you had called me, I might/could have been able to help.

9D I wish/If only for regrets

We use wish/if only to talk about wishes and regrets – things that we would like to be different but that are impossible or unlikely to change. If only tends to have a stronger meaning than I wish.

We use:

- I wish/If only + the Past Simple for regrets in the present:
 I wish people cared more about the environment.
 If only we were still on holiday.
- I wish/If only + the Past Perfect for regrets about the past:
 I wish I had studied harder.
 If only I had gone to bed earlier yesterday.
- I wish/If only + would + infinitive to talk about a present situation that we would like to be different, often when we find it annoying. It usually refers either to other people or things we can't change or control:

I wish you wouldn't bite your nails. If only it would stop raining.

1	9A Complete the dialogue using the third conditional.	4 9D Complete the sentences using the correct tense.
	A We're so lucky! Now, that we've got your backpack with money and documents in it we can start enjoying our holidays in the Alps!	Your friend had asked you to look after her flowers while she was away. You didn't, so they died. If only I had looked after your flowers.
	B Absolutely! Can you imagine what *\frac{1}{Would/could have} \frac{happened}{1} (happen) if we *\frac{2}{1} (reach) the chalet five minutes later?	You don't like to do the washing up but you have to do it every day.
	A Don't tell me! We 3 (miss) the chalet owner! When we got there, he was about to drive down to the local police with our stuff.	I wish I
	B I know. And if you 4 (not learn) German at school, we 5 (not be) able to explain to him what had happened and we 6 (not get) our things back.	 I wish she
	A True. I still can't believe nobody took the backpack.	If only he
	You had left it on the bench in front of the chalet. B I'm sorry, but if you (not beg) me to take a	5 You can't cook like a chef and you would like to.
	photo of you and the mountains, I * (not put) it on that bench. I had to open it to get my phone from	If only IYou spent a fortune on a new mobile phone and you are not satisfied with it.
	the bag!	I wish I
	A 19(can/hold) it for you if you 10(ask) me! B Let's stop blaming each other. If we 11(not find) the backpack, our holidays 12(finish) that afternoon.	5 9D Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
2	9A Write a third conditional sentence for each situation.	1 It would be nice if my dog was able to fetch toys. COULI
_	The hotel was destroyed by an avalanche. A lot of	I wish my dog could fetch toys.
	people were injured.	2 What a pity we forgot the insect repellent. HADN'T
	If the hotel hadn't been destroyed by an avalanche,	If the insect repellent.
	nobody <u>would have been</u> injured.	3 I regret not learning to swim when I was a child. HAD
	2 The plane couldn't take off due to bad weather.	Ito swim when
	If good, the plane off.	I was a child.
	3 The man didn't drown because the lifeguard swam very fast.	4 It's a shame you don't sort the rubbish! WOULD I the rubbish.
	The man if the lifeguard	5 I would love to have more time for my friends. HAD
	very fast.	If for my friends.
	4 The family left the forest after the warnings so they	6 Don't play your music so loud! WISH
	didn't get hurt in the forest fire.	I music so loud.
	The family could in the forest fire, if they the forest on time.	7 Tregret saying that you are lazy. SAID
	5 You caught me when I fell on the slope so I didn't	I wish I you are lazy.
	break my leg. If you when I fell on the slope, I might	6 9D Complete the questions with the correct form of the verbs in brackets. Then answer the questions in pairs.
	my leg.	1 Which famous person do you wish you could meet
	6 The city was flooded after the heavy rainfall.	(can meet) one day?
_	The city if the rain so heavy.	2 What special abilities do you wish you
3	9A Complete the questions with the third conditional	3 What do you wish people (not do)
	forms. Then answer the questions.	to the environment?
	If you hadn't lost your wallet (lose/not/your wallet), you you would've had much more fun (have/much more fun) on your last vacation.	What do you wish you (not do) last week?
	2 What(can/happen) to life on Earth if dinosaurs(not die) out?	5 What do you wish your parents (not ask) you to do every single day?
	3 What (happen) if Columbus (not discover) America?	
	4 If you (meet) your favourite actor on your way to school today, what (you say) to him/her?	

10A Modal verbs for speculating about the present

We use must, could, might, may and can't to say how certain we are about something in the present.

- When we're almost certain something is true, we use must: They live in a big house - they **must** earn a lot of money. Jane **must** be happy working as a police detective.
- When we think something is possible, we use **could**/ might/may (might is slightly less probable than could or

You could be a witness of a crime. She might be innocent.

It may get windy tomorrow.

 When we're almost certain something isn't possible, we use can't:

He can't be a professor - he's only eighteen years old. She can't be abroad. I've just seen her!

When we speculate, the negative of must is can't, not

It **must** be true. (I'm sure it is.)

No, it can't be true. (I'm sure it isn't.) NOT mustn't be.

After may/might/could we can use a continuous form (be + ing form):

The man might/could/may be lying. (Perhaps he is not telling the truth.)

10C Modal verbs for speculating about the

When speculating about a past situation or event, we use a modal verb + have + the past participle form of the main verb.

	Modal auxiliary	have + Past Participle	1
They	must	have broken	the window.
She	may	have sent	the email.
You	can't	have forgotten	your password.

We use:

must have to express a strong belief that something

You **must have lost** your mobile phone at the restaurant. = It is almost certain that you lost your phone at the restaurant.

The house is dark, so they must have gone out.

can't have/couldn't have to express a strong belief that something didn't happen:

He can't have gone home.

= It's impossible that he went home.

She couldn't have swum across the sea.

 might have/may have/could have when we think that it's possible that something happened:

He might have lost his car keys. It's possible that he lost his car keys.

She may have missed the bus.

They could have gone to Italy.

1	10A Complete the dialogues with modal verbs
	Sometimes more than one answer is correct.

- 1 A Who is this woman in the photo? Is it the famous actress who played an undercover MI6 agent in Atomic Blonde? B No, it 'can't be her. She's blond. Oh, I know! be SoSo, this famous YouTuber. A Well, yeah... I guess it 3 be her. She looks a bit older, though. **2** A What are these police officers doing outside my neighbour's house? B I suppose they 4 be watching the area. There's been a number of pickpocketing incidents around here. A Tran't believe Mr Dilks 5 be involved with them! He's such an honest man. B Well, you never know. He 6 ОГ one of the suspects. We must wait and see what happens. 3 A Where's Timmy? B I'm not sure but I think he 7 be in his room be rehearsing his role for the upstairs. He 8 school play. He plays a lawyer who is defending a serial criminal. A You' be serious! Timmy neither looks nor speaks like a lawyer! than one answer is correct. 1 The lights are on in your friend's house but she isn't answering the door. A She must be watching her favourite show (watch/ favourite/show). It's on now. (sleep/now). It's 7 p.m. and she never goes to bed before midnight.
- 2 10A Complete the sentences with modal verbs and the correct form of the words in brackets. Sometimes more
 - 2 You wake up in the middle of the night. You hear a strange noise.
 - (be/burglar). All the doors and windows in the house are locked.
 - (run) up and down the stairs. He's full of energy at night.
 - **3** The witness who is answering the judge's questions seems very nervous and he's speaking very quietly.
 - (feel/guilty). A He
 - (tell/truth). Otherwise, he wouldn't be so nervous.
 - 4 You see a neighbour driving a very expensive car.
 - (have/very good job) and A She a high salary.
 - (be/she/car). I saw her this **B** This morning in a different car.

