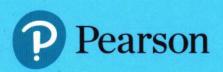
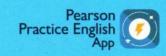


Daniel Brayshaw | Bob Hastings Lynda Edwards | Catherine Bright | Rod Fricker | Joanna Sosnowska







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## high note 3

Student's Book

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# 01

## Looking good

VOCABULARY Appearance, clothes, footwear and accessories, fashion

**GRAMMAR** Present Simple and Continuous, state and action verbs, articles

Use of English > page 191

**SPEAKING** Participating in conversations

**WRITING** An informal email

VIDEO Grammar Documentary Communication

## A night to remember

It's 9 p.m. and in the ballroom of a large UK hotel, a group of well-dressed secondary school students <u>are dancing</u>, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

People usually <u>organise</u> their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant. \*\*

eel decided to wear trainers and a T-shirt with my suit, but I regret it now.

I feel underdressed. I'm thinking of going home and getting changed.

Brandon:

Guy:

<sup>ee</sup>l didn't buy a suit because l<u>'m saving</u> for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum. <sup>99</sup>

#### **1A GRAMMAR AND VOCABULARY**

- In pairs, look at the photo and the title of the text and answer these questions.
  - What do you think the people in the photo are celebrating?
  - **2** When do you wear formal outfits? Do you like them? Say why.
- Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.
  - **1** How much does the average US family spend per child on prom night?
  - **2** Why are attitudes to prom night changing in the US?
  - Why are proms becoming more popular in the UK these days?

#### **Present Simple and Present Continuous**

- Match sentences 1-6 with meanings a-f in the Grammar box. Then find one more example underlined in the text for each rule.
  - **1** ☐ Everyone is waiting for their results.
  - 2 ☐ I think smart clothes are OK.
  - **3** Preparations often cost a fortune.
  - **4** ☐ No one is worrying about grades tonight.
  - **5** Prom nights are becoming more common in the UK.
  - 6 ☐ I usually dress casually.

#### **Present Simple and Present Continuous**

We use the Present Simple for:

- a facts and general truths
- **b** routines and habits
- c state verbs (e.g. want, know, prefer, remember, understand, mean, imagine, sound, appear, seem, own, belong to)

**Time expressions:** always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the Present Continuous for:

- d actions happening right now
- e temporary situations happening around now
- f changing situations

**Time expressions:** now, at the moment, these days, nowadays, this year

#### Grammar Reference and Practice > page 172

#### **WATCH OUT!**

State verbs are usually only used in the Present Simple because they express states, beliefs, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think*, *have*, *look*, *see*, for example:

We **think** proms are a great idea. (think = opinion)
I'm **thinking** of going home. (think = mental activity)

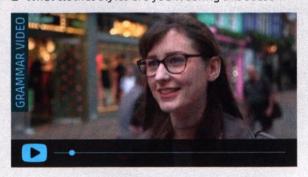
#### 4 Choose the correct forms to complete the sentences.

- My girlfriend and I take / are taking salsa dancing lessons this month and tonight we 're learning / learn a new dance routine.
- 2 It gets / 's getting late but I don't want / 'm not wanting to leave the dance floor!
- 3 I'm not really enjoying / don't really enjoy myself, to be honest. It all is seeming / seems a bit too much, like a Hollywood movie.
- 4 I'm thinking / think there's a lot of pressure to come to the prom with a date, but I don't see / 'm not seeing anyone at the moment so I just came with a friend.
- **5** My best friend hates / 's hating dancing so unfortunately we 're never going / never go dancing together.
- **6** People *love / are loving* those dancing shows on TV and ballroom dancing *is becoming / becomes* more popular because of them.

- 5 ② 1.2 Complete the conversation with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.
  - **Alice** I can't believe we 're wearing (wear) the same dress! What a nightmare!
  - Clara Ha ha! Yep. I 2\_\_\_\_\_ (know) how you feel.
  - Alice Why didn't I think? Everyone 3 (wear) pink this summer! 4 (you/think) of going home and getting changed at all?
  - Clara Not really. I 5\_\_\_\_\_ (live) quite far from here.
  - Alice Maybe you should. I'll pay for your taxi.
  - Clara No, thanks ... I 6\_\_\_\_\_ (begin) to think it doesn't matter.
  - Alice Really?
  - Clara Yeah, it 7\_\_\_\_\_ (not seem) worth it. I 8\_\_\_\_\_ (not think) you should worry. Let's just enjoy ourselves.
  - Alice Yeah, we both 9\_\_\_\_\_ (look) great in this dress anyway.
- 6 Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually dressed up as get dressed get dressed up get undressed overdressed underdressed well-dressed

- 1 Oh no! I'm the only person not wearing a suit. I'm totally <u>underdressed</u>.
- 2 Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely \_\_\_\_\_\_.
- **3** These formal clothes are OK but I still prefer to
- 4 I only \_\_\_\_\_ for weddings and funerals.
- **5** It's a shame nobody is super heroes.
- **6** OK, it's 11 a.m. and I'm still in bed. I suppose I should get up, \_\_\_\_\_ and get going.
- 7 I was so tired after the prom I didn't \_\_\_\_\_ and went to bed in my suit. It looked terrible in the morning.
- **8** Appearance is important and I want people to think I'm a \_\_\_\_\_ person.
- 7 SPEAKING Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?
  - ▶ 1 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.
  - 1 What's everyone wearing this year?
  - 2 What clothes styles are you wearing this season?



#### 1B VOCABULARY | Appearance

1 THINK BACK Work in pairs. Add as many words as you can to these categories.

Clothes: trousers, vest, ...
Footwear: sandals, wellies, ...
Accessories: cap, shoulder bag, ...

- 2 Look at the photos and read the texts below. Why are these people unique?
- 3 Look at the photos again and, in pairs, match items 1-14 in the photos with their names in the box.

4 Add the highlighted words from the texts to these categories.

 Materials: cotton, denim, \_\_\_\_\_, gold, \_\_\_\_\_, linen, \_\_\_\_\_, silk, wool.

 Patterns: checked, \_\_\_\_\_, striped, \_\_\_\_\_.

 Shape: baggy, \_\_\_\_\_, narrow, \_\_\_\_\_, \_\_\_\_.

 Other: \_\_\_\_\_, full-length, \_\_\_\_\_\_, \_\_\_\_.

In pairs, discuss what you usually wear on school days and at the weekend. Use the words from Exercises 3-4.

6 Look at the vocabulary map and use the words to describe Ashley and Tinie.

Hair/facial hair balding clean-shaven moustache straight/curly wavy/medium-length unshaven **Opinions**elegant fashionable
glamorous handsome
stunning stylish

#### PHYSICAL APPEARANCE

#### Body

broad shoulders full figure heavily-built muscular overweight pale/dark/tanned skin skinny slim thin waist well-built wide hips

- 7 SPEAKING In pairs, look at the photos of style icons and follow the instructions. Student A, go to page 196. Student B, go to page 199.
- 8 REFLECT | Society Fashion shows often present size-zero models. Do you think this is a problem? Say why. Discuss in pairs.
- 9 Who is your style icon at the moment? Find a photo of this person and write a description of him/her.

#### GREAT STYLE HAS NO SIZE

My style icon is Ashley Graham. She is stunning and glamorous. She has dark eyes, pale skin and long, straight hair. She's also well-built with a full figure and wide hips. In this photograph, she's wearing an elegant fake fur jacket over a loose-fitting black cotton dress, a wide leather belt and stylish black highheeled shoes with a matching handbag. Ashley is probably the most famous plus-size model in the world. She believes the fashion industry is wrong to use skinny size-zero models and tours schools to talk about the importance of accepting one's body shape.



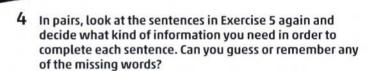
## DIFFERENT LOOKS FOR

My style icon is Tinie Tempah. He is slim and handsome with short curly hair. This rapper and TV personality often appears on lists of the world's best-dressed men. But Tinie doesn't always dress the same. When he performs on stage, he usually wears casual clothes. In the photo on the right he's wearing a white cotton T-shirt with a logo on it, a short blue nylon jacket, faded ripped jeans, designer sunglasses and white trainers. But in the photo on the left, Tinie is all dressed up. He looks fashionable in a shiny red suit with tight trousers, a plain white shirt and a black bow tie. I love his flexible style!



JARED LETO

BEFORE & AFTER



#### 10 LISTENING AND VOCABULARY

1 Look at the photos. In what ways do actors change their appearance in films?

They wear a lot of make-up.

- You are going to listen to a podcast about jobs in the entertainment industry. Study the 'Before you listen' section of Active Listening and the sentences in Exercise 5. Then answer questions 1 and 2.
  - 1 What are the names of the people you will hear in the podcast?
  - 2 What do you think their jobs are?

#### ACTIVE LISTENING | Listening effectively

#### Before you listen

- Read each question carefully to understand the situation.
- Use your experience to predict what the people might say.
- Predict what kind of information you need to answer each question – a number, a place, an adjective, etc.

#### While you are listening

- Listen for key words and phrases to:
  - help you understand the main ideas,
  - check your predictions.
- 3 (1) 1.3 Listen and check your answers to Exercise 2.

- 5 (1.3 Study the 'While you are listening' section of Active Listening. Then listen again and complete the sentences with one or two words in each gap.
  - Blake can't give too much information about the TV series because it's <u>a secret</u>.
  - **2** Blake's job is to transform Christine so she appears to be \_\_\_\_\_\_ years old.
  - **3** He wants to make Christine's lips look \_\_\_\_\_.
  - 4 He enjoys the \_\_\_\_\_ part of his job most of all.
  - 5 Make-up and equipment cost Blake \_\_\_\_\_ pounds every year.
  - 6 In the future, Blake would love to do make-up for a
- 6 Would you enjoy Blake's job? Discuss in pairs.

I wouldn't like it because I'm not into make-up, but my sister would love it because she's very artistic.

7 Which of these features can you see in the photos?

bags under the eyes double chin full lips long eyelashes shaped eyebrows smooth skin wrinkles

8 Work in pairs. Use the phrases in Exercise 7 to write seven sentences about people you know.

My grandfather has got a double chin.

- 9 SPEAKING In groups, say which of these statements you agree with.
  - 1 With make-up, less is more.
  - 2 It is not appropriate to wear make-up at school.
  - **3** No one under the age of sixteen should wear make-up.
  - 4 Make-up is not for men.

#### 1D READING AND VOCABULARY

- 1 SPEAKING In pairs, talk about your favourite/least favourite clothes and accessories. Why do you like/dislike them? How do you feel when you wear them?

  I love my long black coat. It's really warm and fashionable and I feel glamorous when I wear it. My friends say it's really elegant.
- In pairs, look at the photos, the captions and the title of the article. What do you think it is about? Then read the article quickly to check your predictions.
- 3 Read the article again and choose the correct answers.
  - 1 Why did Séan Garnier pretend to be an old man?
    - a To have the chance to play football with teenagers.
    - **b** To show that old people can play football well.
    - c To take part in a sports match.
    - **d** To persuade people to take up sport.
  - 2 Katherine Quigg started her blog
    - a because she wanted to work in fashion.
    - **b** as part of her engineering degree.
    - c in order to shock her fellow engineers.
    - **d** to show that fashionable women can be scientists.
  - **3** In the third paragraph, what does the writer suggest?
    - **a** The way you dress affects what you think of other people.
    - b In some fields, women who dress like men are more successful.
    - c Teachers know more if they dress well.
    - **d** People who wear uniforms are better listeners.
  - 4 How can putting on a white coat influence you?
    - a It can make you believe you're a doctor.
    - **b** It can help you concentrate better.
    - c It can help you control other people.
    - d It can make you feel stronger.
  - **5** What would be the most suitable sub-heading for this article?
    - **a** Some stereotypes are false, but the way people look does tell us a lot about them.
    - **b** Stereotypes are always wrong: we need to challenge them at all times.
    - **c** The way we look affects what people think of us and how we feel and behave.
    - **d** Studies show it's better to dress well if you want to be successful in life.
- 4 In pairs, rewrite these statements using the highlighted phrasal verbs from the article. Then say if the statements are true for you.
  - 1 I <u>admire</u> people who have their own sense of style.

    I look up to people who have their own sense of style.
  - 2 I like to take part in conversations about fashion.
  - **3** My sister is stylish but she doesn't <u>think she's better</u> <u>than</u> people (like me) who don't care about fashion.
  - 4 I'd like to start my own fashion design company one day.
  - **5** My parents often <u>make a mistake</u> when they buy me clothes.

- 5 Study Watch out! and rewrite sentences 1–5 using compound adjectives. Then in pairs, use compound adjectives to talk about the people you know.
  - 1 I've got broad shoulders and curly hair.
  - 2 I can't decide whether to wear a shirt with short sleeves or long sleeves.
  - **3** I've got pale skin but my best friend has dark skin.
  - 4 My hair is short, but my friend has long hair.
  - **5** My eyes are blue, but my sister's are brown.

My dad is middle-aged but he isn't grey-haired, he's brown-haired.

#### **WATCH OUT!**

We can use compound adjectives to describe clothes and people.

If a person has *grey hair*, we say he/she is *grey-haired*. If shoes have *high heels*, we say they're *high-heeled* shoes. If a person is neither young nor old, we say he/she is *middle-aged*.

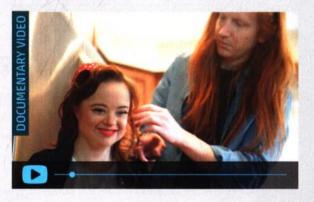
6 SPEAKING How do these things make you feel? Discuss in pairs.

a uniform your pyjamas a football strip a formal dress a white coat a suit and tie cool sunglasses a pair of glasses a superhero costume

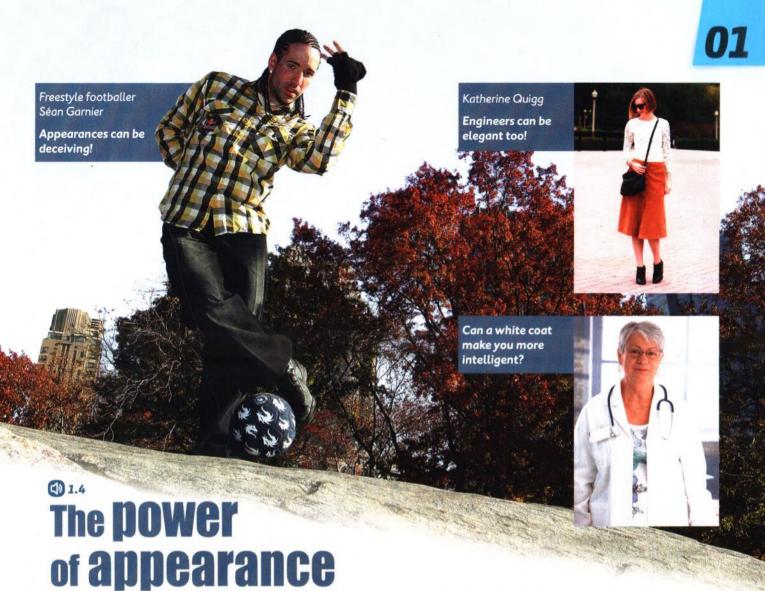
When you wear a uniform it makes you feel strong and important, it makes you feel like a soldier.

7 REFLECT | Values Appearance is not important. It's what inside that counts. Do you agree? Discuss in groups.

**2** WATCH AND REFLECT Go to page 162. Watch the documentary *Beauty belongs to everyone* and do the exercises.







Some teenagers are playing five-a-side football. A man wearing a baggy tracksuit and dirty trainers picks up the ball. He's skinny, grey-haired and he walks like an old man. The boys don't want him to play because they assume he's no good.

5 However, he insists on joining in. At first, he's useless: he can hardly kick the ball. But then he starts playing brilliantly. He runs circles around the boys and scores an amazing goal. The thing is, he isn't really an old man. He's thirty-five-year-old freestyle footballer Séan

the way

people look

affects what

we think

of them

Garnier, who's disguised to look old for an advert encouraging active lifestyles.

This story shows how you can get it wrong if you judge people by

- their appearance. Unfortunately, it's something we often do. We assume overweight people can't run, young people are irresponsible and pretty young women are not interested in
- science. But stereotypical assumptions are frequently wrong. For example, Katherine Quigg is a glamorous young woman. She's also an engineer. After graduating, she realised many people working in STEM were shocked that a stylish woman with a passion for fashion could be an engineer. So she
- 25 set up a fashion blog called Engineering In Style to prove these people wrong by encouraging stylish young women to work in STEM.

- Studies show that the way people look affects what we think of them and how we behave towards them. We look up to
- 30 the well-dressed and look down on those who dress badly. It's a sad fact that if a woman dresses in a masculine style, she has a better chance of getting a job. People consider teaching assistants wearing formal clothes to be more intelligent than those who dress casually. We show more
- 35 respect to people in uniforms and are more likely to listen carefully to a doctor when he or she is wearing a white coat.

The clothes we wear affect not only what we think of others, but also what we think of ourselves. If we wear lovely clothes, we feel more attractive and if we wear a suit and

- 40 tie, we feel more important. What's more, clothes can also change the way we behave. In one fascinating experiment scientists showed that if you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. However, if you wear the same white coat
- 45 believing it belongs to a painter, there's no improvement in your ability to concentrate. As the scientists behind the experiment stated, 'The clothes we wear have power not only over others, but also over ourselves.'2
- So our physical appearance and clothes influence the opinions 50 people have of us and their behaviour towards us. This can sometimes make them use unfair stereotypes. But it seems that the clothes we wear also have a powerful effect both on how we feel and how we act. Perhaps that's worth remembering the next time you're trying to decide what to wear.

#### **READERS' LETTERS**

This week's star letter is from Trudy in Oxford. She has won the £100 prize!

#### The wheel of fashion

I'm a sales assistant in a boutique in a shopping centre in Oxford. The boutique specialises in fashion from the USA and from Europe, especially Italy and France. It's the ideal job for me because I'm really into clothes: I go to fashion shows, I read fashion magazines, I know all about the latest styles and the first thing I do when I get paid every month is buy some new clothes. But in my opinion, the most important thing to know about fashion is that it's like a wheel. It turns round and round. The cool looks of the past that nobody wears any more often become the cool looks of the future. Denim dungarees from the 1980s and bright neon colours from the 1990s are back in fashion. Today I'm wearing a leather jacket. The jacket looks great but it isn't new. My mother bought it thirty years ago! So, don't throw away last year's clothes – they may be out of fashion now but sooner or later, it'll come back into style.



#### 1E GRAMMAR

1 'Fashion is like a wheel.' What does that mean? Discuss in groups. Then read the text and look at the photos to check your ideas.

#### **Articles**

- 2 Study the Grammar box and match the underlined words in sentences 1–8 with rules a–g. Use one rule twice. Then find more examples of the rules in the text.
  - 1 ☐ She has won the £100 prize.
  - 2 I'm a sales assistant.
  - **3** The boutique specialises in fashion from <u>Europe</u>.
  - 4 ☐ I'm really into <u>clothes</u>.
  - **5** The most important thing to know about fashion ...
  - 6 ☐ ... is that it's like <u>a wheel</u>.
  - **7** Dungarees from the 1980s are back in fashion.
  - **8** I'm wearing <u>a leather jacket</u>. <u>The jacket</u> looks great.

#### **Articles**

- **a** We use *no article* (*g*) with plurals and uncountable nouns to talk about something/someone in general.
- **b** We use *no article* (*a*) with continents, most countries and cities.
- We use a/an to talk about a singular countable thing/ person when it is one of many or one of a group; not the only one.
- **d** We use a/an with occupations.
- **e** We use *the* to talk about a specific thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean.
- **f** We use *the* with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the USA).
- **g** We use *a/an* when we mention something/someone for the first time and *the* when we mention it again.

| (-rammar | r Dotoronco | and Practice : | N D D D D D D D D D D D D D D D D D D D |
|----------|-------------|----------------|---|
|          |             |                |   |

| 3 | 1.5 Complete the gaps with ø (no article), a/an or |
|---|--|
|   | the. Then listen and check.                        |

| boys but I think shopping for clothes is boring thing in \(^1\) world. Today I'm wearing \(^1\) | most |
|---|------|
|   |      |
|   |      |
| old pair of jeans and 6 cotton top. 7 jeans   | were |
| 8 present and 9 friend gave me 10 to  | Р    |
| because it was too small for her. My best friend is fi  | om   |
| 11 Italy. He loves 12 clothes and he'd like to  | o be |
| fashion designer in 4 future.   |      |

- 4 In pairs, complete the sentences with ø (no article), a/an or the.
  - 1 I think <u>g</u> sport is more fun than <u>fashion</u>.
  - 2 I think \_\_\_\_\_ best jeans come from \_\_\_\_ Japan.
  - **3** I saw \_\_\_\_ pair of shoes in the shop last Monday that I loved, but when I went back on Tuesday \_\_\_\_ shoes were gone.
  - 4 \_\_\_\_ last thing I do before I go out in \_\_\_\_ morning is to look in \_\_\_\_ mirror by \_\_\_\_door. I'd love to be \_\_\_ model.
- 5 (1.6 PRONUNCIATION Study Watch out! Then in pairs, read sentences 1–3 and underline the when it is pronounced /ði:/. Listen to check and repeat.
  - 1 The American jeans are cheaper than the European ones.
  - 2 The haircut was the worst mistake of my life.
  - **3** The expensive shoes are less comfortable than the cheap ones.

#### WATCH OUT!

We pronounce the in two ways:

- 1 /ða/ before a consonant or vowels that are pronounced /w/, e.g. one, or /j/, e.g. UK. the shop / the ones over there / the universe
- **2** /ði:/ before a vowel. the ideal job / the only thing / the umbrella
- **6** SPEAKING In pairs, discuss the questions.
  - 1 Which clothes from the past are back in fashion?
  - 2 Which clothes from the past do you like?
  - 3 Do you ever borrow clothes from your parents or grandparents? Would you like to? Say why.

#### 1F SPEAKING

- What is the longest time you have queued for anything? What was it for? What do you think a fashion victim is? Discuss in groups.
- In pairs, say if you agree or disagree with these opinions. Say why.
  - Shoppers can make money from limited edition models.
  - 2 It's a waste of time to gueue for something for hours.
  - **3** We shouldn't judge people by the clothes they wear.
  - 4 In my opinion, fashion victims don't exist.
  - 5 Some people believe brand-name clothes make them look like models in adverts.
- 3 (1) 1.7 Watch or listen to the conversation between friends. Which opinion (1–5) in Exercise 2 is not expressed in the video?
- 4 (1.8 Listen to another conversation between the three friends and answer these questions.
  - 1 Why is Penny so embarrassed when she meets up with her friends again?
  - 2 What do Penny's friends think of her?
  - 3 Do you think Penny is a fashion victim? Say why.
- 5 Complete the Speaking box with headings a-f.
  - a Ask for explanation or clarification
  - **b** Ask for repetition
  - c Clarify your message
  - d Get others to speak
  - e Hold attention
  - f Interrupt politely

#### SPEAKING | Participating in conversations

When you're speaking

\* Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

Just a second,
I haven't finished.
Hold on! Let me finish!

#### Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

What do you think?
Tell us what you think.
What's your opinion?

When someone else is speaking

Excuse me, can I say something?

That's true/a good point, but ...
Sorry to interrupt but ...

Sorry, I didn't get that. Could you say it again?

I'm sorry, I missed that.

Do you mean ...?

I'm not sure what you mean.
Are you saying ...?

Did you say/mention ...?

#### Confirm you understand

Right, I've got that. Yes, I know/see/get what you

Ah right! Now I get it.

mean.



6 1.8 Study the Speaking box and complete the conversation from Exercise 4 with two or three words in each gap. Listen again and check.

Sam Wow, it looks great.

Penny I love it! I want it so badly! It's just ...

Pete Sorry <sup>1</sup> to interrupt but aren't you saving for a holiday?

**Penny** Yes, but a holiday lasts a week and a jacket is for life!

Pete Are 2\_\_\_\_\_ that you only have one jacket?

**Penny** Hold on! Hold on! Let 3\_\_\_\_\_. This jacket is the latest fashion. It's really special. It's so cool!

Sam Ah right! Now I 4\_\_\_\_\_! You just want to be the coolest girl in the group! You're really a fashion victim but you don't like to admit it.

**Pete** And look at the price – that means no holiday this year, or next!

**Penny** The 5\_\_\_\_\_, it's really my style and I just have to have it! Does that 6\_\_\_\_\_?

Pete OK, I see 7\_\_\_\_\_. Anyway, it's your money, you decide how to spend it!

**Penny** Yes, but there is a problem ... It goes on sale tomorrow and the queue is already two blocks long ...

Sam Sorry, I 8 \_\_\_\_\_ that. Did you 9 \_\_\_\_\_ a queue?

Pete You're joking, aren't you?

Sam Do you 10 you have to go and stand in the queue today?

- 7 Work in groups. Use the phrases from the Speaking box to discuss these statements.
  - Shopping for clothes is boring.
  - There aren't any good clothes for young people in this town.
  - · Good clothes are really expensive
  - Fashion magazines are boring they're just advert after advert.



To: Chloe

Re: Saturday fancy dress party

#### Hey Chloe,

How's it going? Great to see you Saturday night. I ate so much!!! The pizza in that place is the best. Charlie had nine slices! Got your message, thanks. I can't wait for Charlie's fancy dress party! Have you chosen a costume yet? I'm trying to decide what to wear. Actually, hoping you can help pls pls pls 😀 Thinking of one of these, but can't decide. Want something funny. What do you reckon? Do you fancy going together in the horse costume? Or maybe you have another idea. We could go together, but as something else. Anyway, it doesn't have to be a costume for two, but let me know. Still plenty of time to sort it out. Btw the ones in the pics are from the hire shop, but we could just make our own. Right, I'm off to make some dinner (finally hungry again after all that pizza!) Message me later.







#### 1G WRITING | An informal email

- REFLECT | Culture Read about the Carnival of Venice. Then in pairs, answer the questions.
  - 1 Why did people wear masks? Choose from the reasons listed below.
    - · to feel more confident
    - · for fun
    - · to hide their social status
    - to feel part of a group, e.g. sports fans
    - to forget about personal problems
    - · to celebrate a cultural event
  - 2 Are there any famous carnivals in your country? Talk about them.

#### Carnival of Venice

The annual Venice Carnival began in 1162 and became extremely popular in the eighteenth century. Making and wearing masks and costumes has always been an important part of the culture of Venice and of the carnival. Originally, people at the carnival probably covered their faces so no one knew who they were. This meant that rich and poor, ordinary and powerful could celebrate together without worrying about the strict social rules that normally kept them apart. Nowadays, over three million people visit Venice and join in the celebrations.

- 2 Read Molly's email. Why is she writing to Chloe?
- Work in pairs. Which costume do you think Molly should wear? Say why.
- 4 Read Molly's email again. In pairs, identify five features that make it informal.

She starts with 'Hey' instead of 'Dear ...'

5 Study the Writing box and check your ideas in Exercise 4. Then complete the Writing box with examples from Molly's email.

#### WRITING | An informal email

#### Beginning your email

- Start with a friendly greeting, e.g. Hi there, .../1 Hey
- Mention your last contact with the other person, e.g. Long time no see. (when you haven't seen the person for a long time)/2\_\_\_\_
- Mention the message you are replying to, e.g. Thanks for the invitation./3\_\_\_\_

#### Sounding informal

- Write in a chatty style, similar to the way you speak.
- Use short, simple sentences.
- Choose informal words and expressions,
   e.g. What do you reckon? instead of What do you think?
   /\*\_\_\_\_\_ instead of Would you like to ...
- Use exclamation marks (!), emojis and abbreviations (LOL = laugh out loud/5\_\_\_\_ = by the way), but don't overuse them.
- Use contractions,
   e.g. How's ...? instead of How is ...?/6\_\_\_\_ instead of
- Leave out words like pronouns (usually I), and verb to be, e.g. Great to see you ... instead of It was great to see you .../7 instead of I'm hoping you can help.

#### **Ending your email**

- Give a reason for ending your message,
   e.g. Anyway, got to do my homework now./8\_
- Send greetings or refer to future contact,
   e.g. Give my love to Emma. or See you on Saturday. or
   Give me a call next week./9
- Finish with a friendly goodbye, e.g. CU soon/10\_\_\_\_



| 6 | Put lines a-g in order to make a short reply from Chloe to Molly.  |
|---|--|
|   | a ☐ Maybe you should be Harley and I'll go as the Joker?   |
|   | <b>b</b> Anyway let me know. Homework time now.  |
|   | c ☐ I have a suggestion for a costume for the two of us. Shall we go as the Joker and Harley Quinn?  |
|   | <b>d</b> ☐ Love Chloe xx   |
|   | e ☐ Hey Molly,   |
|   | <b>f</b> ☐ And this weekend it's Charlie's fancy dress party.<br>Here we go again!   |
|   | <b>g</b> How are you doing? Just back from the gym. Last weekend was great, wasn't it?   |
| 7 | Complete Molly's next message to Chloe with the phrases from the box. There are two extra phrases.   |
|   | Do you fancy Can't wait for How's it going?<br>I'm off to sort something out CU soon Hi there<br>Hoping you can help.  |
|   | From: Molly To: Chloe Re: Saturday fancy dress party   |
|   | feel lazy 😊. <sup>3</sup> Charlie's fancy dress party.   |
|   | I love your suggestion! We'll make perfect super villains! 4 coming over later? My mum has a suitcase full of old clothes. She wore some pretty crazy stuff when she was young, so I think we might find our costumes in there. Anyway, let me know, and we'll 5 |

8 In groups, discuss these questions.

by the door 6 Molly, xx

1 Do you like dressing up and wearing costumes?

Got to take Flash for a walk now. He's waiting

- 2 Do you think homemade or hired costumes are better? Say why.
- **3** Have you ever been to a fancy dress party? What did you wear?
- 9 SPEAKING Imagine you are also going to Charlie's party. Choose a costume for yourself. Use your own ideas, one of the ideas in the photos, or one from the list below. Explain your choice to a partner.

| a cartoon character | a famous perso     | n           |
|---------------------|--------------------|-------------|
| a horror character  | a sci-fi character | a superhero |

10 WRITING TASK Reply to Molly's email. Tell her which costume you like best for her, describe the costume you are planning to wear and explain why you chose it.

#### REMEMBER MORE

| 1 | Match the two parts of the        |  |  |
|---|-----------------------------------|--|--|
|   | collocations. Then check with the |  |  |
|   | word list.                        |  |  |

| 1 | cost |
|---|------|
|   |      |

a lessons

| 2 |   | get |
|---|---|-----|
|   | _ | 100 |

**b** respect

| 3 |        | show   |
|---|--------|--------|
| 2 | $\Box$ | 211000 |

c a fortune

|   | _    |      |
|---|------|------|
| 4 | - 50 | take |

**d** dressed

#### 2 Find the opposites of these adjectives on the word list.

| 1 | pale/ | skir |
|---|-------|------|

2 skinny/\_\_\_\_ model

3 smart/\_\_\_\_ clothes

4 short/\_\_\_\_sleeves

5 curly/\_\_\_\_ hair

#### 3 Complete the phrasal verbs with the prepositions in, up or down. Then check with the word list.

1 look \_\_\_\_\_ on someone (you don't respect)

2 look \_\_\_\_\_ to someone (you respect very much)

3 set \_\_\_\_\_(a company)

4 dress \_\_\_\_\_ the style (of the 90s)

5 dress \_\_\_\_\_ as someone (e.g. a clown)

#### 4 Complete the compound adjectives from the word list.

1 high-\_\_\_\_shoes

2 middle-\_\_\_\_ man

3 grey-\_\_\_\_woman

4 well-\_\_\_\_\_TV presenter
5 heavily-\_\_\_\_\_sportsman

6 clean-\_\_\_\_face

#### ACTIVE VOCABULARY | Phrases

When you want to remember a new word, it helps to create a meaningful phrase with it, e.g. join in – join in the conversation; leather – elegant leather boots. You can use an online dictionary to help you, e.g. www.ldoceonline.com. Look at the word list, find ten words you'd like to learn, and make phrases with them. Use a dictionary.

#### 1A GRAMMAR AND VOCABULARY

(1) 5.1

accessories (n) /ək'sesəriz/

attitude (n) /ˈætətjuːd/

average (adj) /ˈævərɪdʒ/

ballroom (n) /'bo:/rom/

ballroom dancing (n) /,bo:lrom 'da:nsɪŋ/

clothing (n) /'kləuðiŋ/

cost a fortune /ˌkɒst ə 'fɔ:tʃən/

dance floor (n) /'da:ns flo:/

dancing show (n) /'da:nsɪŋ ʃəʊ/

date(n)/dert/

dress casually / dres 'kæʒuəli/

dress up as sb (phr v) /,dres 'np əz ;snmbodi/

end-of-year celebration (n) /,end əv ,jɪə ,selə'breɪʃən/

funeral (n) /'fju:nərəl/

get changed /,get 'tfeindigd/

get dressed / get 'drest/

get dressed up /,get ,drest 'Ap/

get going / get 'gəʊɪŋ/

get undressed / get nn'drest/

gossip (v) /'gosəp/

influence (n) /'influens/

it's a shame /, its a 'feim/

low-income (adj) /ˌləʊ ˈɪŋkʌm/

outfit (n) /'autfit/

overdressed (adj) /,əʊvə'drest/

pressure (n) /'prefə/

prom night (n) /'prom nast/

regret (v) /rr'gret/

save for sth (v) /'serv fə ˌsʌmθɪŋ/

/ibadmʌs, ːiɛ'/ (v) da əəs

smart/formal clothes /ˌsmaːt/fɔːməl kləʊðz/

suit (n) /su:t/

take lessons /,terk 'lesənz/

underdressed (adj) / Andə'drest/

well-dressed (adj) / wel 'drest/

What a nightmare! /,wpt a 'nartmea/

#### 1B VOCABULARY 倒 5.2

baggy (adj) /ˈbægi/

balding (adj) /'bo:ldɪŋ/

belt(n)/belt/

body shape (n) /'bodi ferp/

bow tie (n) /,bəʊ 'taɪ/

broad shoulders /,broad 'fauldaz/

cap(n)/kæp/

casual (adj) /ˈkæʒuəl/

checked (adj) /t[ekt/

clean-shaven (adj) /,kli:n 'fervən/

cotton (n) /'kotn/

denim (n) /'denam/

designer sunglasses (n) /dɪˌzaɪnə 'sʌnˌglaɪsəz/

elegant (adj) /'eləgənt/

facial hair (n) /,feɪʃəl 'heə/

faded/ripped jeans /,feɪdɪd/,rɪpt 'dʒi:nz/

fake fur jacket (n) / ferk f3: 'dzækət/

fashion industry (n) /fæfən ,ındəstri/

fashionable (adj) /ˈfæʃənəbəl/

flexible (adj) /'fleksəbəl/

footwear (n) /ˈfʊtweə/

full figure /ˌfʊl 'fɪgə/

full-length (adj) /,fol 'leηkθ/

glamorous (adj) /'glæmərəs/

gold (n) /gəʊld/

handbag (n) /'hændbæg/

handsome (adj) /'hænsəm/

heavily-built (adj) /,hevəli 'bɪlt/

high-heeled shoes (n) /,haz hi:əld 'fu:z/

hips (n) /hips/

leather (n) /ˈleðə/

linen (n) /ˈlɪnən/

logo (n) /ˈləʊgəʊ/

#### long/straight/curly/wavy/medium-length hair /ˌlɒŋ/ˌstreɪt/ˌkɜːli/ˌweɪvi/ˌmiːdiəm ˌleŋθ ˈheə/

looks (n) /loks/

loose-fitting (adj) /,lu:s 'fitin/

matching (adj) /'mætʃɪŋ/

material (n) /məˈtɪəriəl/

moustache (n) /məˈstɑ:ʃ/

muscular (adj) /'mʌskjələ/

narrow (adj) /'nærəʊ/

nylon (n) /'narlon/

overweight (adj) / auva'weit/

pale/dark/tanned skin /,peɪl/,daːk/,tænd 'skɪn/

pattern (n) /'pætən/

plain (adj) /pleɪn/

plus-size model (n) /,plns sazz 'mpdl/

sandals (n) /'sændəlz/

shape (n) /feip/

shiny (adj) /ˈʃaɪni/

shoulder bag (n) /'fəʊldə bæg/

silk (n) /sɪlk/

size zero (n) /ˈsaɪz ˌsɪəɹən/

skinny (adj) /'skrni/
slim (adj) /slim/
striped (adj) /straipt/
stunning (adj) /'stanin/
style icon (n) /'starl ,arkon/
stylish (adj) /'starlif/
thin waist /,0in 'weist/
tight (adj) /tart/
trainers (n) /'treinəz/
unshaven (adj) /\n'feivən/
vest (n) /vest/
well-built (adj) /,wel 'bilt/
wellies (n) /'weliz/
wide (adj) /ward/
wool (n) /wol/