3 10D Read the text and complete sentences 1–6 below with the correct form of the words in brackets. Then write three predictions of your own about what might have happened.

What might have happened?

Hanna lives in a quiet neighbourhood where crimes, even petty ones, rarely happen. One day, however, when she got back home, a neighbour called her to say there was a big black TV set lying in her garden. Hanna was very surprised to see that it was her own TV set. She immediately called the police. They interviewed Hanna's neighbours, but none of them had noticed anything unusual. However, the officers found some footprints in the garden. What might have happened?



1	Someone <u>may have tried</u> (may/try) to steal Hanna's TV set.
2	Hanna (must/forget) to close the balcony door. It was open when she came back home
3	The thief (can't/work) on his/her own. The TV was too heavy to carry for one person.
4	The thieves (might get) scared. That's why they left the TV in the garden.
5	The neighbour (must/hear) something. The thieves must have made a lot of noise when they were escaping.
6	The footprints (may/leave) by the thief or anyone from Hanna's family.
8	
9	

+		ord in bold.	sentence for each situation, using the
	1		he woman was at the crime scene. nd her earring there. MUST
		She must have	<u>been</u> at the crime scene.
	2		an took part in the bank robbery. ecame very rich. MIGHT
		He	in the bank robbery.
	3	I'm sure that w She likes anima	oman did not mean to hurt your cat. als. CAN'T
		That woman _	to hurt your cat.
	4	thieves. COULD	
		My neighbour_	the thieves.
	5	I'm sure the bu It was his first o	rglar received a suspended sentence. iffence. MUST
		The burglar	a suspended sentence
	6		that you have forgotten the man's ld you the story five minutes ago. CAN'
		You	the man's name.
	7	I can't find my p left it in the sho	ourse. The only explanation is that I had op. MUST
		1	my purse in the shop.
	8	It's possible that was watching?	at Emma didn't hear the burglars. She IV. MAY
		Emma	the burglars.

(1) 5.71

awake /əˈweɪk/	awoke /əˈwəʊk/	awoken /əˈwəʊkən/
De /biː/	was/were /wpz/wa:/	been /bitn/
beat /bi:t/	beat /birt/	beaten /ˈbiːtn/
become /bɪˈkʌm/	became /bi'keim/	become /bi'kʌm/
begin /bɪˈgɪn/	began /bi'gæn/	begun /bɪˈgʌn/
bet /bet/	bet /bet/	bet /bet/
bite /baɪt/	bit /bɪt/	bitten /ˈbɪtn/
bleed /blitd/	bled /bled/	bled /bled/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /brexk/	broke /brauk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /bro:t/	brought /bro:t/
build /bild/	built /brlt/	built /brlt/
burn /bɜːn/	burned /bs:nd/ or burnt /bs:nt/	burned /bs:nd/ or burnt /bs:nt/
burst /ba:st/	burst /b3:st/	burst /basst/
buy /baɪ/	bought /bo:t/	bought /bo:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃʊːz/	chose /tʃəʊz/	chosen /"tʃəʊzən/
come /kʌm/	came /kerm/	come /kʌm/
cost /kpst/	cost /kpst/	cost /kpst/
creep /kri:p/	crept /krept/	crept /krept/
cut /kʌt/	cut /knt/	cut /knt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /drd/	done /dʌn/
draw /dro:/	drew /dru:/	drawn /dro:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/
drink /drɪŋk/	drank /drænk/	drunk /drank/
drive /draiv/	drove /dragy/	driven /ˈdrɪvən/
eat /i:t/	ate /et/	eaten /ˈiːtən/
fall /fo:l/	fell /fel/	fallen /ˈfɔːlən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:1/	felt /felt/	felt /felt/
fight /fart/	fought /fo:t/	fought /fo:t/
find /faind/	found /faund/	found /faund/
fly /flai/	flew /flu:/	flown /flagn/
forbid /fəˈbɪd/	forbade /fəˈbæd/	forbidden /fəˈbɪdn/
forget /fəˈget/	forgot /fə'got/	forgotten /fəˈgɒtn/
	forgave /fəˈgeɪv/	forgiven /fəˈgɪvən/
forgive /fəˈgɪv/	froze /frəʊz/	frozen /ˈfrəʊzən/
freeze /fri:z/		got /got/
get /get/	got /got/	
give /gɪv/	gave /gerv/ went /went/	given /ˈgɪvən/ gone /gɒn/
go /gəʊ/		grown /grəʊn/
grow /grəʊ/ have /hæv/	grew /gru:/ had /hæd/	had /hæd/
		hung /hʌŋ/
hang /hæŋ/	hung /hʌŋ/	heard /ha:d/
hear /hrə/	heard /ha:d/	
hide /haɪd/	hid /hɪd/	hidden /'hrdn/
hit /hɪt/	hit /hit/	hit /hit/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
lean /liːn/	leaned /li:nd/ or leant /lent/	leaned /li:nd/ or leant /lent/
learn /laɪn/	learned /ls:nd/ or learnt /ls:nt/	learned /la:nd/ or learnt /la:nt/
leave /lizv/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /lei/	lain /lern/