1C LISTENING AND VOCABULARY

artistic (adj) /a:'trstrk/

bags under the eyes /'bægz ˌʌndə ði ˌaɪz/

/nɪʔt' ledʌb,\ (n) nidə əlduob

full lips /,fol 'lips/

long eyelashes / long 'arlæfiz/

shaped eyebrows / ferpt 'arbrauz/

smooth skin /,smu:ð 'skɪn/

wear make-up / weə 'meɪk ʌp/

wrinkles (n) /'rɪŋkəlz/

1D READING AND VOCABULARY

5.4

ability to do sth /ə,bɪləti tə 'du: ,sʌmθɪŋ/

act (v) /ækt/

admire (v) /əd'marə/

affect (v) /əˈfekt/

assume (v) /ə'sju:m/

assumption (n) /əˈsʌmpʃən/

behave (v) /bɪˈheɪv/

**behaviour towards sb** (n) /br/heɪvjə təˌwɔ:dz ,sʌmbɒdi/

challenge (v) /'tfæləndz/

concentrate (v) /'konsantrext/

consider (v) /kən'sıdə/

cool (adj) /ku:l/

costume (n) /'kpstjom/

deceiving (adj) /dr/si:vrn/

disguised (adj) /dis'gaizd/

dress in a style /,dres in a 'stail/

encourage (v) /in/knrid3/

fashion blog (n) /ˈfæʃən blog/

fashion design (n) /ˈfæʃən dı,zaɪn/

fashion show (n) /'fæfən ʃəʊ/

football strip (n) /'futbo:/ strzp/

freestyle (n) /'fri:staxl/

get sth wrong /,get ,snmθɪŋ 'roŋ/

grey-haired (adj) /,greɪ 'heəd/

have power over sth /,hæv 'paυər ,əυνə ,sʌmθιη/

heel (n) /hi:l/

improvement in sth (n) /Im'pru:vmənt In ,s $\lambda$ m $\theta$ I $\eta$ /

increase sharply /ɪnˈkri:s ʃɑ:pli/

influence (v) /'ɪnfluəns/

insist on doing sth /ɪnˌsɪst ɒn ˈduːɪŋ ˌsʌmθɪŋ/

irresponsible (adj) /rrr'sponsabal/

/nr' nrcsb,/ (vndq) ni nioį

judge sb by sth (v) /ˈdʒʌdʒ ˌsʌmbɒdi baɪ ˌsʌmθɪŋ/

look down on sb (phr v) / luk 'daun pn ,sambodi/

look up to sb (phr v) /luk 'np tə ,sambodi/

masculine (adj) /'mæskjələn/

middle-aged (adj) /,mrdəl 'erdzd/

passion for sth (n) /ˈpæʃən fə ˌsʌmθɪŋ/

persuade sb to do sth /,pəsweid ,sambodi tə 'du:

powerful effect on sth /ˌpaʊəfəl ɪˈfekt ɒn ˌsʌmθɪŋ/

pretend to be sb /prɪˌtend tə 'bi ˌsʌmbɒdi/

\nar' ibadana, v:urq,\ prove sb wrong

pyjamas (n) /pəˈdʒa:məz/

sense of style / sens av 'stail/

set up (phr v) /,set 'Ap/

short/long sleeves (n) /so:t/,lon 'sli:vz/

show respect / jau rr'spekt/

state (v) /stert/

stereotype (n) /'steriətaɪp/

stereotypical (adj) /,steriə'tɪpɪkəl/

tie (n) /tar/

tracksuit (n) /'træksu:t/

unfair (adj) /,nnfeə/

uniform (n) /ˈjuːnəfɔːm/

useless (adj) /ˈjuːsləs/

white coat (n) /,wait 'kəut/

worth (remembering) /,w3:θ (rɪˈmembərɪŋ)/

1E GRAMMAR 🚭 5.5

be back in fashion/style /bi ,bæk ɪn 'fæʃən/'staɪl/

boutique (n) /bu:'ti:k/

dungarees (n) / dʌŋgəˈriːz/

fashion designer (n) /'fæfən dı,zaınə/

get paid /,get 'perd/

haircut (n) /'heəkʌt/

in fashion/out of fashion /ˌɪn ˈfæʃən/ˌaut əv ˈfæʃən/

latest styles /,lertəst 'starəlz/

look in the mirror /luk in ðə 'mirə/

neon colours (n) /,nixon 'kʌləz/

sooner or later /,su:nə ə 'lertə/

specialise in sth (v) /'spefəlazz ın ,sʌmθɪŋ/

top(n)/top/

wheel (n) /wi:l/

1F SPEAKING (1) 5.6

brand-name (adj) / brænd,neim/

comfort (n) /'knmfət/

exist (v) /1g'z1st/

fashion victim (n) /'fæʃən ˌvɪktəm/

get sth (v) /'get ,samθiη/

last (v) /la:st/

limited edition (n) / limated r'difan/

mean (v) /mi:n/

meet up with sb /,mi:t 'np wiθ ,snmbodi/

mention (v) /'men(ən/

miss sth (v) /ˈmɪs ˌsʌmθɪŋ/

queue (n, v) /kju:/

/eqa[/ (n) /fppə/

want sth badly /,wont ,samθιη 'bædli/

waste of time /weist av 'taim/

1G WRITING 📵 5.7

annual (adj) /ˈænjuəl/

be off /,bi 'pf/

carnival (n) /'ka:nəvəl/

come over (phr v) /knm 'auva/

confident (adj) /'konfadant/

cover (v) /'knvə/

fancy doing sth /ˌfænsi ˈduːɪŋ ˌsʌmθɪŋ/

fancy dress party (n) /,fænsi 'dres ,pa:ti/

hide (v) /haɪd/

hire shop (n) /'haɪə ʃɒp/

keep sb apart /,ki:p ,snmbodi ə'pa:t/

message (v) /'mesid3/

ordinary (adj) /'ɔːdənəri/

pretty (crazy) /,priti ('kreizi)/

reckon (v) /'rekən/

slice (n) /slars/

social status (n) /,səufəl 'stertəs/

sort sth out (phr v) /sost ,snmθrη 'aut/

strict rules / strikt 'ru:lz/

stuff(n)/stxf/

villain (n) /ˈvɪlən/

#### **VOCABULARY AND GRAMMAR**

#### 1 Choose two words that go with each noun.

- 1 faded / fur / ripped jeans
- 2 loose-fitting / tight / well-built dress
- 3 skinny / high-heeled / matching shoes
- 4 tanned / plain / pale skin
- **5** glamorous / stunning / long girl
- 6 overweight /narrow/ muscular man

#### 2 Complete the sentences with the words from the box.

|   | <del>casually</del> denim dressed up silk wavy wide  |
|---|--|
|   | He's s always <u>casually</u> dressed. He hates formal clothes!  |
|   | 2 I can't put my jeans on. My hips are too   |
|   | <b>3</b> is my favourite material. I've got three shirts made from it and lots of jeans.   |
|   | 4 You have to iron clothes made from very carefully because it's so delicate.  |
|   | <b>5</b> Her hair is neither curly nor straight. It's lovely and   |
|   | <b>6</b> We are in our party clothes because we're going out!  |
| 3 | Complete each pair of sentences with the word that matches both sentences.   |
|   | 1 Can you help me carry these <u>bags</u> ?  |
|   | He's got <u>bags</u> under his eyes.   |
|   | <b>2</b> Her clothes are too formal: she's dressed.  |
|   | I'm a few kilos weight, so I go jogging twice a week.  |
|   | <b>3</b> He's dressed as a vampire.  |
|   | I look to people who care about others.  |
|   | 4 He hasn't got a beard, he's shaven.  |
|   | She forgot to load the washing machine, so she hasn't got any clothes.   |
|   | <b>5</b> Her hair is long and like her mother's.   |
|   | Go on when you get to the High Street.   |
| 4 | Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.  |
|   | A Hi there. 1 Are you going (go) home?   |
|   | B No, I'm not. I 2 (go) to the shopping centre.  you (want) to come?   |
|   | A That 4 (sound) like a good idea! I 5<br>usually (not go) there because I never 6<br>(have) time.   |
|   | B There's a really good clothes shop there called Sam's. It ' (belong) to my neighbours. They 's (sell) everything at half price at the moment because it's the end of the season. |
|   | A 9 they (have) loose-fitting jackets? They (get) really popular this season.  |
|   | R Yes L <sup>11</sup> (think) so What's the matter?  |

A Wait a second ... I 12 \_\_\_\_\_ (think). Oh, no! I can't buy

anything! I left my money at home ...

5 Complete the text with g (no article), a/an or the.

DID YOU KNOW THAT 1 g SECOND-HAND CLOTHES SHOPS ARE POPULAR IN 2 UK?



| My aunt works as 3         | shop assistant in       | the new second    |
|----------------------------|-------------------------|-------------------|
| hand shop in town. My b    | est friend bought 4_    | full-length       |
| winter coat and 5          | amazing leather jac     | ket there last    |
| week. I love 6 thi         | ngs like that! Coats li | ke my friend's    |
| 'new' one were popular     | n <b>7</b> 1980's a     | nd now they're    |
| back in fashion! All the c | othes in the shop are   | e from countries  |
| like 8 France and          | 9 USA. I love           | ed 10             |
| shop where my aunt wor     | ks the first time I wal | ked in there. The |
| clothes are unique and it  | 's definitely 11        | best place to     |
| buy cheap clothes. I'm tl  | inking about applying   | g for 12          |
| Saturday job there!        |                         |                   |

#### **USE OF ENGLISH**

#### 6 Choose the correct words a-c to complete the text.

Our neighbour, Mr. Johnson, is a quiet man in his fifties.

| pale-skinned and has a kind face. Mum thinks he was ver   |
|---|
| when he was younger.  |
| We hardly ever see him <sup>3</sup> the morning. He's working in London at the moment, so he has to get up very early. He's always very tidy and is never <sup>4</sup> He wears different clothes every day.  |
| However, on Saturday nights this quiet, shy man become a completely different person! He doesn't wear a suit, bu a plain white open-necked shirt, tight black trousers with a wide leather 5 and shiny black shoes. The first time we saw him in this outfit we couldn't believe our eyes but then yesterday Mr. Johnson told us he was a Latin dance champion and that he was thinking 6 |

| 1 | a young         | <b>b</b> middle-aged | <b>c</b> old      |
|---|-----------------|----------------------|-------------------|
| 2 | <b>a</b> pretty | <b>b</b> stunning    | <b>c</b> handsome |
| 3 | a on            | <b>b</b> at          | <b>c</b> in       |
| 4 | a unshaven      | <b>b</b> faded       | <b>c</b> baggy    |
| 5 | a belt          | <b>b</b> cap         | <b>c</b> jacket   |
| 6 | a in            | <b>b</b> of          | c on              |
|   |                 |                      |                   |

Use of English > page 191

#### READING

#### 7 Read the texts and match people 1–4 with most suitable events A–E. There is one extra event.



Julie looks great in her stylish blue and white top, black skirt and black high-heeled shoes. She hopes she's wearing the right make-up because she wants to make a good impression. She felt confident when she left home but she's beginning to feel nervous. She's carrying a fashion magazine to appear knowledgeable and motivated, but she hopes they won't ask her any difficult

questions about fashion because it's a new area for her. She'd love to learn more about it though.

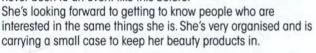
Jason has a great sense of style. He's wearing his favourite clothes and a leather jacket. As always, he looks very cool. He paid special attention to his outfit today just in case he is caught on camera. Well, you never know! He's very curious which stars will be featured. He's glad his mobile phone has got a really good camera so he can take lots of photos to post on social networks.





Matt is sure he's going to have fun because he loves live music. He's wearing his favourite casual clothes but unfortunately, he doesn't have his black leather jacket with him because he left it at a friend's house. He's carrying a rucksack on his back with everything he'll need for the night and two bottles of water. He hopes it won't rain. It would be a great shame.

**Isabel** isn't certain she's made the right dress choice. Although the event is being held at a fashionable venue, she decided to dress casually as she knows she'll feel more relaxed. She looks nice in her green top and smart black jeans. She feels a little bit nervous as she has never been to an event like this before.



#### **SPEAKING**

#### 8 In pairs, take it in turns to ask and answer the questions.

- 1 What clothes do you like wearing? Why?
- 2 Do you prefer going out with one or two friends or in a group? Why?
- **3** Tell me about something you like doing with your family.
- 4 What do you usually wear at parties?
- 5 Do you prefer buying clothes alone or with a friend? Say why.

#### A Rock costume show

All you rockers out there will just love this show! Top models will be showing off outfits that were made famous by rock heroes of the past and present. The audience will vote for their favourite costume! This event is going to be televised so you might be able to see yourself on TV afterwards!

#### **B** Musical evening

The 'Five Strings' music school is giving a short concert in the school auditorium next Friday 6 June. We would appreciate it if those attending this event wore smart clothes. Please note we will be filming the performance to put it on our website. Those wishing to stay overnight will be able to book a room in a free student accommodation at a very reasonable price.

#### C 'Heavy fest' is here again!

This year's heavy metal festival is being held in the town's park from 6-7 July. There will be three stages, an area with food and drink stalls, and there will be a place where you can camp too. You can buy one-day or two-day tickets if you bring your tent! Come casually dressed and wear denim and leather if you can!

#### D Networking conference

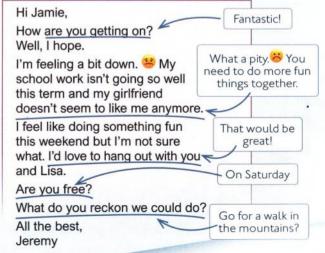
This year's 'You Make a Difference!' conference is for make-up artists who want to meet others, share experiences and learn more techniques in an informal environment. It's taking place in a five-star hotel, and the dress code is smart-casual. We look forward to meeting you!

#### E Job interview

Soraia's Fashion is looking for a new shop assistant with a sense of style. He or she doesn't need to be glamorous but must be well-dressed and be interested in fashion. Experience is ideal although not essential. We are looking for someone who is keen, enjoys discussing the latest trends and loves learning.

#### WRITING

9 Read this email you received from a friend and the notes you have made. Reply to your friend using all the notes.



# 02

## The digital mind

**VOCABULARY** Scientific research, phrases with think and mind, uses of drones, science,

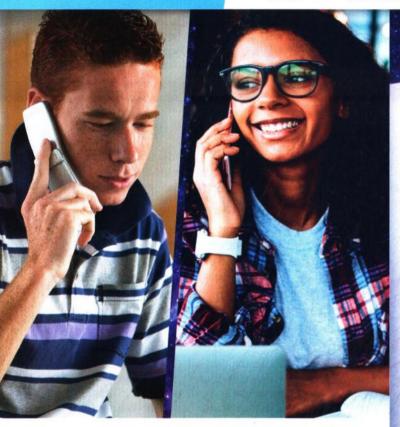
technology

**GRAMMAR** Present Perfect Simple and Continuous, verb patterns

Use of English > page 191

**SPEAKING** Making choices **WRITING** A blog post

**VIDEO** Grammar Documentary Communication



## I'VE BEEN THINKING ABOUT OUR PHYSICS PROJECT

Kit Hi, Jen. How's it going?

Jen I'm fed up. I've been revising Chemistry all day.

Kit All day? Seriously? How long have you been revising?

Jen I've been revising for hours, ever since I had breakfast.
So far, I've read three units of the book and
I've memorised almost all the formulas.
How have you been getting on?

Kit I haven't been revising.

Jen No? What have you been doing?

Kit I've been thinking about our Physics project.

**Jen** The project? I haven't had time to think about that. Have you come up with any good ideas?

**Kit** I've been working on a text about the Voyager space probes. I've written a first draft.

**Jen** Sounds good. What about the visuals?

**Kit** I've been searching on the Internet and I've found some cool photos. I'll send you what I've done.

#### The Voyager programme

PHYSICS PROJECT Kit Hart & Jennifer Jordan

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our solar system into interstellar space.

They've 'travelled / been travelling for over forty years. Voyager 2 left Earth on August 20 1977, and sixteen days later, on 5 September, Voyager 1 was launched.

Voyager 1 has <sup>2</sup>travelled / been travelling over 21 billion kilometres. No man-made object has ever <sup>3</sup>gone / been going so far from the Sun. It has <sup>4</sup>flown / been flying past Jupiter and Saturn and their moons. Since August 2012 it's <sup>5</sup>travelled / been travelling through our galaxy in the direction of the constellation Ophiuchus.

Voyager 2 hasn't <sup>6</sup>gone / been going quite as far as its sister spaceship. It's <sup>7</sup>travelled / been travelling about 17.6 billion kilometres and it's <sup>8</sup>visited / been visiting four planets: Jupiter, Saturn, Uranus and Neptune. However, it hasn't <sup>9</sup>reached / been reaching interstellar space yet.

Since they began their amazing voyages, the probes have <sup>10</sup> continuously sent / been continuously sending back radio waves together with images and other scientific data. So far, they've <sup>11</sup> sent / been sending tens of thousands of photographs and a lot of valuable information about the planets and their satellites.



#### 2A GRAMMAR AND VOCABULARY

- Which areas of science do you find most interesting: astronomy, biology, chemistry, earth science, physics? Discuss in pairs.
- 2 1.9 Read and listen to the conversation between Kit and Jen on page 18. What are they talking about?

#### **Present Perfect Simple and Continuous**

- 3 Study sentences 1 and 2 and answer the questions.
  - 1 I've read three units of the book.
    - a Do we know exactly when Jen read those units?
    - **b** Do we know if Jen has finished reading those three units?
  - 2 I've been revising Chemistry all day. I'm fed up.
    - a Do we know if Jen has finished revising Chemistry for the day?
    - **b** Do we know how long she's been doing it?
    - c Do we know how she feels because of it?
- 4 Study the Grammar box and find more examples of the Present Perfect Simple and the Present Perfect Continuous in the conversation.

#### **Present Perfect Simple and Continuous**

- We use the Present Perfect Simple to talk about a finished activity in the past if we don't say exactly when it happened or if it happened recently. We focus on the result. We often say how much/many things we've done, how many times something has happened or how far we've travelled.
- 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. We often mention how long the activity has been going on. We use this tense for a recent finished or unfinished activity that explains something in the present.

**Time expressions:** since 2016/January/Monday, for two years/ three months/a week

#### Grammar Reference and Practice > page 174

- 5 Look at Kit's draft of the Physics project on page 18 and choose the correct forms to complete it.
- 6 1.10 Complete the conversation with the correct form of the words in brackets. Use the Present Perfect or Present Perfect Continuous. Then listen and check.
  - A How long \*have you been studying (you/study) Biology?
  - **B** 1<sup>2</sup>\_\_\_\_\_(not/study) Biology for long, only since I started high school.
  - A What 3 (you/do) in class recently?
  - **B** We 4\_\_\_\_\_(do) projects and experiments with light and plants.
  - A How many experiments 5 (you/do)?
  - **B** So far, we 6 (carry) out three experiments.
  - A '\_\_\_\_\_ (you/ever/think) of studying Biology at university?
  - **B** No, it <sup>8</sup>\_\_\_\_\_ (not/cross) my mind. I <sup>9</sup>\_\_\_\_\_ (always/be) more interested in astronomy. <sup>10</sup>\_\_\_\_\_ (you/hear) about the mission to Mars? It's fascinating. I <sup>11</sup>\_\_\_\_ (follow) it on the SpaceX website.
  - A Yes, I 12 (hear) of it but I 13 (not follow) it closely.

- 7 In pairs, ask and answer the questions in Exercise 6. Then replace Biology with another science, change partners and ask and answer the questions again.
- 8 Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.
  - I've got glue on my hands.
  - I've got a sore back.
  - · My eyes hurt.
  - · I'm exhausted.
  - A I've got glue on my hands.
  - B Why? What have you been doing?
  - **A** I've been making a model of the International Space Station.
- 9 Complete these sentences with the highlighted words from Kit and Jen's Physics project on page 18.
  - **1** The Earth is the third planet from the Sun. It has one *moon*.
  - 2 There are eight planets in our \_\_\_\_\_
  - **3** Ursa Major is a \_\_\_\_\_ that looks like a large
  - 4 On 6 February 2018, the Falcon Heavy rocket a red sports car into space.
  - 5 The Millennium Falcon is a very fast \_\_\_\_\_\_ in Star Wars.
  - **6** With current technology the \_\_\_\_\_ from the Earth to Mars would take about nine months.
  - 7 There could be 100-200 billion stars in our
- 10 SPEAKING In pairs, role play the situations. Student A, go to page 196. Student B, go to page 199.

P4 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What have scientists been working on recently?



#### **2B READING AND VOCABULARY**

In pairs, list three ways humans are better than computers and three ways computers are better than humans. Compare your ideas with another pair.

Computers are better at processing information quickly. Humans can feel emotions.

- Study Active Reading, skim the text and answer questions 1 and 2. Then discuss questions 3 and 4 with a partner.
  - 1 Where would you see a text like this one?
  - 2 What is the main idea?
  - **3** What do you know about the topic?
  - 4 What do you expect to learn from the text?

#### ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- **Skimming** looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
- **Scanning** reading parts of the text to find specific information such as key words, dates or names.
- Scan the text to complete the notes with one or two words from the article. Then read the text more carefully if necessary.
  - 1 Recent developments in AI have altered the way we *interact* with our electronic devices.
  - 2 Some experts believe general AI might be possible by
  - **3** The example of elephants shows that control comes from \_\_\_\_\_ rather than strength.
  - 4 Unlike human intelligence, artificial intelligence can exist without a \_\_\_\_\_\_.
  - **5** One way AI may create problems is by causing \_\_\_\_\_ as it tries to do something helpful.
  - **6** Research into needs to develop more quickly.
- 4 Do you think AI will make the world a better place in the future? Discuss in pairs.
- 5 Complete the table with the words from the article.

| Verbs     | Nouns       |
|-----------|-------------|
| achieve   | achievement |
| create    | 7           |
| develop   |             |
| disagree  |             |
| exist     |             |
| identify  |             |
|           | interaction |
|           | possession  |
| proceed   | *           |
|           | proposal    |
| recognise |             |
| require   |             |

- 6 Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun. Then, in pairs, say if the sentences are true for you and add more details.
  - 1 I've <u>achieved</u> something amazing. It's an amazing <u>achievement</u> for me.
  - **2** I've <u>created</u> something wonderful. It is a wonderful.
  - **3** My parents and I <u>disagree</u> strongly on one important issue.
    - There is a strong \_\_\_\_\_ between my parents and I on one issue.
  - **4** I always have to <u>identify</u> myself at the school entrance.
    - I always have to show my \_\_\_\_\_ at the school entrance.
  - **5** I don't know how to <u>proceed</u> with applying to , university.
    - I don't know the \_\_\_\_\_ for applying to university.
  - **6** My new phone can <u>recognise</u> my fingerprints. My new phone has a fingerprint \_\_\_\_\_\_.
  - 7 I <u>propose</u> we use more technology to learn English.
    I have a \_\_\_\_\_. Why don't we use more technology to learn English?

I've achieved something amazing. I've won a photography competition. It's an amazing achievement for me.

- 7 SPEAKING How could AI help you in the following areas of your life? How might it make things better or worse? Discuss in pairs.
  - homework and studying
- parents and siblings
  - cooking and housework
- health and fitness
- · friendship and love

Al could help me with my homework; for example, it could search for information faster!

- 8 REFLECT | Society What would be the benefits and drawbacks of living in a world in which it's impossible to tell the difference between a human and a robot?
  - **5** WATCH AND REFLECT Go to page 163. Watch the documentary *The future of AI* and do the exercises.



# Science fiction or science fact?

**(1)** 1.11

Most of us have watched or read stories about lifelike robots and super-intelligent machines. However, in today's world, science fiction is quickly becoming science fact. From facial identification systems in our phones, to algorithms that help us search the Internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.

#### What is AI?

There are two types of AI, narrow and general. Narrow AI is already a part of our lives. It focuses on one particular task and can be used for our GPS systems or the voice-recognition systems that let us talk to our devices. General AI is a kind
of machine super-intelligence and is still more of an idea than a reality. It is designed to do better than humans in all tasks that require mental effort. There are disagreements about when general AI might become a reality. Some
experts say never, while others believe it could happen as early as 2045.

#### Why are some experts worried?

The rapid progress of research into general AI worries big names such as Elon Musk and Bill Gates. They have been warning of the possible dangers of AI for some time. One of the biggest questions is who will be in control when machines become more intelligent than people. Elephants are stronger than humans for example, but we can control them. We are able to do this because we possess greater intelligence than them. When our technological creations become more intelligent than us, will we control them or will they control us?

#### Will there be evil robots?

Are super-intelligent machines going to take over the world and make us their slaves? Most researchers agree that computers will never experience love or hate in the same way we do. This means that, despite sensational stories in the tabloid press, the rise of the killer robots is definitely more science fiction than scientific fact. A physical body is not a requirement

35 for the existence of super-intelligence. In fact, all that is really necessary is electricity and the Internet. Al is more likely to do something 'evil' because humans tell it to. Either that, or we will programme it to do something helpful, but it will cause harm as it attempts to achieve this.

#### How can we make sure AI is safe?

40 Experts have proposed that we speed up research on AI safety immediately. It may take longer to design important safety procedures than to develop general AI itself. There are many other basic but important questions about a world shared with artificially intelligent beings. For example, how will we earn

45 money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? What will happen when it becomes impossible to tell the difference between a human and a machine? Ultimately, we need to begin an important conversation about what sort

50 of future we want and how AI can help us get there.





#### 2C VOCABULARY | Science, phrases with think and mind

#### 1 Discuss the questions in groups.

- 1 What is the most interesting or boring museum you've ever been to? What did/didn't you like about it?
- **2** Have you ever been to a science and technology museum or exhibition? What was it like?
- **3** Do you read the information museums provide about their exhibits? Say why.
- Complete the museum information with the words from the box.

cells gravity organism pressure radiation research



- Gravity on the moon is weaker than on Earth that's why astronauts bounce and float.
- 2 In the deep oceans, the water \_\_\_\_\_ is too strong for humans to dive there.
- Astronauts in space are exposed to \_\_\_\_
  from the Sun.
- Did you know that there are over 37 trillion \_\_\_\_\_ in the average human body?
- The largest living \_\_\_\_\_ in the world is not a coral reef, it's actually a fungus that lives in Oregon, in the US.
- 6 According to \_\_\_\_\_, noise pollution can damage your health.
- 3 (1) 1.12 Listen to some visitors describing their experience at a science museum. Have they enjoyed their visit?

| 1                     | a blew my mind.  | <b>e</b> broadens your mind.   |
|-----------------------|--|--|
|                       | <b>b</b> I didn't think much of  |  |
|                       | September 1  | <b>f</b> I've changed my mind.   |
|                       | c I've made up my min  | d  |
|                       | d think outside the box.   | <b>g</b> my mind has gone blank.   |
|                       | h Y  | 'ou can't hear yourself think!   |
| 1                     | . $\square$ To invent something  | life-changing or to do some  |
|                       |  | ch, it's sometimes necessary to  |
| 2                     | What have I learned suddenly I can't ren   | ? Oh goodness, so much but nember anything.  |
|                       | I've decided – that I  | and the control of th |
|                       | I have a different op  |  |
|                       |  | tion <b>really impressed me</b> .  |
| 6                     | knowledge and un   | museum increases your<br>derstanding of the world.   |
| 7                     | The same of the sa | eria. <b>It's extremely noisy</b> .  |
|                       |  |  |
| t                     | 1.14 Choose the correct the definitions in bracket heck.   | by the robotics exhibition.  ect word from the box. Use ts to help you. Then listen and  |
| t                     | 1.14 Choose the corrected he definitions in bracket heck.  wice again seriously  | ect word from the box. Use<br>ts to help you. Then listen and<br>ahead <del>big</del>  |
| tic                   | 1.14 Choose the correct the definitions in bracket heck.  wice again seriously  I've learned that we sh  | ect word from the box. Use<br>ts to help you. Then listen and  |
| tic                   | 1.14 Choose the correct the definitions in bracket heck.  wice again seriously  I've learned that we sh ambitious plans) even  | ect word from the box. Use ts to help you. Then listen and ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's  |
| ti c                  | 1.14 Choose the correbe definitions in bracket heck.  wice again seriously  I've learned that we shambitious plans) even the learned that the plane we need to think important) about how and after seeing the particular than the plane which we have the plane when the plane we have th | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it.  ort about industrial farming, I'll (think carefully before you do   |
| th c                  | 1.14 Choose the correlate definitions in bracket heck.  wice again seriously  I've learned that we sh ambitious plans) even learned that the plans we need to think important) about how and after seeing the pacertainly think (something) before I earned the correlate learned that the plans important is about how and after seeing the pacertainly think (something) before I earned the correlate learned the correlate lea | ect word from the box. Use is to help you. Then listen and ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. In a bout industrial farming, I'll (think carefully before you do to meat again.  |
| 1 2                   | ## 1.14 Choose the correlations in bracket heck.  wice again seriously  I've learned that we sh ambitious plans) even think important) about how and after seeing the pacertainly think (something) before I earned If you think museums a make you think (someway, think (someway, think))  | ect word from the box. Use is to help you. Then listen and ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. In a bout industrial farming, I'll (think carefully before you do to meat again.  |
| ti c tv 1 2 3 4 5     | 1.14 Choose the correlated heck.  wice again seriously  I've learned that we shambitious plans) even the learned that the plans have need to think important) about how and after seeing the pacertainly think (something) before I earned think museums a make you think (happen in the future) a you'll be fine.   | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. In the about industrial farming, I'll (think carefully before you do t meat again. The boring, this one will definite (reconsider). Think about what might and wear comfy shoes and sentences so that they are trues.  |
| ti c tv 1 2 3 4 5     | 1.14 Choose the corresponding to the definitions in bracket heck.  wice again seriously  I've learned that we shambitious plans) even think important) about how and after seeing the pacertainly think (something) before I earned think important (something) before I earned think  | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. ort about industrial farming, I'll (think carefully before you do t meat again. re boring, this one will definited (reconsider). think about what might and wear comfy shoes and sentences so that they are true ith a partner.  |
| 1 2 3 5 for           | 1.14 Choose the correlated heck.  wice again seriously  I've learned that we shambitious plans) even think important) about how and after seeing the pacertainly think (something) before I earned that we shambitious plans) even think important) about how and after seeing the pacertainly think (something) before I earned think important (somethink important) and the future) are you'll be fine.  PEAKING Complete the soryou. Then compare we have recently changed my the last thing that blev   | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. Introduction the box of t |
| 1 2 3 3 4 4 5 5 fc 1  | 1.14 Choose the correlations in bracket heck.  wice again seriously  I've learned that we sh ambitious plans) even think important) about how and after seeing the pacertainly think something) before I earned think important (a lifyou think museums a make you think (b happen in the future) a you'll be fine.  PEAKING Complete the sor you. Then compare we have least thing that blever the best way to broader.   | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. ort about industrial farming, I'll (think carefully before you do t meat again. re boring, this one will definite (reconsider). think about what might and wear comfy shoes and sentences so that they are true ith a partner. y mind about y my mind was en your mind is to   |
| 3 4 5 5 for 1 2 3 3 4 | 1.14 Choose the corresponding to the definitions in bracket heck.  wice again seriously  I've learned that we shambitious plans) even think important) about how And after seeing the pacertainly think (something) before I earned think important (something) and the future) are you'll be fine.  PEAKING Complete the sor you. Then compare we have recently changed my the last thing that bleved the best way to broade I didn't think much of incompare we have the services and the services are the services and the services are the corresponding to the services are the corresponding to the c | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. Introduction the borneyou do t meat again. It borneyou do t meat they are true ith a partner. It borneyou mind was It borneyou mind is to  |
| 5 S for 1 2 3 4 5 5   | 1.14 Choose the correlated heck.  wice again seriously  I've learned that we shambitious plans) even think important) about how and after seeing the pacertainly think (something) before I earned that the placertainly think (something) before I earned that the placertainly think (something) before I earned think important (something) before I earned think (something) before I earned think (something) and think (something) are provided the something that before you. Then compare we have recently changed my the last thing that bleved the best way to broade I didn't think much of the last important to think are provided the something that the last think much of the last important to think are provided to the last think much of the last important to think are provided the last think much of the last important to think are provided the last think much of the last thi | ahead big ould always think big (have if something seems impossible anet is a living organism and (think about an issue that's we treat it. ort about industrial farming, I'll (think carefully before you do t meat again. re boring, this one will definite (reconsider). think about what might and wear comfy shoes and sentences so that they are true ith a partner. y mind about y my mind was en your mind is to   |

can visit them.

QUIZ true or false? What do you know about your brain and mind and how they work? Complete our quiz to find out. **MEMORY** Most people can remember **MUSIC** To improve your performance as many as 1000 faces. T F in a range of school subjects, experts recommend that you practise playing a musical **READING** As Inog as the frist and instrument regularly. T F Isat Itteres of wrods are in the rghit place, msot pepole still manage to read them. This is because your **BRAIN HEALTH** People who enjoy doing crosswords, or love mind looks at the whole word and not each letter. T F reading, are more likely to maintain a healthy brain. T F AGE Our brains begin ageing from around the age of twenty. By the time **SLEEP** It is safer to let someone we are sixty, they actually begin sleepwalk because the shock to shrink. T F of being woken up can cause serious brain damage. T F 2D GRAMMAR Do the quiz. Then in pairs, check your answers Study Watch out! Then match the verb patterns in bold with on page 196. Which facts did you find most meanings a or b. surprising? **1** I forgot to buy my girlfriend a birthday present. ☐ I'll never **forget buying** my first car. Verb patterns a not remember to do something 2 Study and complete the Grammar box with the **b** not remember something that you did earlier underlined verbs from the guiz. 2 She stopped to do an online quiz. ☐ She **stopped doing** online guizzes. Verb patterns a no longer do something We use the -ing form after some verbs (admit, **b** stop doing one thing so you can do another avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss, WATCH OUT! We use the infinitive with to after some verbs: Some verbs (forget, regret, remember, stop, try) can be followed (agree, allow, appear, decide, expect, hope, by an -ing form or an infinitive but the meaning is different need, learn, offer, promise, refuse, seem, want, depending on the form used: would like, 4 I remembered to switch off my computer. We use the infinitive without to after: (remember something, then do it) modal verbs (must, might, should, will 5\_ I remember **switching off** my computer. (do something and remember it later) • make and 6 We use some verbs with the -ing form and 5 Complete the text with the correct forms of the verbs in brackets. infinitives with no difference in meaning (start, continue, 7\_ ). How to look after your brain Grammar Reference and Practice > page 174 You can't expect 1 to have (have) a healthy body if you don't try (exercise) regularly. Similarly, if you want 3 (keep) your Replace the underlined verbs with the verbs brain fit, you need to remember 4 (use) it. Many people enjoy in brackets and rewrite the sentences. Tick the (read), which is both pleasurable and good for your sentences you agree with or that are true for imagination. You could also try 6\_ (do) sudoku or crossword you. Then compare with a partner. puzzles regularly, or, if you hate 7 (solve) puzzles, perhaps you'd **1** ☐ I'm <u>interested</u> in learning to swim. prefer 8 (learn) a strategic game such as chess or Go. If you ('d like to) (try) any of these, you could learn 10 **2** You must <u>continue</u> to learn new things to a musical instrument. You will 11\_ (find) plenty more advice online! exercise your brain. (keep) **3** Parents should read to their young children SPEAKING Student A, go to page 196, Student B, go to page 199. regularly. (need)

**4** ☐ I'd like to <u>start</u> reading more regularly.

(begin)

Take it in turns to choose a number between 1 and 6, then

follow your partner's instructions.



#### **2E LISTENING AND VOCABULARY**

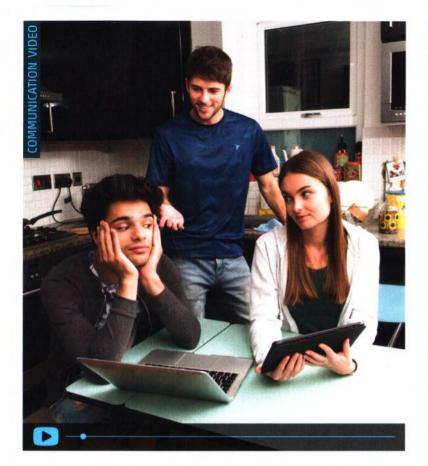
- Work in pairs. Have you ever seen or flown a drone? Where and when? Would you like to fly one? Say why.
  - I've never flown a drone, but I would like to try to because I'm interested in aerial photography.
- 2 **1.15** Listen to a podcast about drones and choose the best summary of what the interview is about.
  - a ☐ Women in the drone industry
  - **b** Different uses of drones
  - c ☐ Legal issues connected to the use of drones
- 3 Complete the uses of drones shown in the photographs with the words from the box.
  - deliveries law map photography search weather
- 4 1.15 Listen again and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).
  - **1** ☐ Simon Porter began flying drones when he was 19.
  - 2 The presenter of the podcast has never flown a drone using first-person view.
  - 3 Some drone racing competitions offer valuable prizes.
  - **4** ☐ Simon says drones can be used to predict earthquakes.
  - **5** Commercial drone deliveries are not yet legal.
  - **6** ☐ Sally French has appeared on television several times.

- 5 In your opinion, which of the uses of drones are the most important for society?
- 6 1.16 Listen and write down exactly what you hear.
- 7 (1) 1.17 PRONUNCIATION How do you say 'ea' in the words in the table? Listen and write the words you hear in the correct columns. Then practise saying the words.

| /iə/ <b>ar<u>ea</u></b> | /iː/ sp <u>ea</u> ker | /3:/ s <u>ea</u> rch |
|-------------------------|-----------------------|----------------------|
|                         | leading               |                      |

- 8 SPEAKING Tick the statements about drones you agree with. Then compare with a partner.
  - **1** I worry about my privacy because of drones.
  - **2** I would like drones to deliver things to my home.
  - 3 Drones could cause serious accidents.
  - 4 ☐ Drones are noisier than cars. You can't hear yourself think!
  - 5 I'd like to travel in a drone taxi in the future if it is possible.
  - **6** Drones are just harmless fun.