light /lart/	lighted /'lartəd/ or lit /lrt/	lighted /'lartəd/ or lit /lrt/
lose /lu:z/	lost /lost/	lost /lost/
make /meɪk/	made /meɪd/	made /merd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
overcome /ˌəʊvəˈkʌm/	overcame /ˌəʊvəˈkeɪm/	overcome /ˌəʊvəˈkʌm,
pay /peɪ/	paid /peɪd/	paid /peid/
put /put/	put /put/	put /put/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /reud/	ridden /ˈrɪdən/
		rung /rʌŋ/
ring /rɪŋ/	rang /ræŋ/	and the state of t
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	/:ca/ wsa	seen /sitn/
seek /si:k/	sought /so:t/	sought /so:t/
sell /sel/	/blues/ blos	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/
shine /ʃaɪn/	shone /fon/	shone /fon/
shoot /ʃu:t/	shot /fot/	shot/fpt/
shrink /[rɪŋk/	shrank /fræŋk/	shrunk /ʃrʌŋk/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
the second of th	The second of th	sat /sæt/
sit /srt/	sat /sæt/	
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/	smelled /smeld/ or smelt /smelt/
	or smelt /smelt/	
speak /spi:k/	spoke /spauk/	spoken /'spaukan/
speed /spi:d/	speeded /'spi:dad/	speeded /'spi:dəd/
	or sped /sped/	or sped /sped/
spend /spend/	spent /spent/	spent /spent/
spill /spɪl/	spilled /spild/	spilled /spild/
	or spilt /spilt/	or spilt /sprlt/
split /split/	split /split/	split /split/
spoil /spɔɪl/	spoiled /spoild/	spoiled /sporld/
	or spoilt /spoilt/	Or spoilt /sporlt/
spread /spred/	spread /spred/	spread /spred/
stand /stænd/	stood /stud/	stood /stud/
steal /sti:l/	stole /staʊl/	stolen /ˈstəʊlən/
stick /stik/	stuck /stʌk/	stuck /stʌk/
strike /straik/	struck /strnk/	struck /strnk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swim/	swam /swæm/	swum /swxm/
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/
take /teɪk/	took /tok/	taken /ˈteɪkən/
teach /ti:t[/	taught /to:t/	taught /to:t/
tear /teə/	tore /b:/	torn /to:n/
tell /tel/	told /təpld/	told /təuld/
think /θιηk/	thought /0ɔ:t/	thought /θɔ:t/
throw /θεου/	threw /Oru:/	thrown /θrəʊn/
	understood	understood
understand	/ˌʌndəˈstʊd/	/ˌʌndəˈstʊd/
/,ndəˈstænd/	(· · · · · · · · · · · · · · · · · · ·
upset /ˌʌpˈset/	upset /ˌʌpˈset/	upset /ˌʌpˈset/
wake /weik/	woke /wəʊk/	woken /ˈwəʊkən/
wear /weə/	wore /vo:/	/nicw/ n10w
win/wɪn/	won /wʌn/	won /wʌn/
withdraw	withdrew	withdrawn
/wɪðˈdrɔː/	/wɪð'druː/	/wɪðˈdrɔ:n/
write /raɪt/	wrote /raut/	written /ˈrɪtn/

Use of English

Unit 1

- Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 Clare is the best singer in school, BETTER
 - 1 Clare is the best singer in school. BETTER No one in our school <u>sings better than</u> Clare.
 - 2 There are very few occasions when Peter gets dressed up. HARDLY

Peter _____ dressed up.

- **3** Celebrity shows are more and more popular these days. **GETTING**
 - Celebrity shows _____ more and more popular these days.
- 4 Do you know how many people join the fashion design courses each year? PART Do you know how many people

the fashion design courses each year?

5 Checked jackets, which were once trendy, are back in fashion this winter. **STYLE**

Checked jackets ______ this winter.

- **6** My friend wants to start a blog about fashion. **SET**My friend ______ a blog about fashion.
- **7** Who is the owner of this handbag? **BELONG**Who to?
- 8 Ladmire people who are kind and fair to others. **LOOK**Look who are kind and fair to others.
- 2 Complete the text with the correct form of the words in the box. There are two extra words.

appear change confident little look style matter much

How to appear more intelligent

Is it possible to look more intelligent than you are? In fact, there are many ways to appear smarter and boost your *confidence* in relations with other people. One way has to do with physical

and clothing. Studies have shown that people who wear formal outfits are seen as more intelligent - but 3 interesting than those who wear casual clothes. The colour of your clothes also 4 ____. Black, for example, is associated with being clever while red with being arrogant. In fact, choosing smart, 5 outfits in 'boring' colours such as, for example, black, grey, beige and white can help you increase your IQ by a few points. It is also true of glasses. They were not fashionable in the past, but now this trend 6 . Nowadays many people wear glasses in order to look more honest, trustworthy and intelligent.

Unit 2

- 1 Complete the sentences with the correct words formed from the words in bold.
 - **1** My <u>knowledge</u> (**KNOW**) of astrology is very limited. I don't know much about the galaxies in the universe.
 - **2** The scientist's new _____ (**CREATE**) can help us understand dreams.
 - **3** It is believed that the blue light from screens causes sleep (**ORDER**).
 - **4** We had a ______ (**AGREE**) about the role of computers in education. Everyone was of a different opinion.
 - **5** I have finally found a computer that meets all my **(REQUIRE)**.
 - **6** No one wants to take ______ (**RESPONSIBLE**) for the failure of this project.
 - **7** Winning the science competition is one of his greatest (**ACHIEVE**).
 - **8** The main _____ (ENTER) to the building is monitored by CCTV cameras.
- 2 Choose the correct words a-c to complete the text.

Augmented reality*

If you have ever tried to catch Pokemons on your mobile, you will have a vague idea what augmented reality (AR) is. But AR isn't used just for playing games. This innovative technology 1 for some time now, and it is bringing huge profits. It appeals especially to people who can't imagine 2_ smartphones down. However, some psychologists fear that it may soon 3 ____ control of our lives and we might not be able to function in the real world without it. A lot of modern 4 such as smartphones and tablets already make use of AR. We can download an app to browse the world around us just like we browse the web. Recently some companies 5 _____it possible to see their products in 3D models in their own physical world. One of them is IKEA, whose app customers visualise what their furniture will look like in their own living rooms. AR technology is developing so fast that we will soon take it for

*A situation in which computer-generated information or images are combined with things in the real world.

1	a develops	b has been developing	c is developing
2	a putting	b to put	c put
3	a make	b get	c take
4	a robots	b devices	c systems
5	a have made	b make	c are making
6	a allows	h succeeds	r lets

- Complete the sentences with the correct forms of the words in brackets. Add extra words where necessary.
 - When I joined the 'Young chef competition', I <u>had already finished</u> (already/finish) a cookery course.
 - 2 My older sister ______ (use/order/meal) at a fast food restaurant every Saturday but now she eats only homemade food.
 - 3 I sprained my wrist while I _____ (work/ gym) on Saturday.
 - 4 The boy burnt his hand while he _ (try/set fire) an old garden shed.
 - **5** When you were a kid, _____ (you/use/play) any team sports?
 - **6** Our team played very well but they still ____ (not/qualify/final) of the school basketball championships.
 - **7** The students stopped talking as ______(soon/teacher/enter) the classroom.
 - **8** I lost ten kilos when I _____ (give/junk food) and fizzy drinks.
- 2 Choose the correct words a-c to complete the text.