#### **2F SPEAKING**



Do you ever get bored at the weekend or do you always find something fun to do?

I usually find something fun to do at the weekend, such as ...

- 2 6 1.18 Watch or listen to three friends discussing what to do. Answer the questions.
  - What are the first four suggestions the friends make? Why do they reject them?
  - 2 What do the friends finally agree to do?
  - **3** What do they do in the end? Why?
- 3 (1) 1.19 Study the Speaking box. Then complete the sentences with the words from the box. Listen and check.

about as don't far idea let's main much of one

| ге | ason quite sounds How worse   |
|----|---|
| 1  | Why <u>don't</u> we do something different today?   |
| 2  | That's a terrible   |
| 3  | I don't think of that idea, to be honest.   |
| 4  | How ordering loads of pizza and playing video games all day?  |
| 5  | The reason is that we play video games almost every weekend. And another is we had pizza yesterday. |
| 6  | What do you think going to see Bryony Fox?  |
|    | That is by the worst idea I've ever heard.  |
| 8  | It's not as good as video games and pizza, is it?   |
| 9  | It's not nearly good. It's even than the Science Museum.  |
| 10 | about this? The world's biggest drone show.   |
| 11 | That good.  |

**12** Yeah, that's the \_\_\_\_\_! Come on, \_\_\_\_\_ go!

#### SPEAKING | Making choices

#### **Making suggestions**

What/How about (... ing)/this? What do you think of ... ing ...? Why don't we ...? Let's ...

#### **Expressing and justifying opinions**

You can't go wrong with ...

(That) sounds good/like a good idea.

(Personally,) (I think) that's a great/terrible idea because ...

It's not a bad idea but it's not a good one, either.

I don't think much of that idea, to be honest.

The main reason is ...

Another reason is ...

#### Comparing options

It isn't nearly as good/bad as ...

It's almost/It isn't quite as good/bad as ...

That's even better/worse than ...

That's by far the best/worst idea.

#### Reaching decisions

That's the best idea we've had. That's the one!/(Let's) go for it!

- 4 Use the words in brackets to rewrite the sentences below without changing their meaning.
  - Also it's boring. Let's stay in. It's raining. (another)

Another reason is it's boring.

- 2 And the rain is a bit lighter than it was. So, let's go! (not/quite/heavy)
- **3** I disagree. I think the exhibition is a good idea. (sound)
- 4 I don't think that's a very good idea. (think/much)
- 5 It's much more interesting than staying at home. (not/nearly/go/exhibition)
- **6** Mainly because it's too expensive. (reason)
- **7** Why don't we go to the technology exhibition? (How/about)
- 8 Why not? I think it's much better than all the other ideas we've had. (by/far)
- 5 Use the rewritten sentences in Exercise 4 to make a dialogue. Add other sentences if necessary. Then read it out in small groups.
- 6 Make a list of things to do at the weekend on a sunny day and on a rainy day. Then in small groups discuss and reach a decision about what to do. Use the language in the Speaking box.

Sunny day: picnic, playing basketball, ... Rainy day: cinema, board games, ...

### **BELINDA'S BLOG**

## Switch it off! It's bad for your brain!

'Stop staring at that screen! It's bad for you! Switch it off!' Parents have been telling teenagers things like that for years. But is tech really bad for your brain?

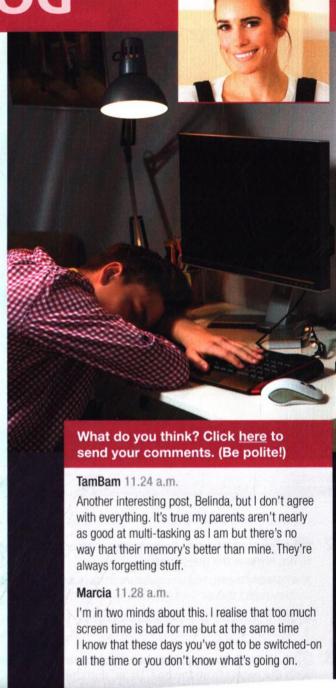
Maybe so. After all, it's true that technology causes sleep disorders. The blue light from screens stops you from sleeping and a lack of sleep means you feel stressed and depressed and find it harder to concentrate.

Technology may also cause memory loss. I read recently that millennials\* are more forgetful than the over-55s. Apparently, too much information and constant interruptions prevent our short-term working memories from becoming permanent long-term memories. Now, what was I saying? What's more, the Internet has become our brain's external hard drive: Why memorise anything when you can find it online? Why remember directions when you have GPS?

However, don't throw away your phone and tablet yet.
Technology's not all bad. It offers a world of information at the touch of a screen. In addition, it provides stimulation and variety and that's good for your brain. Millennials may have more distractions, but we're also way better at multitasking.

To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

<sup>\*</sup> millennial – a young person who became an adult in this century



#### 2G WRITING AND VOCABULARY | A blog post

- 1 Look at the photo and answer the questions below.
  - 1 What do you think the blog is about?
  - 2 Have you ever ...
    - forgotten what you were doing because you got a message on social media?
    - fallen asleep in front of a computer, tablet or phone screen?
    - spent a weekend without your mobile phone or access to the Internet?

If so, say when, why and how you got on.

Read Belinda's blog post. What's her opinion on everyday technology?

| 3 | text to complete the ser   | nted words and phrases in the<br>Itences. Then tick the sentences<br>I compare with your partner |
|---|----------------------------|--|
|   |                            | orgetful as my grandmother ng to suffer from loss.   |
|   |                            | a of sleep or any other teight hours a night.  |
|   | 3 ☐ I like coffee – it hel | os me to   |
|   |                            | . I can do several things at the d it easy to deal with  |
|   |                            | before exams but I don't<br>nen I get a bad mark.  |

- 4 Read the comments to Belinda's blog. Write your own comment to the blog in no more than 50 words. Compare your comments in groups.
- 5 Read the tips on how to write a good blog post and decide how well Belinda has followed them.

#### How to write a good blog post



- 1 Choose a topic that you know well and care about and that you think will interest and inform your readers.
- Choose a title that attracts people's attention, e.g. something beginning with 'How to...' or an intriguing question.
- Use a chatty, informal style with short, clear sentences and paragraphs and avoid repetition.
- Check your text for mistakes when you're finished.
- Use images to make your text attractive and easier to understand.
- 6 Look at this table showing the draft and final versions of fragments of the blog post. Match tips 1-5 from Exercise 5 to these fragments (A-D).

|            | Draft   | Final version   |
|------------|---|---|
| A 🗆        | Parents have said teenagers things like that since years.   | Parents have been telling teenagers things like that for years.   |
| в 🗆        | Technology and health   | Switch it off! It's bad for your brain!   |
| <b>c</b> 1 | The effect of computers on your body.   | The effect of technology on your mind.  |
| D 🗆        | In conclusion, technology is very similar to salt because although it is good in moderation and obviously, nobody can live without it, there is no doubt that excessive salt damages your health, may result in death and can kill you. | To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you. |

- 7 Study the Writing box and find synonyms for these words and phrases.
  - 1 But ... However, ...
- 6 In my opinion, ...
- 2 Clearly, ...
- 7 In spite of ...
- **3** Even though ...
- 8 Research has shown that ...
- 4 In addition, ...
- **9** This is largely because of ...
- 5 In conclusion, ...
- 10 Y is a result of X.

#### WRITING | A blog post

#### Introduction

Mention the key point you want to make in your post. Start with one of these:

- an interesting fact, e.g. There are almost 4 billion Internet users in the world.
- an inspiring quotation, e.g. 'I do not fear computers. I fear the lack of them.' (Isaac Asimov)
- a thought-provoking question, e.g. Is tech really bad for your brain?

#### Main body (2-3 paragraphs)

Give one or more arguments supporting your key point:

It's true that ...

It seems to me that ...

(This) means ...

X causes Y.

Studies suggest that ...

According to ...

Most people believe that ...

Obviously, ...

What's more, ...

but ... also ...

This is mainly due to ...

To write a balanced post, mention arguments that don't support your key point:

However, ...

On the other hand, ...

Although ...

Despite ...

#### Conclusion

Sum up your post and finish with something thought-provoking or amusing:

To sum up, .../In the end, .../So ...

- 8 SPEAKING To raise money for charity your school wants students to give up one technological device for a week. In groups, choose one thing to give up. Use the Speaking box in Lesson 2F to help you.
  - **A** What do you think of giving up our phones for a week?
  - **B** Personally, I think that's a terrible idea. How about games consoles? A games console isn't nearly as essential as a phone.
- 9 REFLECT | Society Discuss in groups. How has computer technology made our lives better? Think of things like education, communication, health, sports and leisure, transport, etc.
- 10 WRITING TASK Write a blog post about how mobile phones, computers and the Internet have helped people and made their lives easier. Use the information in the Writing box, the tips from Exercise 5 and your ideas from Exercise 9 to help you.

#### REMEMBER MORE

- 1 Choose the correct words. Then check with the word list.
  - 1 Which adjective describes a model, robot, etc. that looks exactly like a real person or thing? lifelike / life-changing
  - 2 What force makes objects fall to the ground? gravity / radiation
  - 3 What do you do when you plan things that are difficult but very impressive? think twice / think

| 2 | Make nouns from these verbs.   |
|---|--------------------------------|
|   | Then check with the word list. |

| 1 | require    |
|---|------------|
| 2 | propose    |
| 3 | exist      |
| 4 | possess    |
| 5 | interact - |

#### 3 Complete the phrases with ø (no article), a/an or the. Then check with the word list.

1 tell \_\_\_\_\_ difference between

|   | somebody an   | d something |
|---|---------------|-------------|
| 2 | lack of       | sleep       |
| 3 | access to     | Internet    |
| 4 | think outside | box         |

#### 4 Complete the statements with words from the word list. Then decide which of the statements are false.

|   | the only <b>m</b>    |                 |
|---|----------------------|-----------------|
|   | structure visib      | ole from space. |
| 2 | ☐ The first <b>v</b> | to the          |
|   |                      | hours and 50    |
|   | minutes.             |                 |

1 The Great Wall of China is

| 3 | ☐ The Sun is the ultimate |
|---|---------------------------|
|   | source of energy for all  |
|   | living <b>o</b> .         |

| 4 | ☐ Radio <b>w</b> | travel at the |
|---|------------------|---------------|
|   | speed of sound   |               |

|   | speed or sound.           |
|---|---------------------------|
| 5 | People with <b>ml</b>     |
|   | can forget days, weeks or |
|   | even years of their life. |

#### 5 Do the task below.

Write your own science quiz similar to the one in Exercise 4 above. Find some interesting facts and write 4-5 true/false sentences or multiple-choice questions. You may challenge your classmates or publish your quiz online.

#### 2A GRAMMAR AND VOCABILIARY

| <b>(1)</b> 5.8   |  |
|--|--|
| astronomy (n) /əˈstrɒnəmi/   |  |
| beyond (prep) /br'jond/  |  |
| billion (num) /'bɪljən/  |  |
| carry out experiments /,kæri ,aut<br>ɪk'sperəmənts/                |  |
| constellation (n) /ˌkɒnstəˈleɪʃən/                                 |  |
| continuously (adv) /kən'tɪnjuəsli/                                 |  |
| cross sb's mind /,krps ,sambodiz 'maind/                           |  |
| current (adj) /'kʌrənt/  |  |
| Earth science (n) /'3: $\theta$ ,sarəns/                           |  |
| estimate (v) /'estimeit/   |  |
| ever since /'evə ˌsɪns/  |  |
| first draft (n) /ˌfɜːst ˈdrɑːft/                                   |  |
| follow sth closely /ˌfɒləʊ ˌsʌm $\theta$ ɪŋ 'kləʊsli/              |  |
| formula (n) /ˈfɔ:mjələ/  |  |
| galaxy (n) /ˈgæləksi/  |  |
| get on (phr v) /,get 'pn/  |  |
| glue (n) /glu:/  |  |
| hurt(v)/ha:t/  |  |
| International Space Station (n) /,ɪntəˌnæʃənəl<br>'speɪs ˌsteɪʃən/ |  |
| interstellar space (n) /,ɪntə,stelə 'speɪs/                        |  |
| launch (v) /lɔ:ntʃ/  |  |
| man-made (adj) /,mæn 'meɪd/  |  |
| memorise (v) /'memərazz/   |  |
| mission (n) /ˈmɪʃən/   |  |
| moon (n) /mu:n/  |  |
| object(n)/'pbd3rkt/  |  |
| outer planet (n) /autə 'plænət/                                    |  |
| radio waves (n) /ˈreɪdiəʊ weɪvz/                                   |  |
| reach (v) /ri:tʃ/  |  |
| revise (v) /rɪˈvaɪz/   |  |
| rocket (n) /ˈrɒkət/  |  |
| satellite (n) /'sætəlaɪt/  |  |
| scientific data (n) /ˌsaɪənˌtɪfɪk 'deɪtə/                          |  |
| so far /,səʊˈfɑː/  |  |
| Sounds good! /,saundz 'gud/  |  |
| space exploration (n) /'spers eksplə,rerʃən/                       |  |
| space probe (n) /'spers proub/                                     |  |
| spaceship (n) /'speɪsˌʃɪp/   |  |
| the solar system (n) /ðə 'səʊlə ,sɪstəm/                           |  |
| visuals (n) /ˈvɪʒuəlz/   |  |
| voyage (n,v)/void3/  |  |
| valuable (adj) /ˈvæljuəbəl/  |  |

| 2B READING AND VOCABULARY  (1) 5.9                                    |
|---|
| achieve (v) /əˈtʃiːv/   |
| achievement (n) /əˈtʃiːvmənt/   |
| algorithm (n) /ˈælgərɪðəm/  |
| alter(v) /'ɔ:ltə/   |
| Artificial Intelligence (AI) (n) /,a:tə,fɪʃəl rn'telədʒəns (,er 'ar)/ |
| artificially intelligent /ˌɑ:tɪˌfɪʃəli ɪnˈtelədʒənt/                  |
| attempt to do sth /ə,tempt tə 'du: ,sʌmθɪŋ/                           |
| basic (adj) /'bersrk/   |
| be in control /ˌbi ɪn kənˈtrəʊl/                                      |
| become a reality /bɪˌkʌm ə ri'æləti/                                  |
| being (n) /ˈbiːɪŋ/  |
| cause harm /ˌkɔːz 'hɑːm/  |
| control (n, v) /kənˈtrəʊl/  |
| create problems /kri,ext 'problemz/                                   |
| creation (n) /kriˈeɪʃən/  |
| despite (prep) /dr'spart/   |
| develop (v) /dr'veləp/  |
| disagree (v) /ˌdɪsəˈgriː/   |
| disagreement (n) /,dssəˈgri:mənt/                                     |
| electricity (n) /ɪˌlekˈtrɪsəti/                                       |
| electronic device (n) /ˌelɪkˌtrɒnɪk dɪˈvaɪs/                          |
| evil (adj) /'i:vəl/   |
| exist (v) /ɪgˈzɪst/   |
| existence (n) /ɪgˈzɪstəns/  |
| experience (v) /ɪkˈspɪəriəns/   |
| facial identification system (n) /,fexfəl ar,dentəfə'kexfən ,sıstəm/  |
| focus on sth (v) /fəʊkəs ɒn ˌsʌm $\theta$ ɪŋ/                         |
| <b>GPS</b> (n) /,dʒi: pi: 'es/  |
| human (n, adj) /'hju:mən/   |
| identify (v) /arˈdentəfaɪ/  |
| interact with sth (v) /, $inter'ækt wið$ , $sam\theta in$ /           |
| interaction (n) /ˌɪntərˈækʃən/  |
| issue (n) /ˈɪʃuː/   |
| killer(n)/kɪlə/   |
| legal rights (n) /,li:gəl 'rarts/                                     |
| lifelike (adj) /'larf lark/   |
| make sure /,meɪk 'ʃɔ:/  |
| mental effort (n) /,mentl 'efət/                                      |
| narrow/general Al /ˌnærəʊ/ˌdʒenərəl ˌeɪ ˈaɪ/                          |
| possess (v) /pəˈzes/  |
| possession (n) /pəˈzeʃən/   |
| procedure (n) /prəˈsiːdʒə/  |

proceed (v) /prə'si:d/

programme (v) /'praugræm/ progress (n) /'praugres/ proposal (n) /prəˈpəʊzəl/ propose (v) /pra'pauz/ rapid (adj) /'ræpəd/ recent developments in sth /,ri:sant di'velapmants in ,sλmθiη/ recognise (v) /'rekagnaiz/ require (v) /rɪˈkwaɪə/ requirement (n) /rr'kwarəmənt/ research on/into sth (n) /rɪ'sɜːtʃ ɒn/ˌɪntə ˌsʌmθɪŋ/ researcher (n) /ri's3:t[ə/ rise (n) /raiz/ sensational story /sen,sexfənəl 'sto:ri/ siblings (n) /'siblinz/ slave (n) /slerv/ speed up (phr v) /,spi:d 'Ap/ strength (n) /strenθ/ superintelligent (adj) /,su:pərɪn'telədʒənt/ technology (n) /tek'noladzi/ take over (phr v) /,terk 'acva/ tell the difference (between) /,tel ða 'dɪfərəns (brtwi:n) the tabloid press (n) /ðə ,tæbloid 'pres/ ultimately (adv) /'Altəmətli/ unlike (prep) / \n'lark/ voice recognition system (n) /'vois rekag,nifan 2C VOCABULARY (1) 5.10 ambitious (adj) /æm'bɪʃəs/ blow sb's mind /,blau ,sambodiz 'marnd/ bounce (v) /bauns/ /brism' sbadensb's mind /broaden sb's mind /broaden can't hear yourself think /ka:nt hra jo:,self 'Ornk/ cell (n) /sel/ change your mind /,tferndz ja 'marnd/ coral reef (n) /'kprəl ri:f/ damage your health /,dæmɪdʒ jə 'helθ/ deep (adj) /di:p/ dive (v) /darv/ dull (adj) /dnl/ entry (n) /'entri/ exposed to sth (adj) /ɪk'spəʊzd tə ,sʌmθɪŋ/ float (v) /flaut/ fungus (n) /fʌŋgəs/