My first personal training session

I was nervous before my first personal training session as I didn't know what to expect. I tried to keep fit but I didn't have any training routine. go to the gym to do some exercise twice a week, but didn't feel much fitter. 2 Larrived at the club, I was greeted by David, my new fitness coach. He explained to me how the 3 how to warm up. David was really motivating and encouraging. He showed me the best techniques to lift weights and do push-ups. David also showed me how to use the Bosu ball. I 4____ the ball before I joined the club and I wasn't sure what to do with it. But it was great fun! The day after the session I had a sore feeling in my body. I was afraid I had 5 a muscle but my coach explained to me that it often happens after a workout. He also told me that if I want to build muscles, I should have meals which are protein. Working with a personal trainer was a really rewarding experience - it really helped me to 7____ into shape fast.

1	a would	b could	c should
2	a Soon	b Until	c The moment
3	a track	b machine	c equipment
4	a wasn't using	b hadn't used	c used to
5	a sprained	b pulled	c dislocated
6	a with	b on	cin
7	a get	b be	c keep

Unit 4

- 1 Complete the second sentence so that it means the same as the first one. Use between two and five words in each gap.
 - 1 Laptops have to be switched off during take-off. Passengers must <u>switch off their laptops</u> during take-off.
 - **2** My uncle learned to fly a plane when he was 25. My uncle ______ to fly a plane since he was 25.
 - **3** You shouldn't walk to the station. Going by bus is a better option.

You ought ______ a bus to the station.

4 You mustn't carry any sharp objects in your hand luggage.

You are not _____ carry any sharp objects in your hand luggage.

5 I had enough food on the plane as free snacks were served.

I ______ buy food on the plane.

6 Peter lent me his car. I'm driving it.
I'm driving the car from Peter

7 This is the girl who lent me the bike helmet.
I'm wearing it now.
This is the girl

This is the girl ______ I'm wearing now.

2 Complete the text with one word in each gap.

WHAT TO DO IF YOU LOSE YOUR PASSPORT

A passport is one of the most valuable things we pack when we go ¹_on_ holiday abroad. If it gets lost or stolen, you won't be ²____ to hire a car or, at worst, return home.

So if you want to avoid having trouble, you ought to

take some steps before you set 3______ on your trip. It is a good idea to scan and print your passport and other forms of identification and leave copies with a family member or a close friend. 4_____ could save you time and money if the worst happens. You 5____ not, under no circumstances, carry the copies of the documents with you. Otherwise the person 6_____ steals them will have more than he or she has ever dreamt of having. It's also a good idea to travel with an extra passport photo in case you ____ to apply for an emergency travel document.

If your passport does go missing, *_____ first thing to do is to get it cancelled, even if you hope that it will be found. Cancelling the passport as *_____ as possible is the best way to guarantee that no one else will use it illegally.

- Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.
 - 1 I'm pretty sure that we <u>will have carried out the project</u> (carry/project) by the end of this lesson.

 - **3** You should really _____ (get/work) or you'll fail the exam.
 - **4** Do you know when we _____ (have/hand/essay) on climate change? I hope it's not too late.
 - 5 Tomorrow at 8 a.m. we ______ (sit/exam) in French.
 - **6** The weather looks good so we _____ (be/likely/go) backpacking at the weekend.
 - Fiona is not happy with her studies and (be/drop) university before the end of the term.
- Complete the text with the correct words formed from the words in bold.

NO PAIN, NO GAIN!

For many young people the idea of working while studying can seem very 1 challenging (CHALLENGE). First of all, handling both a job and studies at the same time requires a lot of (FLEXIBLE) and discipline. The most important skill to learn is managing your time 3 (EFFECTIVE). At the start of each semester, study the syllabus of the courses you're attending and note down the dates of all the examinations and deadlines for papers. Keeping a to-do list and managing deadlines will help you develop some (ORGANISE) skills. Research shows that we worry about things that we haven't done, so putting a task on a to-do list and setting a time to complete it in your (WEEK) planner makes you worry less. There will be days when you feel tired or you won't have enough (STRONG) to study and go to work. So remember to take a break from time to time, which will have a positive effect on your (EFFICIENT) at work and at college. Finally, in a moment of 8 (WEAK), don't forget this old saying: No pain, no gain!

Unit 6

- Choose the word which best completes both sentences.
 - Are you sure Tom and Anna are about to ____ up? They look so happy together.
 Be careful or you'll your leq!
 - **a** split **b** hit **c** break
 - 2 My parents can ____ right through me when I'm not telling the truth.

Can you ____ your brother? Why is he climbing that old tree?

- a notice **b** see **c** observe
- **3** The teenager got a 6-month suspended _____ for shoplifting.

The student has made five grammar mistakes in one single ____.

- a punishment **b** verdict **c** sentence
- 4 Don't _____ your eyes. It is rather impolite. When the woman heard the judge say she was innocent, tears began to _____ down her cheeks.
 - a roll b move c pull
- 2 Complete the text with one word in each gap.

How to talk so parents will listen

Do your parents usually listen to what you say and respect your opinions? Or perhaps they often ¹_lose_ their temper and interrupt while you are talking. Some parents are not very good listeners. But remember that communication is a two-way street and ²_____ way you talk can help you communicate with your parents.

So here are some tips to follow:

- Be as clear ³______ you can about what you think and tell them what you want. Give details that can help your parents see the problem from your perspective. ⁴ _____ they understand what you really need, they won't be able to help.
- Try to see their ⁵_____ of view and understand their feelings. People feel frustrated ⁶____ others ignore them. ⁷____ you feel OK if your friends didn't listen to you? Remember that your parents always want what is best for you. Even if you think they won't understand you, give ⁸____ a try.
- Do not argue or shout. If you speak in a friendly way, your parents 9______ take what you say seriously.
 Do whatever 10_____ takes to keep calm. If you start feeling angry or upset, do something before you get 11_____ trouble: go for a walk or count to ten. Always avoid saying things that may 12_____ their feelings.
 Remember, a lot depends 13_____ you too!

- Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 - 1 There are never any tickets left for Rihanna's concerts. SELL-OUT

Rihanna's concerts <u>are always a sell-out</u>.

2 'Big Brother' became successful right from the start. TOOK

right from the start. 'Big Brother'

3 'Ok. I'll give you this role, Peter.' PROMISED The theatre director

4 'Do you want to watch the news with me, Kate?' WHETHER

to watch the news with her.

5 'Don't forget to write a review of the play, Pam.' NOT to write a review of The teacher told the play.

6 'This news item is definitely fake and I can prove it.' POINTED

He was fake and that he could prove it.

2 Choose the correct words a-d to complete the text.

Reality TV is a form of entertainment that a lot of people seem to enjoy.

We secretly follow the latest episodes of our favourite shows but, at the same time, we love to that they are a bit mindless and brainwashing. So why do we really like reality shows? Well, researchers 2 they give us a sense of connection with people who have the same values and behave in a similar way. That's why reality shows are full dramatic stories of people who, like us, have a job and face ordinary problems. Very often they are lonely and unhappy. In fact, stories like these are likely to be true and we love to feel that we are not the only people in the world 4_ not a bed of roses. Moreover, what 21st century are looking for in shows like *The X Factor* or The Voice is a chance to do something good for other people. When we vote for our favourite contestants we think that we help them make a name 6 themselves in show business. However, one of the most important reasons why reality TV is 7____ popular is the fact that we can see people like ourselves and imagine that we too could become celebrities by being on television.

1	a tell	b warn	c report	d claim
2	a tell	b complain	c say	d warn
3	a with	b in	c about	d of
4	a who	b whose	c which	d that
5	a viewers	b spoilers	c newsreaders	d reporters
6	a with	b on	c for	d to
7	a such	b slightly	c so	d utterly

Unit 2

1

2

gave the shop banknotes my arm v m Can y twisted usually use a hey opened a side Vatch out! The	b notes when I was playing ou lend me 10 pou b spoiled card to pay for museum on the so b credit	c notebooks g with my dog. unds? c broke or things. buth of the river. c bank
banknotes my arm warm was a wasted usually use a wasted hey opened a wasted side Vatch out! The	b notes when I was playing ou lend me 10 pou b spoiled card to pay for museum on the so b credit	c notebooks g with my dog. unds? c broke or things. buth of the river. c bank
my arm warm warm warm was a law isted usually use a law opened a side watch out! The hole in your r	when I was playing ou lend me 10 pou b spoiled card to pay for museum on the so b credit	g with my dog. unds? c broke or things. outh of the river. c bank
m Can y twisted usually use a hey opened a side Vatch out! The hole in your r	ou lend me 10 pou b spoiled card to pay for museum on the so b credit iron is very hot an	unds? c broke or things. buth of the river. c bank
twisted usually use a hey opened a side Vatch out! The hole in your r	b spoiled card to pay for museum on the so b credit iron is very hot an	c broke or things. buth of the river. c bank
usually use a hey opened a side Vatch out! The hole in your r	card to pay for museum on the so b credit iron is very hot an	or things. outh of the river. c bank
hey opened a side Vatch out! The hole in your r	museum on the so b credit iron is very hot an	outh of the river. c bank
side Vatch out! The hole in your r	b credit iron is very hot an	c bank
Vatch out! The hole in your r	iron is very hot an	
very time I see	iew silit.	. ,
	e her she's wearing money to!	g something new.
spend	b burn	c make
		students/offer) free
	(get/wash	ning machine/fix)
ext week.		
epair). You'd b	oetter get a new or	ne.
ireat news! I _ t the event in	the city centre.	(just/ask/sing)
	nplete the senwords in brack he thief stole ransported (it lext year nacks in our so lext week. t is useless epair). You'd b freat news! I _ t the event in	plete the sentences with the cowords in brackets. Add extra wo the thief stole the money while ransported (it/transport) to the lext year (get/wash lext week. It is useless (get

3

Showrooming and webrooming

Have you ever seen something you liked in a shop, checked the price on your smartphone and then bought 1__it__ cheaper online? This phenomenon is called showrooming. The trend refers to people 2_ a shop in order to examine a product before they buy it online at a lower price.

In the past, shop owners were worried that showrooming could destroy their business. They were afraid to lose customers who wanted to get 3____ money's worth and shopped online. Some big shops thought the best way to sort 4 this problem would be to introduce a special fee for 'only looking'. But thanks to the rise of webrooming (checking the product online before buying it in a shop), they don't need to worry anymore. According 5_ survey, almost seventy percent of people webroom while only forty-six percent of shoppers showroom. Webroomers point out that they like to touch and feel a product before they buy it. They cannot imagine buying clothes online and they say that jeans or shoes must 6_ __ tried on first. Some people just prefer to 7_____ in cash and save on delivery costs. Others don't like to wait for the product. What type of customer are you?

- 1 Complete the second sentence so that it means the same as the first one. Use between two and five words.
 - 1 I was tired in the morning because I'd studied till midnight.
 - If I hadn't studied till midnight, I <u>wouldn't have been</u> tired in the morning.
 - 2 It's a pity I forgot my keys.

If only I my keys!

- **3** You are always leaving dirty dishes in the sink. I wish you _____ in the sink.
- 4 Your advice helped us a lot.

Your advice was really _____ us

- **5** We must use solar panels. In this way, we will reduce emission of greenhouse gases.
 - We must use solar panels in order of greenhouse gases.
- **6** There is peace and quiet in the countryside. We should move there.

We should move to the countryside because it there.

7 It was wrong of you to leave the water running for so long.

You shouldn't for so long.

2 Complete the sentences with the correct words formed from the words in bold.

Plastic made from plants

Kevin Kumala, a diver and surfer from Bali, decided to say 'no' to all the plastic bags floating in the sea and scattered around the *picturesque (PICTURE) beaches on the island. Kevin, who is also a biologist, came up with a brilliant idea to stop the 2 (DESTROY) of these natural areas of beauty. One rainy day, he saw several (MOTORCYCLE) wearing plastic ponchos to protect themselves from the rain. These toxic plastic coats were used only a few times and then thrown away, which damaged the environment, so he created a kind of plastic (REUSE) and biodegradable. which would be 4 He started to make ponchos and bags from cassava, a cheap and popular vegetable found in Indonesia. A bag made from this plant will break down in three to six months and disappear from land or sea. For a standard plastic bag, the process takes years. Kumala's bag is (TOTAL) organic and it dissolves in hot water at 80 degrees. Kevin created a plastic product that is (HARM) to sea animals and people. A few years ago he started his own company Avani Eco which now sells shopping bags, lunch boxes and (CONTAIN), all of salad 7 which are made from 'vegetable plastic'.

Unit 10

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.
 - 1 They arrested the man and released him after two days. IN

The man was held <u>in custody</u> for two days before being released.

- 2 The shoplifter avoided punishment for the crime as there was no proof. **AWAY**The shoplifter ______ the crime as there was no proof.
- **3** It's possible my neighbour left the front door open. **LEFT**My neighbour ______ the front door open.
- 4 I'm sure the burglar was wearing a dark jacket. **MUST**The burglar a dark jacket.
- **5** The detective is investigating the case of the missing child. **LOOKING**

The detective _____ the case of the missing child.