gravity (n) / grævəti/

impress (v) /ɪm'pres/ increase your knowledge /ɪnˌkriːs jə 'nɒlɪdʒ/ industrial farming (n) /ɪn,dʌstriəl ˈfɑ:mɪŋ/ invent (v) /in'vent/ life-changing (adj) /'larf ,t/erndzm/ living organism (n) /lrvin 'c:gənizəm/ make up your mind /,merk ,np ja 'marnd/ /noise pollution (n) /'nozz pa,lu:fan/ not think much of sth /,npt θrnk 'mxtf əv , samθin/ pressure (n) /'prefə/ provide information /prə,vaid ,infə'meifən/ radiation (n) /,reidi'eifən/ reconsider (v) / ri:kən'sɪdə/ research (n) /rz's3:t[/ robotics (n) /rəu'botiks/ sb's mind has gone blank /,snmbodiz ,maind əz gon 'blænk/ stay out of sth (phr v) /,ster 'aut av ,snmθrη/ think again / Ornk ə'gen/ think ahead / Ornk ə'hed/ think big /,017k 'big/ think outside the box /, Ornk aut, said 3a 'boks/ think seriously / Ornk 'srariasli/ think twice / Dink 'twais/ treat (v) /tri:t/ 2D GRAMMAR (1) 5.11 age (v) /eid3/ brain damage (n) /'brein ,dæmid3/ do crosswords /.du: 'krpsw3:dz/ imagination (n) /ɪ,mædʒə'neɪʃən/ improve your performance /im,pru:v ja pa'fo:mans/ maintain (v) /meɪn'teɪn/ pleasurable (adj) /'pleʒərəbəl/ shrink (v) /frɪŋk/ sleepwalk (v) /'sli:pwo:k/ /solve puzzles /solv 'pnzəlz/ strategic game (n) /stra,ti:d3tk 'getm/ **2E LISTENING AND VOCABULARY** (D) 5.12 aerial filming/photography (n) / eəriəl 'filmin/ fə'togrəfi/ commercial delivery (n) /kə,mə:fəl dı'lıvəri/ earthquake (n) /'3:θkweɪk/ first-person view (n) /,f3:st ,p3:sən 'vju:/ fly a drone /,flar ə 'drəun/

law enforcement (n) /'lo: in,fo:smant/ map making (n) /'mæp ,merkin/ predict (v) /prr'dikt/ privacy (n) /'privasi/ racing competition (n) /'ressin ,kpmpə,tifən/ search and rescue (n) /,sa:tf and 'reskju:/ weather forecasting (n) /weða .fo:ka:stɪn/ **2F SPEAKING** (1) 5.13 by far /,bar 'fo:/ light/heavy rain /,lart/,hevi 'rern/ science talk (n) /'saxəns to:k/ stay in (phr v) /,ster 'm/ 2G WRITING AND VOCABULARY (D) 5.14 access to the Internet / ækses ta ði 'mtanet/ be in two minds about sth /,bi in ,tu: 'maindz ə,baut ,snm0in/ concentrate (v) /'kpnsəntreɪt/ directions (n) /dəˈrekʃənz/ distraction (n) /dr'strækfən/ essential (adj) /r'senfal/ fall asleep /fo:l ə'sli:p/ feel stressed/depressed /,fi:l 'strest/dr'prest/ forgetful (adj) /fə'getfəl/ harm (v) /ha:m/ /nefren/ebam, nr/ noiterfen/ interruption (n) /intəˈrʌp[ən/ lack of sleep / læk əv 'sli:p/ leisure (n) /'leʒə/ memory loss (n) /'memari los/ millennials (n) /mr'leniəlz/ multitasking (n) /'malti,ta:skin/ prevent sb from doing sth /prz,vent ,sambodi fram 'duzin ,sλmθin/ result in sth (phr v) /rr'zxlt in ,sxm $\theta$ in/ screen time (n) /'skri:n taɪm/ short-/long-term memory (n) /spxt/,lon ,ta:m 'meməri/ sleep disorder (n) /'sli:p dis,p:də/ stare at sth (v) /'stear at ,snmθɪη/ stimulation (n) /strmjə'lerfən/ suffer from sth (v) /'sʌfə frəm ˌsʌmθɪη/ switched-on (adj) /,swrtft 'pn/ tech (n) /tek/ variety (n) /vəˈraɪəti/

harmless (adj) /'ha:mləs/

#### 02

#### **VOCABULARY AND GRAMMAR**

#### 1 Choose the correct words to complete the sentences.

- 1 The Sun is one of many stars in our *creation / galaxy / voyage*.
- 2 Many rockets and spaceships have been required / launched / concentrated from Cape Canaveral in Florida.
- **3** Governments have spent a lot of money on scientific research / cells / organism.
- 4 Drones can be used for map forecasting / multi-tasking / making.
- **5** People can float in space because there isn't any pressure / gravity / radiation.
- **6** Earth is the fifth biggest planet in our solar *universe* / system / spaceship.
- **7** Drones are used to make commercial search and rescue / deliveries / distractions.
- **8** My dad loves his high-pressure job, but he sometimes feels artificial / impressed / stressed.
- 9 A lack of sleep can cause memory / enforcement / disorder loss.

#### 2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

achieve create disagree exist identify interact

| P  | ssess proceed recognise  |
|----|--|
| 1  | Her kitchen robot is her favourite <u>possession</u> .   |
| 2  | Some people believe in the of life in outer space.   |
| 3  | The first landing on the moon in 1969 was an incredible  |
| 4  | There have been many about how robots can help human beings.   |
| 5  | The award he won gave his project the publicit deserved.   |
| 6  | We need to have safety in place to ensure artificial intelligence is used well.                                |
| 7  | You have to show photo to get into the research building.  |
| Co | mplete the sentences with the missing words.   |
| 1  | I didn't think <b>m</b> <u>uch</u> of the food in the new restaurant.<br>I thought it would be better.         |
| 2  | He was never interested in Physics, but he has changed his <b>m</b> and now he wants to study it a university! |
| 3  | Travelling improves your understanding of the world It really <b>b</b> your mind.                              |
| 4  | I think the course could be very useful. You should think <b>s</b> about taking it.                            |

**5** She always has interesting ideas. She's very good at

6 It's extremely noisy here. I can't hear myself t\_\_\_\_\_7 I never forget a face but when it comes to names

8 That film was absolutely brilliant. It really b\_\_\_\_

thinking outside the **b**\_

mind!

sometimes my mind goes b\_

4 Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous. Use the Present Perfect Continuous wherever you can.



|  | (work) in the lab all weekend.  |
|--|---|
| B  | How's the project?  |
| A  | I think the experiments <sup>3</sup> (go) very well but it's only the beginning.  |
| В  | 4(you/make) much progress?  |
| A  | No, we 5 (not make) much progress yet but it's early days.  |
| В  | 6 (you/see) the latest 'Science Today' magazine?  |
| A  | Yes, I have. My colleagues 7 (talk) about it all day.   |
| В  | <pre>18 (only/read) one article so far because 19 (not have) time but I want to read the others</pre>   |
| A  | The research is fascinating. They 10 (ask) Professor Munroe to make a TV documentary!   |
| B  | 11(she/agree)?  |
| A  | Yes, she has. In fact a journalist **2 (interview) her all afternoon!   |
| A  | 13(you/have) dinner yet? I 14(think)  |
|  | about food since four o'clock!  |
|  | No, not yet. Let's go out!  |
| Co<br>in<br>1                                | No, not yet. Let's go out!  complete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!   |
| Co<br>in<br>1                                | No, not yet. Let's go out!  complete the sentences with the -ing form or the finitive form of the verbs in brackets.  |
| Co<br>in<br>1                                | No, not yet. Let's go out!  complete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the  |
| Co<br>in<br>1<br>2                           | Mo, not yet. Let's go out!  Implete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when  |
| Coin<br>1<br>2<br>3                          | omplete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes! She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when I was a child.  You should (concentrate) more in your science   |
| Coin<br>1<br>2<br>3<br>4                     | omplete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when I was a child.  You should (concentrate) more in your science lessons.  We started (take) an interest in astronomy   |
| Coin<br>1<br>2<br>3<br>4<br>5                | mplete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when I was a child.  You should (concentrate) more in your science lessons.  We started (take) an interest in astronomy after the trip to the planetarium.  I remember (see) a drone for the first time a  |
| Coin<br>1<br>2<br>3<br>4<br>5<br>6           | omplete the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when I was a child.  You should (concentrate) more in your science lessons.  We started (take) an interest in astronomy after the trip to the planetarium.  I remember (see) a drone for the first time a couple of years ago.  I must remember (phone) my grandma this     |
| Coin<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8 | In the sentences with the -ing form or the finitive form of the verbs in brackets.  He keeps making (make) the same mistakes!  She got up late but she managed (catch) the train.  My parents didn't let me (go) to bed late when I was a child.  You should (concentrate) more in your science lessons.  We started (take) an interest in astronomy after the trip to the planetarium.  I remember (see) a drone for the first time a couple of years ago.  I must remember (phone) my grandma this evening. |

5

3

#### **USE OF ENGLISH**

- 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** I haven't seen a commercial drone before. **FIRST**This is the <u>first time I've seen</u> a commercial drone.
  - I really can't decide which course to study. MIND
    I can't \_\_\_\_\_ about which course to study.
  - **3** The film is a little better than the book. **QUITE**The book as the film.
  - 4 I have never seen a documentary as interesting as this one. EVER

This is the most interesting documentary \_\_\_\_\_

- 5 When did you become interested in artificial intelligence? LONG
  - \_\_\_\_\_ interested in artificial intelligence?
- 6 It's two years since she last went to the cinema! **BEEN**to the cinema for two years!
- 7 It was silly of him to say he would finish the essay today. **REGRETS** 
  - \_\_\_\_\_ he would finish the essay today.
- 8 Why don't we have a picnic tomorrow? HOW a picnic tomorrow?

Use of English > page 191

#### LISTENING

7 (1) 1.20 You are going to listen to a teacher speaking about a school trip. Complete the notes below with one to three words in each gap.

#### STRATEGY | Note completion

Be careful about distractions in the recording. Sometimes when you think you need to listen for a number (e.g. a price or time), there could be another price or time mentioned in the recording. Make sure you complete the sentence with the correct answer.

#### Trip to the Digital Age Exhibition

- Coach leaves at 17.30.
- Group members pay 2\_\_\_\_\_ each for tickets.
- Lunch recommended in the 3 .
- Remember to complete a 4 during the visit.
- is not allowed in the exhibition centre.
- Great activities! Meet robots, watch videos, 6
- 8 1.21 You are going to hear four recordings. Read questions 1–4 and the possible answers. Then listen and choose the correct answer for each recording.
  - You hear a radio advertisement. Who might be interested in buying the gadget?
    - a someone who has a limited budget
    - **b** someone who wants a small phone
    - c someone who needs a videophone

- **2** You hear a man talking about a gadget. What is he doing?
  - a He's persuading a friend to buy it.
  - **b** He's explaining how to use it.
  - c He's helping a friend with a problem.
- **3** You hear a woman on TV. What is she doing?
  - a She's giving information about a recent event.
  - **b** She's discussing technological innovations in education.
  - She's giving information about the people who are attending the event.
- 4 You hear a couple talking about kitchen robots.
  The woman agrees with her partner that
  - a it's a great idea to buy a kitchen robot.
  - **b** food cooked by a robot isn't as good as home cooking.
  - c a robot could be useful when they're very busy.

#### **SPEAKING**

Work in groups of three. A friend is having his/her birthday soon. Look at the ideas below and talk about which objects would be the best present for him/her.

#### STRATEGY | Collaborative task

When you do this task, use the language for making suggestions (e.g. *How about ...? What do you think of ...?*) and for reaching a decision (*Let's go for it!*).



#### WRITING

10 You see this ad in a magazine about space.

#### Write an article and win a book about space travel!

- Why do people want to travel into space?
- What are the pros and cons of going on a space trip?
- Would you like to travel in space?

Write your article for the competition.

#### How to give a presentation



of choice. You learn to dress appropriately and respect

4 (1) 1.22 Study the Speaking box. Listen to the presentation again and tick the expressions you hear.

#### SPEAKING | Structuring your presentation

#### Starting a presentation

- ☐ The purpose of my talk today is ...
- ☐ The subject of my presentation is ...
- First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

#### Presenting main points

- ☐ I've divided my talk into three parts.
- ☐ Firstly, ... Secondly, ... And finally, ...
- ☐ Let's start with ...
- Let's move on to my second point.
- ☐ My next/second/third point is that ...
- ☐ Lastly, I must say that ...

#### Adding information

- ☐ In addition to this ... And another thing is ...
- Let me give you an example.
- For example, ...

#### Referring to visuals

- ☐ Have a look at the first slide .../Now let's look at slide two.
- ☐ If you look at the handout ...

#### Ending your talk

- ☐ To conclude/sum up, I'd like to say that ...
- ☐ Thanks for listening.
- Now, have you got any questions?

others.

#### Using body language

- 5 In pairs, discuss the questions about using body language when giving a presentation.
  - 1 Where should a speaker stand?
  - 2 Where should they look?
  - 3 What should they do with their hands?
  - 4 Should they move or stay still?
  - 5 What can you do when you feel nervous?
- 6 D 7 D 1.23 Watch or listen to a class on using body language in presentations. Complete the advice below with the words from the box.

backwards centre forward point smile stare

#### LIFE SKILLS | Using body language in presentations

Posture

Stand facing the audience.
Stand in the \*\*centre\* of the room.

Gestures

Use small open gestures to involve your audience.

Don't 

your finger directly at the audience.

Movement

Move from time to time to keep the people's attention.

Move 3 \_\_\_\_\_ when making a new point.

Move 4\_\_\_\_\_ when making a comment or giving an example.

Facial expressions

Make eye contact with your audience. Don't 5\_\_\_\_\_ at one person. 6\_\_\_\_\_ to show enthusiasm.

- 7 D 7 1.23 Watch or listen again. Match the photos A–D with the descriptions below.
  - **1** ☐ Chopping gesture
  - 2 Open palm gesture
  - **3** Open body position
  - **4** ☐ Smiling and showing enthusiasm
- Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan in clear sections.
  - 1 Some people say that beauty is more than just your physical appearance. How do you define beauty?
  - **2** Do you think people could live on another planet? Say why.
  - **3** Edith Head, an American costume designer, said: 'You can have anything you want in life if you dress for it.' Do you agree?
- 9 Do the task below.

#### LIFE SKILLS | Project

Use your plan from Exercise 8 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation and observe your body language. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 196 to assess each other's presentation. Think about the way the presentations were structured and delivered.









# 15

## Active and healthy

**VOCABULARY** Sports and fitness, injuries, accidents and emergencies, diet and nutrition

GRAMMAR Past Simple, Past Continuous and Past Perfect; used to and would

Use of English > page 192

**SPEAKING** 

Being polite

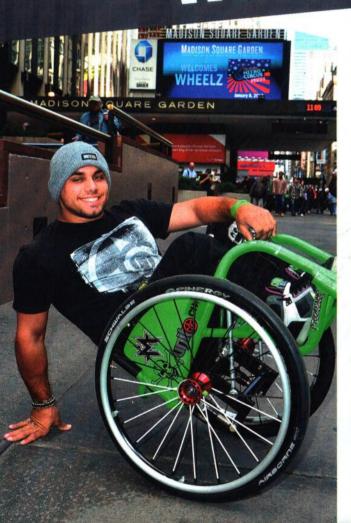
WRITING

A short story

VIDEO

Grammar Communication Documentary

# Aaron'Wheelz'Fotheringham



Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learned to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX.

One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his younger brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved. He called it wheelchair motocross (WCMX).

Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A few years later, 'Wheelz' as he was now known, set another record: the first ever double backflip.In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap. The crowd went wild. Four years later, on the evening of

7 September, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics.

Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.



#### **3A GRAMMAR AND VOCABULARY**

- 1 In pairs, answer the questions.
  - 1 How many extreme sports can you list in one minute?
  - 2 Which have you tried?
  - 3 Which would/wouldn't you like to try?

Look at the photos of Aaron 'Wheelz' Fotheringham. Write three questions you would like to ask Aaron about his life as a professional athlete. Then read the text. Does it answer your questions?

#### Past Simple, Past Continuous and Past Perfect

- 3 Identify the tenses of the verbs in bold: the Past Simple, the Past Continuous and the Past Perfect. Then match sentences 1–5 with meanings a–e in the Grammar box.
  - **1** ☐ While he was performing in Brazil in 2012, he successfully jumped a fiteen-metre gap.
  - 2 ... he **fell**, but he **was** determined to succeed, so he **tried** again.
  - **3** The boys **had just arrived** at the local skate park when Brian **had** an idea.
  - 4 At the time, he was working on a new trick ...
  - **5** ... on the evening of 7 September the Brazilians were cheering him on again.

#### Past Simple, Past Continuous and Past Perfect

We use the Past Simple:

**a** to describe finished actions and tell the main events of a story in order.

**Time expressions:** yesterday, last night/week/year/ Wednesday, when I was young, two months ago, in 2017, one day/evening

We use the Past Continuous:

- **b** for longer actions interrupted by shorter ones. For shorter actions we use the Past Simple.
- c for temporary situations/habits.
- **d** to describe things which were in progress at a precise time in the past.

**Time expressions:** as, when, while, at noon, this time last week, all last night

We use the Past Perfect:

**e** to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

**Time expressions:** after, already, as soon as, before, by, by the time, just, once, until

#### Grammar Reference and Practice > page 176

- 4 In pairs, answer the questions using full sentences. Then check your answers in the text.
  - 1 What had Aaron learned to do by the age of four?
  - 2 How did Aaron react to his brother's idea in the skate park?
  - **3** Why was Aaron's first backflip special?
  - 4 What did Aaron do in 2012?
  - 5 What did he do the second time he went to Brazil?
- 5 Choose the correct tense to complete each sentence.
  - **1** When Aaron arrived at the skate park, his friends already left / had already left.
  - 2 Aaron broke his wheelchair while he had practised / was practising a new trick.
  - **3** After Aaron had broken / was breaking his first wheelchair, he got a new stronger one.
  - **4** The crowds in Brazil were amazed when they saw / were seeing how far Aaron jumped.

6 Complete the text with the most suitable tense of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

#### **Unlucky Katie**

Katie Ormerod is a world-class snowboarder who qualified for the 2018 British Winter Olympic team and she ½was (be) a favourite to take home a medal. In 2017, she had injured her back, but by the time the 2018 season started she ½ (recover).

Katie ¾ (arrive) in South Korea before the 2018 Games and ¼ (start) practising on the Olympic course. She ½ (only do) a few practice runs when she ﴾ (fall) and broke her wrist. Thankfully, it wasn't serious so she decided to carry on. Two days later, she 7 (train) again when she ¾ (crash) and broke her heel in two places!

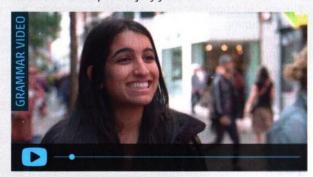
This time it was serious, and she was out of the Games.

- 7 Complete the questions with the correct form of the highlighted words in the texts about Aaron and Katie. Then ask and answer the questions in pairs.
  - **1** Have you ever suffered an <u>injury</u> while doing a sport at school? What happened?
  - **2** Do you know anyone who started out as an \_\_\_\_ athlete then turned \_\_\_\_\_? What do you know about their career?
  - **3** Has a team from your school ever won a\_\_\_\_\_? Had they taken part in an event like that before?
  - **4** Has a team from your country ever \_\_\_\_\_ for the finals of a major sporting competition? What happened?
  - **5** Can you name someone from your country who has set a world ? What was it?
  - **6** Does your country usually \_\_\_\_\_ a lot of medals from the Olympic Games? For which sports?
- 8 SPEAKING In pairs, talk about a time when you or someone you know did well in a sport, a performance or some other kind of challenge. Use the prompts on page 197 to help you.

I won a silver medal at the school's championships. I'd never run in a competition team before ...

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

Tell me about a sports injury you had.



#### 3B **VOCABULARY** | Sports, activities, fitness and exercise

1 THINK BACK Make a list of sports and fitness activities you enjoy/don't enjoy. Then compare your lists in pairs.

I enjoy: swimming, yoga, ...
I don't enjoy: Zumba, cycling, ...

Read the leaflet for BFITA and the comments below. Which sports and activities does it mention? What special offer does the leaflet mention? Is BFITA a good club? How do you know?



For our 16th anniversary, we're giving away one month's free membership for all 16–18-year-olds.

CENTRE

- Make the most of our tennis and squash courts, a boxing ring, a basketball court and a full-size outdoor football pitch with an athletics track.
- Try our state-of-the-art gymnasium, now with brand new rowing machines!
- Lift weights and build up your muscles in our weightlifting centre.
- · Climb our 10-metre-high rock climbing wall.
- Swim in our 25-metre swimming pool and relax in the Jacuzzi, sauna or steam room.
- Find motivation with our expert fitness coaches and personalised training programmes.
- · Chill, chat and watch sports in our award-winning café.

#### **GET FITTER with BFITA!**

'I've never been a sporty person and I'd never joined a leisure centre before so I had no idea how much fun it would be to keep fit.' (Ali)

I was so unfit. I got out of breath climbing the stairs! But I really got into shape thanks to BFITA. Even the changing room is awesome!' (Keira)

'At first, I was totally out of shape. I felt exhausted. But now I feel great. BFITA did me a world of good.' (James)

- 3 Use the words and phrases highlighted in the leaflet to complete the questions. Then ask and answer the questions in pairs.
  - **1** Has your school got: a football <u>pitch</u>; a tennis \_\_\_\_; a swimming \_\_\_\_\_; an athletics \_\_\_\_\_; a boxing \_\_\_\_\_; a rowing \_\_\_\_\_; a rock climbing \_\_\_\_\_? Which of these things does a school need?
  - 2 Should students get a personalised training \_\_\_\_\_ in their PE class? Say why.
  - **3** What are the changing \_\_\_\_\_ in your school gym like? How could they be better?
  - 4 Have you ever joined a leisure \_\_\_\_\_? If so, what was it like? If not, would you like to?
  - 5 Have you ever tried lifting \_\_\_\_\_? If so, what's it like? If not, why not?

| 4 | 1.24 In pairs, read the leaflet again. Then    |  |
|---|--|--|
|   | complete the sentences with the words from the |  |
|   | hox Listen and check                           |  |

| build g | get(x2) good keep lift <del>shape</del> unfit   |
|---------|---|
| John    | I'm really out of <sup>1</sup> <u>shape</u> . My gran's fitter<br>than I am! I'm so <sup>2</sup> that I <sup>3</sup> out<br>of breath when I run for the bus! |
| Jackie  | You really need to 4into shape. Why don't you come to the leisure centre? You can 5 up your muscles, do exercises and 6 weights – that really helps me 7 fit. |
| John    | No, thanks.   |
| Jackie  | Come on! It's done me a world of * They've got great fitness coaches and a  |

5 (1.25 Study Watch out! Then complete the sentences with the correct form of the phrases in the box. Listen and check. Does John agree to try the leisure centre? Why?

bang/head break/leg dislocate/shoulder pull/muscle sprain/wrist twist/ankle

- 1 John's dad <u>dislocated his shoulder</u> during a match.
- 2 John's mum \_\_\_\_\_ in two places when she was playing hockey.
- **3** John \_\_\_\_\_ when he scored a goal he was unconscious for several minutes.
- **4** John's sister \_\_\_\_\_ when she was jogging on a rocky path.
- **5** Jackie in her leg because she didn't warm up.
- **6** John when he fell in the shower.

#### WATCH OUT!

We say she banged **her** head or broke **her** leg. NOT <del>the head</del> or the leg.

But we say she pulled **a** muscle in her back NOT **her** muscle. This is because we have lots of muscles but only one head, two legs, etc.

- 6 SPEAKING Work in pairs. Use the examples below and the vocabulary in Exercises 3–5 to ask and answer the questions.
  - 1 How fit are you? What do you do to get/keep fit?
  - 2 Do you often get out of breath? When?
  - 3 Do you think it's a good idea to build up your muscles?
  - 4 Do you find it easy to get into shape?
  - **5** Can you think of something that does you a world of good?
  - **6** Have you ever twisted your ankle/broken your leg/ ...? How did it happen?
- 7 Imagine you joined the BFITA Leisure Centre a week ago. Write a description of your first week there. Mention the things you have done and an injury you had. Use the vocabulary in this lesson and the past tenses from lesson 3A.



1 Look at the photos and the Fact Box. In what situations do you need to call an emergency number?

#### FACT BOX Emergency phone numbers

In the UK, the emergency number for police, ambulance and fire service is 999, but you can also use the European number, 112. In the USA, dial 911.

- In pairs, work out the meaning of the highlighted words. In each emergency decide if you should call the police, ambulance or fire service, or if you should deal with it yourself.
  - 1 A car knocked down a girl, she's got a few cuts and bruises and she's in shock.
  - 2 A neighbour fainted and is unconscious; it might be a heart attack.
  - **3** The school fire alarm is ringing.
  - 4 You want to report a crime someone has set fire to a car.
  - You hurt your head, you're not bleeding but it's quite painful, and you're seeing double – you think you have a concussion.
  - 6 Your cat is stuck up a tree.
  - **7** Your little brother **burned** his hand when he was cooking.
  - 8 A shop in your street is burning down.
  - 1 You should call the police and the ambulance service.
- 3 1.26 Study Active Listening. Then listen and choose the correct answer.

You are going to hear a P.E. teacher talking to her students. What's her main purpose?

- a to persuade them to run as fast as they can
- **b** to advise them to be careful
- c to complain about their attitude towards P.E.

#### **ACTIVE LISTENING** | Identifying the speaker's purpose

When someone speaks, they have a purpose for speaking. It may be to inform, to explain, to express an opinion, to agree, to complain, to advise, to persuade or to make an arrangement, an offer, a request, or a suggestion.

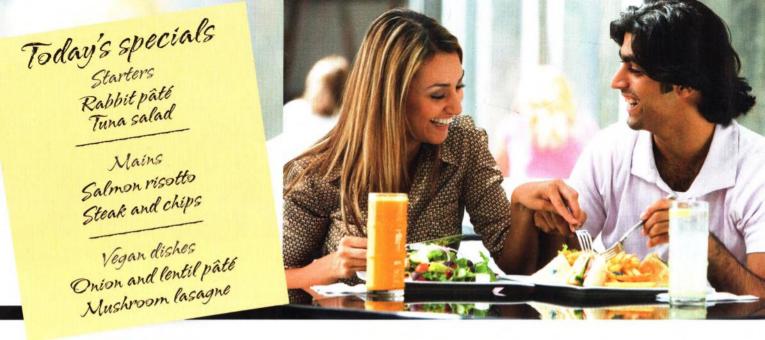
The context, the language the speakers use and their tone of voice can help you identify their purpose. Understanding the speaker's purpose can help you to take part in a conversation and respond appropriately.

- 4 (1) 1.27 Listen and choose the correct answers. Use Active Listening to help you with questions 1 and 4.
  - 1 You are going to hear a school pupil talking to a teacher. What's his main purpose?
    - a to express an opinion
    - **b** to offer to call an ambulance
    - c to inform her about an accident
  - **2** You are going to hear the teacher calling 999. Where is Eric?
    - a on a path near the river
    - b at the foot of a hill
    - c on a railway line
  - 3 You are going to hear a man from the school calling Eric's mother. How does she seem by the end of the conversation?
    - a fine b worried c relieved
  - 4 You are going to hear a bus driver talking to a policeman. Why is he talking to him?
    - a to explain what happened
    - **b** to complain about something
    - c to persuade him to do something
  - **5** You are going to hear a conversation between Eric and his father. What does Eric think of his mother's driving?
    - a she drives too fast b she's a safe driver
    - c she doesn't always pay attention
- 5 ② 1.28 Complete the sentences with the words and phrases from the box. Listen to the extracts and check.

blood concussion cuts and bruises elbow fainted heart hurt painful shock sprained twisted

| - |  |
|---|--|
| 1 | The bus driver <u>sprained</u> her wrist. It was really  She didn't know if the car driver was badly |
| 2 | Eric got some, broke his leg,his ankle, and suffered a   |
| 3 | Eric's mum lost a little, dislocated her<br>and banged her head. She was inbut she's<br>better now.  |
| 4 | Eric's dad didn't have aattack, he<br>because of stress.   |

6 SPEAKING In pairs, use the tenses in lesson 3A to retell the story in this lesson from two different points of view. Student A, imagine you are Eric. Student B, imagine you are Eric's mum.



#### 3D GRAMMAR

Write six ways in which you, your life, your friends or your family are different from before. Then compare your sentences in pairs.

When I was little I was super active, and now I hardly ever leave the house.

I watched TV every day when I was little but now I hardly ever watch it.

I believed in Santa Claus but now I don't.

- 2 **(1)** 1.29 Look at the photo and the menu. Then listen to a conversation and answer the questions.
  - 1 How has Colin's life changed since he had a skiing accident?
  - 2 What do Colin and Daisy order?
  - 3 What problem do they have?

#### Used to and would

| 5 |   | 1.29 In pairs, complete extracts 1-7 with hrases or sentences a-g. Listen again and check |
|---|---|---|
|   | 1 | I <b>used to come</b> here a lot. <u>e</u> .  |
|   | 2 | They <b>didn't use to have</b> many vegetarian dishes                                     |
|   | 3 | I <b>used to be</b> into winter sports whenever I could.                                  |
|   | 4 | But one day, someone knocked me over on the ski slope and                                 |
|   | 5 | After the yoga class and that's where I got into healthy eating.                          |
|   | 6 | I <b>used to love</b> my leather biker's jacket and my cowboy boots                       |
|   | 7 | I <b>used to have</b> a pair just the same.   |
|   |   |   |

- a but now they've even got vegan options.
- **b** I got a serious back injury.
- c I'd go skiing and snowboarding
- d I'd wear them almost every day.
- e It's different now.
- f we'd often go to a vegetarian café nearby
- g Your canvas shoes are very nice.

4 Study the sentences in Exercise 3. Then decide when we use used to and would. Tick the correct boxes in the Grammar box.

#### Used to and would

We use *used to* and *would* to talk about things that were true but are not true anymore.

|   | used to | would |
|---|---------|-------|
| <ul> <li>for habitual/repeated actions in the past</li> </ul>                   |         |       |
| <ul> <li>for past states with verbs like have, be,<br/>believe, love</li> </ul> |         |       |

#### Grammar Reference and Practice > page 176

#### **WATCH OUT!**

I used to go skiing every year when I was younger. = I went skiing many times.

One day someone knocked me over on a ski slope. = It happened once.

5 (1) 1.30 Study the Grammar box and Watch out! again. Then rewrite the text changing the underlined verbs to used to wherever possible. Listen and check.

I had used to have a very unhealthy diet when I was growing up. I loved cakes and biscuits. I ate chips with almost every meal. I never ate fresh fruit and I didn't drink water, just cola. I believed it was good for you. We didn't sit at the table to eat, we ate in front of the TV. So I was overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

- 6 1.31 Now rewrite the text in Exercise 5 changing used to to would wherever possible. Listen and check.
- 7 SPEAKING In pairs, use used to and would to talk about changes in your life. Remember to use the Past Simple if something only happened once.
  - A Did you use to do any sports that you don't do any more?
  - B I used to be in a football team but ...

#### **3E SPEAKING AND VOCABULARY**

- In pairs, take turns to describe what you can see in the photo and answer the questions below.
  - 1 What kind of shop is it? What is happening?
  - What do you think the shop assistant and the customer are talking about?
  - **3** How are the people in the photo feeling?
- 2 9 1.32 Watch or listen to a conversation in a health food store. Does Marie find her first day in the shop easy?
- 3 (1.33 Study the Speaking box and complete the polite requests and refusals with one word in each gap. Listen and check.
  - **1** Would you mind <u>telling</u> me where the organic kale is?
  - 2 That's very \_\_\_\_\_ of you, dear, but I think I'll manage.
  - **3** I'd like to \_\_\_\_\_ whether your fruit and veg is locally grown.
  - 4 Have you got any \_\_\_\_\_ whether it's local?
  - 5 I'm sure they look lovely but I'm \_\_\_\_\_ it's local or nothing for me.
  - **6** I \_\_\_\_\_\_ if you have any free-range eggs.
  - you possibly tell me where I can find those eggs?
  - **8** No, that's \_\_\_\_\_, thanks. I'll be fine.
  - **9** Do you \_\_\_\_\_ to know if you've got any wholemeal bread in there?

#### SPEAKING | Being polite

#### Asking politely

We often use indirect questions to make polite requests or to ask for opinions and information in English. Use the polite phrases below and affirmative word order.

#### Indirect questions

I wonder if/whether you could help me.

= Could you help me?

Could you (possibly) tell me how much this is?

= How much is it?

Do you think it will take long?

= Will it take long?

#### Other phrases

I was wondering ...

I'd like to know ...

Have you got any idea ...?

Do you (happen to) know/have/sell, etc. ...? Would you mind telling me ...?

#### Refusing politely

That's very kind of you, but ...

They look/sound very nice, but I'm afraid ...

No, that's alright thanks.

Thanks for the offer, but ...

Thank you, but I'm alright.



- 4 Rewrite the questions as indirect questions.
  - 1 Are these apples organic? → I wonder ...
    I wonder if/whether these apples are organic.
  - 2 What time does the juice bar in the gym close? → I was wondering ...
  - **3** Does this bread contain gluten? → Have you got any idea ...?
  - 4 Could I have soy milk? → Do you think ...?
  - 5 Where can I buy freshly-squeezed apple juice? → Would you mind ...?
  - 6 How much is a wholemeal loaf? → I'd like to know ...
  - **7** Who writes the 'Healthy Living' blog? → Do you happen to know ...?
- 5 **1.34** PRONUNCIATION Listen to how the underlined words are pronounced. Then practise saying the sentences.
  - 1 Could you tell me how much it is?
  - 2 Would you mind telling me what this is?
  - 3 I don't know really.
  - 4 I'm going to ask my colleague.
  - 5 You've got to eat more fruit.
- 6 Check that you understand the adjectives in the box. In groups, use them to prepare polite questions about your teacher's eating habits. Use the phrases from the Speaking box.

free-range freshly-squeezed locally grown organic wholemeal

Would you mind telling me whether you buy any organic food?

7 In pairs, role play the situations at the back of your book. Student A, go to page 196. Student B, go to page 199.

#### **3F READING AND VOCABULARY**

- Make a list of healthy and unhealthy foods that you eat. Then compare your lists in groups. Who do you think has the healthiest/unhealthiest diet?
  - usually eat: bananas, yoghurt, ...
  - Unhealthy things I usually eat: crisps, muffins, fried bacon, ...
- 2 Look at the photo and the title of the article. What do you think the text is about? Read it quickly to check.
- 3 Read the text again. Match sentences A-H with gaps 1-5 in the article. There are three extra sentences.
  - **A** And perhaps even more importantly, it has brought a community together.
  - **B** It might seem expensive but it can actually cost less.
  - In 2011, three women decided to do something about it.
  - D Nobody in that area had tried anything like that before.
  - **E** The idea is to have a chain of healthy food from the ground to your plate.
  - **F** The kids uploaded the video to YouTube and it went viral.
  - **G** They get some support from government and generous individuals.
  - **H** What's more, most people didn't realise how unhealthy their diets were.
- 4 Use these prompts to write questions about AFC. Add some questions of your own if you like. Then in pairs, ask and answer your questions.
  - 1 What/think/AFC?
- **5** What / aims / organisation?
- 2 What / rap / about?
- 6 What / three steps?
- 3 Where / AFC / start?
- **7** Where / money / from?
- 4 How / start?
- 8 How/successful?

What do you think of Appetite for Change?

In pairs, read the Fact Box. Which statement do you think is false? Which one is the most interesting/ shocking? How is the situation in your country similar/ different?

#### FACT BOX American eating habits

- 1 Last year Americans ate over 400 million hamburgers that's enough to circle the world.
- **2** 52% of Americans believe doing their taxes is easier than figuring out how to follow a healthy diet.
- **3** The average American consumes 22 teaspoons of sugar every day, most of it in drinks and candy bars.
- 4 Junk food first became popular in the US in the 1920s, but it really took off in the 1950s thanks to TV advertising.
- **5** Native Americans were already eating popcorn over 5,000 years ago.
- **6** In 2014, 1% of Americans were vegans, now it's 6% and rising.

6 Complete the sentences below with the words from the box. Then ask and answer the questions in pairs.

<del>calories</del> diet fizzy foods fresh full ingredients junk outlets processed

- **1** Do you know much about the food you eat? Which foods are high in <u>calories</u>? Which are \_\_\_\_\_ of vitamins?
- 2 In your family, do you cook meals with raw \_\_\_\_\_ or do you buy ready-made \_\_\_\_\_ foods that are high in fat, sugar and salt?
- **3** Do you think you have a healthier or unhealthier \_\_\_\_\_ than your parents? Say why.
- What are your favourite comfort \_\_\_\_\_? When and where do you eat them?
- **5** Do you prefer \_\_\_\_\_ drinks, freshly-squeezed orange juice or still water?
- **6** How often do you eat \_\_\_\_\_ food like burgers, hot dogs, or kebabs?
- **7** How many fast food \_\_\_\_\_ are there in your neighbourhood?
- **8** Is it hard to buy \_\_\_\_\_ produce like fruit and vegetables where you live?
- 7 SPEAKING The Education Authority wants to encourage healthy eating at schools in your area. In pairs, discuss the ideas below. Which are the best? Say why. Can you think of any better ideas?
  - Ban unhealthy snacks, fizzy drinks, sweets, crisps and junk food from schools.
  - Show videos and films that demonstrate the negative effects of unhealthy diets.
  - Organise a cooking competition for students in the area.
  - Include 'Diet and Nutrition' as part of the P.E. class and have all students sit an exam on it.
  - Open an affordable café serving healthy food in every school.
- 8 REFLECT | Society People today consume more unhealthy food and drink than ever before. Do you think that's true? Say why. Discuss in groups.