2 Choose the correct words a-d to complete the text.

A crime in the name of love

Some crimes are truly terrifying but some are completely ridiculous. Like the one committed by 21-year-old Keith who clearly 1 have known what he was doing. The young man broke ² a fast food restaurant soon after the place had closed. At precisely half past ten, he was on security cameras trying to fry some chicken wings! When the guards saw him, they immediately called the police. The police arrested the man and took him to the nearest police station, where he was held 4 hours. The detectives questioned Keith and charged him attempted robbery. Keith was utterly shocked that the situation had got out of control. As he claimed, he was only trying to surprise his girlfriend with her favourite meal: fried chicken wings in marinara sauce. However, he did not have the necessary equipment and tools at home, he decided to visit the local restaurant in search of help. The court found the man 7_____ of third-degree burglary. The unlucky chef was sentenced to community . He was ordered to clean the dishes at the very same fast food restaurant he had broken into!

1	a shouldn't	b couldn't	c might	d may
2	a in	b down	c into	d up
3	a caught	b reached	c taken	d found
4	a on bail	b under curfew	c in prison	d in custody
5	a with	b for	c about	d on
6	a because	b although	C SO	d since
7	a free	b accused	c clear	d guilty
8	a sentence	b service	c verdict	d warning

STUDENT A

1B Exercise 7, page 6

Study this photo for one minute. Then close your book and answer Student B's questions.



Student A: Use the vocabulary in lesson 1B to ask your partner questions about his/her photo, for example:

- 1 What kind of shoes is he wearing?
- 2 What's his hair like?
- 3 Is he skinny?
- 4 Do you think he's a likeable person?

2A Exercise 10, page 19

- 1 You are training for a mission to Mars. You have been at a training camp in the Atacama desert in Chile for the last three months. You have an online interview with a student. Answer his/her questions.
- 2 You are interviewing an astronaut who is on a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.

2D Exercise 6, page 23

Tell me about ...

- 1 something you can't stand doing.
- 2 something you learnt to do recently.
- 3 something your parents let you do.
- 4 something you stopped doing recently.
- 5 something you remember liking as a child.
- 6 something you should do but keep avoiding.

3E Exercise 7, page 39

- 1 You are a customer at the counter in a café. Politely ask the café owner the following questions and follow the instructions below:
 - · Is there any gluten-free food?
 - Does the chocolate cake contain nuts?
 - Politely refuse the chocolate cake. You are allergic to nuts. Order the cookies.
 - Is the orange juice freshly-squeezed? Order lemonade.
 - What's the wi-fi password?

- 2 You are a waiter or waitress in a restaurant. Answer the customer's questions using this information:
 - The soup-of-the-day is organic mushroom soup.
 - Recommend the salmon in chilli sauce.
 - The card machine is not working at the moment.
 - The toilets are down the stairs, through the first door on the left.

5A Exercise 8, page 65

- 1 What time do we finish school today?
- 2 What are you doing after school?
- **3** Are you going to revise this weekend?
- 4 What else are you going to do this weekend?
- 5 Is it going to rain this weekend?
- **6** Do you think your parents will do something surprising this weekend?

ALL STUDENTS

2D Exercise 1, page 23

Answers to the quiz: 1 False: Most people can remember around 10,000 faces. 2 True 3 True 4 True 5 True 6 False: Experts say it's safer to wake them up before they hurt themselves.

Life Skills 1-2, Exercise 9, page 33

Answer the questions below to assses your friend's presentation. Use the scale from 5 (very good) to 1 (poor).

Conter	it and	ideas									
5 🗌	4 🗌	3 🗌	2 🗆	1 🗆							
Did the	pres	enter:									
 explain the purpose of the talk? present the key points clearly? give examples? choose the visuals well? 											
							01100	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
							- IIIdk	e trie	topicii	iterezti	ng for the audience?
Organi	isation	-	- Annual	makes indicate our keltramer.							
Organi	Satioi	1015	/ Parties	The state of the s							
5 🗌	4 🗌	3 🗌	2 🗌	1 🗆							
Was th	е рге	sentati	on:								
 divided into clear sections (beginning/middle/ end)? 											
• easy to follow?											
Langu	age			EST OF SO CONTACTOR BANKS							
5 🗌	4 🗆	3 🗌	2 🗆	1 🗆							
Did the	e pres	enter:									
use correct grammar?use a range of vocabulary?											
						• use some of the expressions from the Speaking box?					

Body language and delivery

5 4 3 2 1

Did the presenter:

- · make eye contact with the audience?
- use gestures to make key points?
- move during the presentation?
- smile and use facial expressions?
- speak clearly?

3A Exercise 8, page 35

- 1 What happened?
- **2** Had you/they ever done well at this sport, performance or challenge before?
- **3** What had you/they done before the event to prepare?
- 4 How did you/they feel before, during and after?
- **5** Did you/they take home a medal, cup or prize?
- 6 How did you/they celebrate?

3G Exercise 8, page 43









- In pairs, look at the pictures and decide from whose perspective you are going to tell the story (the woman or the dog). Are you going to tell the story from the first or third person point of view?
- **2** Use the vocabulary in the box and the past tenses from lesson 3A to help you.

disappointed qualify for a marathon guilty have your leg in plaster train (v) trip/fall over

3 Remember to include linkers and adjectives.

Life Skills 3-4, Exercise 9, page 63

Choose one of these topics for your debate. After the debate, assess it using this checklist.

- 1 Diets are a waste of time.
- **2** Students should travel free on all public transport.
- **3** Girls and boys should compete in the same sports/ athletic competitions.
- 4 Tourists do more harm to an area than good.
- 5 Junk food should be banned in schools.

Content						
• Are the arguments strong?						
• Do you find them convincing?						
 Are the arguments relevant to the debate? 						
 Do the speakers give examples to support 						
their arguments?						
Language						
• Is it easy to understand the speakers?						
• Do they use expressions from the Speaking box? ☐						
 Do they use varied vocabulary and correct 						
grammar?						
Style						
 Do the speakers use body language to 						
emphasise their points?						
 Do they maintain eye contact with the 						
audience?						
 Do they speak clearly and in a natural way? 						
Overall points:/ 10						
Winning team:						
Main reason for decision:						
Best participant:						

6D Exercise 2, page 83

1	AS (3 points) A (2 points)	D (1 point)	DS (0 points)
2	AS (3 points) A (2 points)	D (1 point)	DS (0 points)
3	AS (0 points) A (1 point)	D (2 points)	DS (3 points)
4	AS (3 points) A (2 points)	D (1 point)	DS (0 points)
5	AS (0 points) A (1 point)	D (2 points)	DS (3 points)
6	AS (0 points) A (1 point)	D (2 points)	DS (3 points)
7	AS (0 points) A (1 point)	D (2 points)	DS (3 points)
8	AS (0 points) A (1 point)	D (2 points)	DS (3 points)
9	AS (3 points) A (2 points)	D (1 point)	DS (0 points)
10	AS (0 points) A (1 point)	D (2 points)	DS (3 points)

Maximum score = 30 points

1-10 - You sometimes show empathy, but you could consider others more often than you do. Try looking at things from other people's points of view more regularly.

11–20 – You are empathetic and probably a good listener. Friends can rely on you for your support and understanding.

21-30 – You are a real people person. You are very good at reading emotions. You go out of your way to help others feel better.

7D Exercise 8, page 98





8E Exercise 8, page 114

 Customer in a restaurant: You sat down twenty minutes ago and nobody has taken your order. Complain.

Waiter: You are very apologetic. Explain the problem and try to satisfy the customer.

2 Customer: You ordered some games online. When the parcel arrives, you find they've sent you the wrong games. Phone to make a complaint.

Customer service employee: You have had a long hard day but you try to be polite and professional with all your customers. Find out exactly what the problem is and try to sort it out.

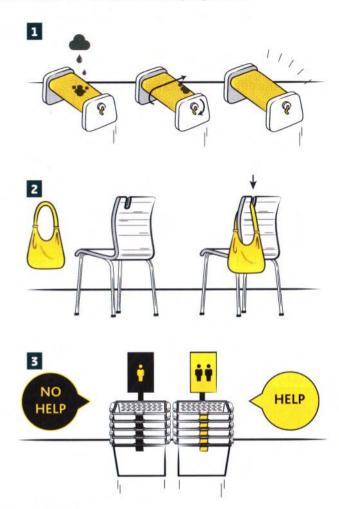
3 Customer: You bought an extra-large T-shirt with a logo of your favourite heavy metal group from an online store but they sent you a small pink T-shirt with a picture of a pony on the front! Complain.

Customer service employee: Apologise and respond appropriately.

4 Customer in a shop: You bought a new phone but there's something wrong with it. You have the receipt. You take it back to the shop and ask for a refund. Ask to speak to the manager if you have any problems.

Shop assistant: You find out what's wrong, apologise and ask for a receipt. When the customer gives you the receipt, you see it's for the wrong shop so you refuse to help him/her. When he/she asks to speak to the manager, explain that it's the wrong receipt and there's nothing you can do about it.

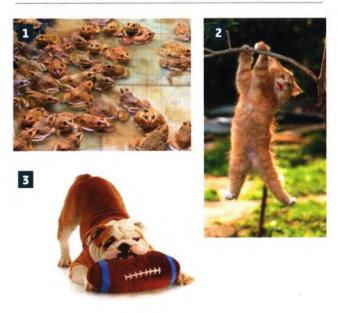
Life Skills 7-8, Exercise 5, page 123



9D Exercise 5, page 128

Use the prompts to write sentences with I wish/if only. Then think of more sentences and compare them with other groups.

can play baseball the others go away never climb up help me get down not so crowded here stay at home



10E Exercise 4, page 144





10E Exercise 6, page 144

Imagine you are a candidate in school elections. Compare and contrast the two images above and then choose one for your campaign poster.

10F Exercise 10, page 145

- **1** Work with a partner and write down several arguments for and against the question.
- Work in groups and debate the question. Group A argue for the topic. Group B argue against the topic.
- **3** When everyone has finished, take a class vote.

STUDENT B

1B Exercise 7, page 6

Student B: Study this photo for one minute. Then close your book and answer Student A's questions.



Student B: Use the vocabulary in lesson 1B to ask your partner questions about his/her photo, for example:

- 1 What clothes is she wearing?
- 2 What's her hair like?
- **3** Is she wearing any accessories? What?
- 4 Do you think she's a likeable person?

2A Exercise 10, page 19

- You are interviewing an astronaut who is training for a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.
- You are a member of the crew on a mission to Mars. Your spaceship has almost arrived at the red planet. You have an online interview with a student. Answer his/her questions.

2D Exercise 6, page 23

Tell me about ...

- 1 something your parents make you do.
- 2 something difficult you can do.
- **3** something you expect to do before the end of this year.
- 4 something you forgot to do recently.
- **5** something you practise doing regularly.
- 6 something you hope to see during your lifetime.

3E Exercise 7, page 39

- 1 You work in a café. Answer the customer's questions using this information:
 - The chocolate cake and the cookies are gluten-free.
 - The chocolate cake contains nuts but the cookies don't.
 - The orange juice is not freshly-squeezed, but the home-made lemonade was made fresh today.
 - The wi-fi password is cafebema 123.
- 2 You are a customer at a restaurant. Politely ask the waiter or waitress the following questions and follow the instructions:
 - What is the soup-of-the-day?
 - · Can you recommend a main course?
 - Politely refuse the recommendation. You don't like fish. Order fried eggs with wholemeal toast.
 - Can I pay by card?
 - · Where are the toilets?

5A Exercise 8, page 65

- When are we sitting our next exam?
- 2 How do you think you'll get on?
- 3 What are you going to do to improve your chances of passing the exams?
- 4 Do you think you'll pass all your exams this year? If yes – are you sure you'll pass all of them, even Maths? If no – which ones are you sure you'll pass?
- 5 Do you think schools will ever stop giving students exams?

5D Exercise 8, page 68

- **1** How good are your communication skills in English?
- 2 Would you say you are self-motivated?
- **3** Do you work well under pressure? Give me an example.
- 4 Tell me about a time when you solved a problem.
- **5** Finally, what's your biggest strength?

Pearson

KAO TWO
KAO Park
Hockham Way
Harlow, Essex
CM17 9SR
England
and Associated Companies throughout the world

www.english.com/highnote

© Pearson Education Limited 2020

The right of Daniel Brayshaw, Bob Hastings, Lynda Edwards, Catherine Bright, Rod Fricker and Joanna Sosnowska to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the Publishers.

First published in 2020 ISBN: 978-1-292-30086-3 Set in Akko Pro Printed and bound by L.E.G.O. S.p.A., Italy

Acknowledgements

The publishers would like to thank the following people for their feedback and comments during the development of this course.

Anna Bator, Ingrida Breidaka, Gordana Bujanić Tretinjak, Nida Burneikaite, Anna Czernielewska, Izabela Gojny, Ewa Goldnik-Ciok, Anita Jokić, Justyna Kostecka, Magdalena Loska, Magdalena Marmucka, Anna Milewska, Olivera Milovanović, Alexandra Novikova, Biljana Pršić, Merike Saar, Tomasz Siuta, Aleksandra Strahinić, Olga Strelchenko, Małgorzata Syc-Jędrychowska, Katarzyna Tobolska, Beata Towarnicka, Beata Trapnell, Anna Wiśniewska

Image Credit(s)

The publisher would like to thank the following for their kind permission to reproduce their photographs:

123RF.com: Ammentorp 92, Andor Bujdoso 116, Anna Bizon 62, Chachar 83, Cole 198, Daniel Timothy Allison 16, Dean Drobot 90, Fredex8 156, Gustavo Andrade 154, Heike Rau 154, Heinteh 154, Jakov Filimonov 110, Ian Allenden 115, Kzenon 12, luchschen 30, Maksym Yemelyanov 31, Natthapon Ngamnithiporn 154, NejroN 110, Pathiphan Nanthasarn 198, Petro 90, Roman Mikhailiuk 127, Sasin Paraksa 24, Stockbroker 121, Thidarat Suriyawong 154, Transurfer 7, Unal Ozmen 154, Vvoennyy 154, Wavebreak Media Ltd 102, William87 37; Alamy Stock Photo: Age Fotostock 18, Alliance 116, Allstar Picture Library 196, Andrew Butterton 132, Anton Gvozdíkov 54, Bart Nedobre 132, Bluegreen Pictures 56, Cultura Creative (RF) 56, Dave Zubraski 13, Dbimages 54, Dpa Picture Alliance 6, Golden Pixels LLC 50, Granger Historical Picture Archive 156. Hero Images Inc. 32, 48, Hyperstar 199, IE057 142, Ievgen Chabanov 73, Image Source 26, Invisible power 24, Ivan Chiosea 199, Jason Richardson 157, John Peter Photography 130, John Rensten 12, Mircea Costina 128, OJO Images Ltd 130, Ovidiu Hrubaru 6, Phil Boorman 140, Pictorial Press Ltd 156, Rex Curry 100, Skorzewiak 159, SnapperUK 12, Steve Bloom Images 128, Sydney Photographer / Alamy Live News 67, Tetra Images 53, Trinity Mirror / Mirrorpix 10, 156, Vadym Drobot 17, 17, 94, WENN Rights Ltd 6, 157, Wig Worland 56; Appetite for Change: 41; engineering-in-style.com: Katherine Quigg 9; Getty Images: Anadolu Agency 24, Barcroft 34, Compassionate Eye Foundation/Chris Ryan 67, Donald Iain Smith 21, Dvougao 124, Ezra Shaw 177, Hero Images Inc. 62, 199, James Devaney 34, Julian Baum / Science Photo Lbrary 18, Kali9 4, Loonger 99, Michel Porro 153, Mike Stobe 8, 9, Paul Bergen 157, Rawpixel 145, RichLegg 137, RJ Sangosti 108, Thomas Samson 24, William Perugini 99; ITN Productions Education: 8, 11, 20, 40, 51, 70, 80, 98, 101, 112, 131, 143, 171, A Craftsman's Legacy footage courtesy of Hammer in Hand Productions, LLC and APT Worldwide 166, AP Archive

168, AP Archive/Getty Images 163, Barcroft Media 162, Finding Traction footage courtesy of Jaime Lynn Jacobsen and APT Worldwide 164, ITV Archive 170, ITV Archive/Getty Images 169, Karl Watson 165, The Cyberspace Challenge 171, The (Dis)Honesty Project footage courtesy of SALTY features and ro*co Films/Getty Images 167; Mark Tuffnell: 144: Pearson Education Ltd: Gareth Boden 151, Jon Barlow 25, 39, 55, 64, 68, 68, 78, 84, 114, 129, 144, 144, Naki Kouyioumtzis 55, Silversun Media Group 5, 19, 35, 49, 65, 79, 95, 109, 125, 139, tomdickanddebbie.co.uk 11, 33, 101; Shutterstock.com: 1000 Words 37, 1850963 198, 5 second Studio 31, Africa Studio 107, 141, 147, AlenD 70, Alex Yuzhakov 24, Alexander Chaikin 154, Alexander Raths 92, Andresr 36, Andrew Cooper/ Dreamworks/Warner Bros/Kobal 159, Andrey_Popov 107, 146, Antonio Guillem 86, 92, Apaches Entertainment / Kobal 124, 124, Aphelleon 18, Blend Images 110, Bojan Milinkov 177, Carl Stewart 12, Catalin Petolea 46, ChWeiss 153, Comscreen 61, Corepics VOF 122, Damir Khabirov 90, Daniel2528 144, Daria Cherry 122, Dean Drobot 90, Denys Koltovskyi 124, Djomas 85, Dudarev Mikhail 92, ESB Professional 122

Cover Image: Front: Getty Images: Klaus Vedfelt

All other images @ Pearson Education

Illustration Acknowledgements

Kay Coenan (Advocate Art) p97, 198; Stephen Collins (Central Illustration) p69, 111; Amber Day (Illustration Ltd) p52; Adam Larkum (Illustration Ltd) p113; Carlo Molinari (Advocate Art) p138; Jack Richardson (Illustration Ltd) p42, 81, 197

Documentary Videos

Unit 1: With thanks to Barcroft Media; Unit 2: With thanks to AP Archive, Getty Images; Unit 3: Finding Traction footage courtesy of Jaime Lynn Jacobsen and APT Worldwide; Unit 4: With thanks to Karl Watson; Unit 5: A Craftman's Legacy footage courtesy of Hammer in Hand Productions, LLC and APT Worldwide; Unit 6: The (Dis)Honesty Project footage courtesy of SALTY features and ro*co Films, https://www.thedishonestyproject.com/, Getty Images; Unit 7: With thanks to AP Archive; Unit 8: With thanks to ITV Archive, Getty Images; Unit 9: With thanks to ITV Archive, Getty Images

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.



high note

Skills for now and the future

High Note is an intensive five-level course for upper-secondary students that bridges the gap between school life and young adulthood. Designed to inspire modern teenagers to reach their ambitious goals, the course equips them with language skills alongside the life and career competencies that are indispensable to succeed in exams, in the workplace and in their future lives.



Life Skills

Advance your academic and career perspectives with the Life Skills development programme.



Culture and Literature

Deepen your understanding of British culture through Culture Spots and Literature Spots.



Video

Develop fluency, accuracy and critical thinking skills with authentic Grammar, Documentary and Communication videos.



Digital

Get more training with extra digital activities and resources.

For Students

- Student's Book
- Student's Book with Online Practice
- Pearson English Practice App
- Workbook

For Teachers

- Teacher's Book with Presentation Tool, Teacher's Resources, Online Practice with extra digital activities, and Assessment Package
- Class CDs

english.com/highnote





Learn more about the Global Scale of English at english.com/gse