**D** 10 WATCH AND REFLECT Go to page 164. Watch the documentary *Pushing yourself to the limit* and do the exercises.





(1) 1.35

A group of kids from a historically underprivileged neighbourhood in the American mid-west made a music video of a hip-hop track. It was called 'Grow Food!' and the lyrics urged people to grow their own food and cook their meals with natural ingredients; to drink water and milk, not fizzy drinks full of sugar; to give up fake food that puts 'poison in your brain' and to eat better options, like broccoli, salad and fresh fruit instead. 1 So far, it's had over half a million views. That's pretty amazing, and so is

North Minneapolis is similar to many urban areas across North America. There is a lack

the organisation that inspired it.

- of shops, development projects, and healthy food options. Many of the residents suffer from bad health, partly because of unhealthy diets with too much junk food. 2\_ \_ Along with young community members, they concluded
- there were thirty-eight fast food outlets within two miles of where they lived, but there was nowhere you could sit down to eat a nutritious meal. They knew that poor diets were causing serious health problems, for example, heart
- conditions, high blood pressure and obesity. The community also suffered from high unemployment, which is a major cause of crime. The solution, they thought, was to encourage healthy living, to strengthen families and to
- 30 create economic prosperity. So they set up a non-profit, community-owned association called 'Appetite for Change' (AFC).

AFC's mission is 'to use food as a tool to build health, wealth and social change'. 3\_ They achieve this in three steps.

- 35 1 Urban Agriculture. AFC turns unused urban land into cooperative farms where kids and adults grow and pick fresh
  - 2 Good Food Policy. The organisation argues in favour of healthy eating and persuades people to swap junk food high in calories for natural food full of vitamins and to eat meals made with raw ingredients rather than processed foods.
  - 3 Community Cooks Project. AFC organises cooking workshops in which people come together to cook a meal, to eat and to talk about the changes they want to see in their community.
- 45 All of this costs money, of course, so how does AFC pay for it? In addition, they run two successful money-making projects:
  - Small local businesses rent the Kindred Kitchen to help them run their food trucks, catering businesses and meal preparation services.
  - The Breaking Bread café sells delicious healthy comfort foods and gives job opportunities to young members of the community.

AFC has been a great success. It has improved people's health and 55 created jobs. 5\_ \_\_ Its strongest supporters are young people concerned about the unhealthy food full of fat, sugar and salt that damages the health of their friends, families and neighbours. The lyrics of their rap send out their message loud and clear.

PLEASE CHANGE THE FOOD IN MY SCHOOL, MAKE IT GOOD. GET THAT FAKE FOOD UP OUTTA MY 'HOOD. HOPE THE MESSAGE NOT MISUNDERSTOOD. GROW AND COOK YOUR OWN FOOD -YES, YOU COULD!

#### 3G WRITING | A short story

In pairs, use the pictures and the words in the box to tell a story. Then read the story below and compare it to yours.

lifeguard surfer fin shark punch

2 How do you think the surfer, the lifeguard, the people on the beach and the shark felt after the events on the beach?

I think the surfer was probably terrified.









That day the skies were <u>clear</u>, the sun was <u>hot</u>, and the sea was a <u>beautiful deep</u> blue. Ava was on the beach lying on the <u>golden</u> sand, listening to the radio and happily watching the <u>surfers</u> riding the <u>powerful</u> waves. It was busy, and families were playing in the <u>warm</u>, <u>shallow</u> water near the beach.

'This is the life' she thought, and turned over to get some sun on her back. She had just fallen asleep when a noise woke her. **From nowhere**, a lifeguard ran past her at full speed, shouting at people to get out of the way. Everyone on the beach sat up and watched as she dived in and swam towards a guy who was kicking his legs, waving his arms and shouting something. **All of a sudden**, the <a href="https://document.com/huge,dark">huge, dark</a> fin of a shark appeared. People in the water started screaming. They grabbed their children and swam for their lives. Now wide awake, Ava watched through her fingers **as** the lifeguard reached the panicking man **then** raised her arm and... punched the shark in the face! Amazingly, it turned and swam away.

While the crowds cheered, the <u>fearless</u> lifeguard carried the <u>shocked</u> surfer back to safety. She had saved his life. That was the day Ava decided to become a lifeguard.

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- 3 Study the Writing box and answer questions 1–7 about the story on page 42.
  - 1 From which point of view is the story written, first or third-person?
  - 2 Where does the story take place?
  - **3** What information does the writer give in the first line?
  - 4 What is the main event in the story?
  - **5** Which tenses has the writer used to describe the action?
  - **6** Which sentences introduce the lifeguard and the shark? How does the writer make them dramatic?
  - 7 How does the writer finish the story?

#### WRITING | A short story

#### General

Short stories are usually written in either the first or third person point of view.

#### Beginning

Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters.

That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue.

Say where and/or when the story happened. Use longer sentences to set the scene.

Ava was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

#### Middle

Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect. Avoid long strings of the Past Simple.

Use direct speech to express the characters thoughts or give them a voice.

'This is the life' she thought.

Use a variety of verbs to report speech e.g. scream, whisper, ask, shout, etc.

From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of the way.

Use shorter sentences and/or dramatic linkers to add drama. All of a sudden, the huge, dark fin of a shark appeared.

#### End

Describe how you or the main characters felt at the end, what you/they learned from the story, or decisions you/they made because of what happened.

That was the day Ava decided to become a lifeguard.

- 4 Add the words in bold from the story to the appropriate group of linkers.
  - Start the action: (at) first, in the beginning, <sup>1</sup> that day / morning/evening;
  - Move the action: 2\_\_\_\_\_, next, later, after that/a while, by the time:

  - Describe events that happen at the same time: when, at the same time (as), 5\_\_\_\_\_\_\_;
  - Finish the action: finally, eventually, in the end.

Read the story below ignoring the gaps. How is it connected to the story on page 42? From which point of view is it written, first person or third person?

<sup>1</sup> That afternoon the water was cool and clean. The waves looked gorgeous 2 moved above me. I'd just eaten a delicious octopus lunch and I decided to head to the beach to see what the two-legged creatures were doing. 3\_\_\_\_\_ I got there, some of them were standing on those strange long things and riding on the waves. I'm really not sure why they do that, but I watched them for a I noticed one of them, it was male I think, kicking its legs and making those bubbles I love. Friends are always telling me not to go too close, but... those beautiful bubbles! 5 , a female came out of nowhere. 6\_\_\_\_\_, it punched me in the face! Right on the end of my nose where it really hurts. What on earth is wrong with these creatures? They really shouldn't be allowed in our water. I considered a second lunch if you know what I mean, but 7, I decided to be the grown up one and just swim away. Horrible, violent creatures.

6 Complete the story in Exercise 5 with the linkers from the box. Sometimes more than one answer is possible.

all of a sudden as in the end that afternoon then when without warning

7 The underlined adjectives in the story on page 42 help the reader to visualise characters, events and objects. Find and underline similar adjectives in the story in Exercise 5.

cool, clean, ...

- 8 Work in pairs. Follow the instructions on page 197 to tell another story.
- 9 WRITING TASK Write a short story. Use your own ideas or write the story you told in Exercise 8. Use the Writing box and the tips in this lesson to help you.

#### REMEMBER MORE

## 1 Find names of places on the word list where you can ...

| 1 | play football:   |
|---|------------------|
| 2 | go running:      |
| 3 | nlay haskethall: |

#### 4 play squash: \_\_\_\_\_

#### 2 Complete the sentences with verbs from the word list.

If you're not careful, you could ...
1 \_\_\_\_\_ your head against the door.
2 \_\_\_\_\_ your hand in hot water.
3 \_\_\_\_\_ your muscle playing volleyball.
4 \_\_\_\_ your leg skiing.

#### Write the missing negative prefixes. Then check with the word list.

| 1 | You     | understood | what |
|---|---------|------------|------|
|   | I said. |            |      |

- **2** Sandy never gets any exercise, so she's really \_\_\_\_\_fit.
- There are huge areas of \_\_\_used land in this part of the country.
- 4 \_\_\_\_\_-profit associations use all their money to help people.

#### 4 Complete the sentences with the adjectives from the word list.

- 1 At 3 a.m. I was still wide \_\_\_\_\_.
  I was too excited to fall asleep.
- 2 I always buy vegetables from shops which sell \_\_\_\_\_\_- produce from organic farms.
- **3** \_\_\_\_\_drinks, such as cola, are bad for your teeth.
- 4 \_\_\_\_\_eggs are believed to be healthier than factory-farmed eggs.

# ACTIVE VOCABULARY | Flashcards

Use 'smart' flashcards to review new vocabulary. On one side of the card, write a short sentence that you will find easy to remember including the word or phrase you want to learn, e.g. I always start my workout on a rowing machine. On the back of the card, write the word translated into your language. When you are doing a vocabulary review, look at the translation on each card and try to recall the word or phrase and the example sentence that you have written.

# 3A GRAMMAR AND VOCABULARY 5.15

amateur (adj) /'amətə/ athlete (n) /'æθli:t/

attempt (n) /əˈtempt/

break your wrist/heel / bresk ja 'rsst/'hisl/

carry on (phr v) /,kæri 'on/

challenge (n) /'tʃæləndʒ/

championships (n) /'tfæmpjənfɪps/

cheer on (phr v) /,tfrar 'pn/

course (n) /kɔːs/

crutches (n) /'kratfiz/

dedication (n) /,dedə'kerfən/

determined to do sth /dr,ts:mənd tə 'du: ˌsʌmθɪŋ/

disabled (adj) /dis'erbəld/

disease (n) /dr'zi:z/

enter/win a competition /ˌentər/ˌwɪn ə \_kɒmpə'tɪʃən/

flip/backflip (n) /flip/'bækflip/

gap (n) /gæp/

have/suffer an injury /,hæv/,sxfər ən 'rndʒəri/

injure (v) /'ɪndʒə/

inspire (v) /ɪn'spaɪə/

overcome (v) / auva'knm/

Paralympics (n) /,pærəˈlɪmpɪks/

passion (n) /'pæfən/

pay off (phr v) / per 'pf/

qualify for sth (v) /ˈkwɒləfaɪ fə ˌsʌmθɪŋ/

ramp (n) /ræmp/

recover (v) /rɪˈkʌvə/

run (n) /rʌn/

set a (world) record /,set a (,w3:ld) 'reko:d/

skate park (n) /'skert pa:k/

snowboarder (n) /'snaubo:da/

start out as sb (phr v) /,sta:t 'aut əz ,snmbpdi/

succeed (v) /sək'si:d/

take home a medal /,terk ,haum a 'medl/

turn professional /,t3:n prəˈfeʃənəl/

wheelchair motocross (WCMX) (n) /,wi:ltfeə 'məʊtəʊkrɒs (,dʌbəljuː ,siː ,em 'eks)/

world-class (adj) /,waxld 'klaxs/

#### 3B VOCABULARY (1) 5.16

athletics track (n) /æθ'letiks træk/

/nunn, b:cw'e/ (jbb) prinning (adj)

bang your head /,bæŋ jə 'hed/

basketball court (n) /'ba:skətbɔ:l kɔ:t/

boxing ring (n) /'boksɪŋ rɪŋ/

break your leg /,breik jə 'leg/

build up your muscles / bild , p ja 'masalz/

changing room (n) /'tfeɪndʒɪŋ ru:m/

chill (v) /tfrl/

climb the stairs /,klazm ðə 'steəz/

dislocate your shoulder /,dislakeit ja 'faulda/

do exercises /,du: 'eksəsarzız/

bl:ɛw' eŏ ibadmʌz, :ub,\ boog ho bhow ənt dz ob \doug, ve \doug, ve

exhausted (adj) /rg'zo:strd/

fitness coach (n) /frtnəs kəutʃ/

football pitch (n) /fotbo:/ pitf/

full-size (adj) / ful 'sazz/

get into shape /,get ,rntə 'ferp/

get out of breath / get ,aut av 'breθ/

get/keep fit /,get/,ki:p 'fɪt/

gymnasium (n) /dʒɪm'neɪziəm/

hockey (n) /'hoki/

Jacuzzi (n) /dʒəˈku:zi/

leisure centre (n) /'leʒə ,sentə/

lift weights / lift 'werts/

make the most of sth /meik ðə 'məust əv ,sʌmθiŋ/

membership (n) /'membəʃɪp/

motivation (n) /,məutə'veɪʃən/

out of shape /aut av 'seip/

outdoor (adj) /,aut'do:/

personalised (adj) /'pa:sənəlarzd/

pull a muscle /,pol ə 'mʌsəl/

/l:cw nimisla, dar/ (n) /lew gnidmil) nock climbing wall

rowing machine (n) /'rəuɪŋ məˌʃi:n/

/en:cz<sup>-</sup>/ (n) **snusz** 

school gym (n) /,sku:l 'dʒɪm/

sporty (adj) /'spo:ti/

sprain your wrist /,sprein ja 'rist/

state-of-the-art (adj) /,stert əv ði 'aːt/

steam room (n) /'sti:m ru:m/

swimming pool (n) /'swiming puil/

tennis/squash court (n) /'tenas/'skwof ko:t/

training programme (n) /'treɪnɪŋ ˌprəʊgræm/

training programme (ii) / tremin proogram

twist your ankle / twist jar 'æŋkəl/

unconscious (adj) /nn'konfəs/

unfit (adj) /nn'frt/

weightlifting (n) /'weɪt,lɪftɪŋ/

Zumba (n) /ˈzʊmbə/

# 3C LISTENING AND VOCABULARY 5.17

ambulance service (n) /'æmbjələns ,ss:vəs/

badly hurt /,bædli 'ha:t/

bleed (v) /bli:d/

burn down (phr v) /,bs:n 'daon/

burn (your hand) /,b3:n (jə 'hænd)/

call an ambulance /,ko:l ən 'æmbjələns/

concussion (n) /kənˈkʌʃən/

cuts and bruises (n) /,knts and 'bru:zɪz/

dial (v) /darəl/

elbow (n) /'elbəu/

emergency number (n) /r'm3:dʒənsi ,nʌmbə/

faint (adj) /feint/

fire alarm (n) /'farər ə,la:m/

fire service (n) /'faɪə ˌsɜːvəs/

heart attack (n) /'ha:t ə,tæk/

hurt your head /,h3:t jə 'hed/

in shock /,in 'fok/

knock down (phr v) / nok 'daun/

lose some blood /,lu:z səm 'blad/

painful (adj) /'peɪnfəl/

relieved (adj) /rr'li:vd/

report a crime /rɪ,pɔ:t ə 'kraɪm/

ring (v) /rɪŋ/

see double /,si: 'dnbəl/

set fire to sth /,set 'farə tə ,sʌmθɪŋ/

unconscious (adj) /nn'konfas/

#### 3D GRAMMAR 倒 5.18

dish (n) /dɪʃ/

/evue' dan, (v 14q) ravo donk

mushroom lasagne (n) /,mxfru:m ləˈsænjə/

onion (n) /'nnjen/

rabbit/lentil pâté (n) /ˈræbɪt/ˌlentl ˈpæteɪ/

salmon risotto (n) /,sæmən rı'zotəu/

ski slope (n) /ˈskiː sləʊp/

starter(n)/sta:tə/

steak (n) /sterk/

tuna salad (n) /,tju:nə 'sæləd/

vegan options (n) /'vi:gən ,pp(ənz/

#### 3E SPEAKING AND VOCABULARY

(I) 5.19

free-range eggs (n) / fri: reind3 'egz/

freshly-squeezed juice /ˌfreʃli ˌskwi:zd 'dʒu:s/

gluten (n) /'glu:tn/

/mported (adj) /rm'po:trd/

locally grown (adj) /,ləʊkəli 'grəʊn/

organic (adj) /ɔ:'gænɪk/

soy milk (n) /'sɔɪ mɪlk/

wholemeal bread/loaf (n) /,hav/lmi:/ 'bred/'lauf/

# 3F READING AND VOCABULARY 5.20

affordable (adj) /ə'fɔ:dəbəl/

appetite for sth (n) /'æpətart fə ˌsʌmθɪŋ/

ban (v) /bæn/

bring together (phr v) /brin təˈqeðə/

candy bar (n) /'kændi ba:/

catering business (n) /ˈkeɪtərɪŋ ,bɪznəs/

comfort food (n) /'kamfət fu:d/

community (n) /kə'mju:nəti/

concerned about sth (adj) /kənˈsɜːnd əˌbaut ,sʌmθɪŋ/

consume (v) /kən'sju:m/

co-operative farm (n) /kəu,ppərətiv 'fa:m/

do your taxes /,du: jə 'tæksız/

economic prosperity /,ekə,npmxk pro'sperəti/

fake (adj) /fexk/

fast food outlet (n) /,fa:st 'fu:d ,autlet/

figure out (phr v) / frgər 'aut/

fizzy drink (n) /,fizi 'drīŋk/

foodstuff (n) /'fu:dstxf/

fresh produce (n) /,fref 'prodju:s/

full of vitamins /,ful əv 'vɪtəmɪnz/

ground (n) /graund/

grow (v) /grau/

have/follow a healthy diet /ˌhæv/ˌfɒləʊ ə ˌhelθi ˈdaɪət/

have an unhealthy diet /,hæv ən ʌn,helθi 'daɪət/

heart condition (n) /'ha:t kən,dɪʃən/

high blood pressure (n) /,har 'blod ,prefə/

high in calories/fat/sugar/salt /ˌhaɪ ɪn ˈkæləriz/ ˈfæt/ˈʃʊgə/ˈsɔːlt/

hot dog (n) /'hot dog/

in favour of sth /,In 'feivər əv ,SAM $\theta$ I $\eta$ /

junk food (n) /dʒʌŋk 'fuːd/

kebab (n) /kəˈbæb/

land (n) /lænd/

misunderstand (v) /,misAndə'stænd/

native American (n) /,nertrv ə'merəkən/

non-profit association (n) /,non ,profit ə,səusi'eifən/

nutrition (n) /nju:'trɪʃən/

obesity (n) /əʊ'bi:səti/

pick (v) /pik/

/neszcq/ (n) nosioq

poor diet /,po: 'daret/

processed food (n) / prausest 'fu:d/

raw ingredients (n) /,ro: In'gri:dients/

ready-made (adj) /,redi 'meɪd/

rent (v) /rent/

solution (n) /səˈlu:ʃən/

step (n) /step/

/stil water (n) /stil 'wo:tə/

strengthen (v) /'streŋθən/

supporter (n) /sə'pɔ:tə/

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

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

teaspoon (n) /'ti:spu:n/

tool (n) /tu:l/

unused (adj) / \nn'ju:zd/

urban (adj) /'a:bən/

urge sb to do sth /,3:d3 ,sambodi tə 'du: ,samθıŋ/

vegan (n) /'vi:gən/

wealth (n) /welθ/

workshop (n) /wa:kfpp/

#### **3G WRITING** (1) 5.21

at full speed /ət ,fol 'spi:d/

bubble (n) /'bxbəl/

clear (adj) /klia/

consider (v) /kən'sɪdə/

cool (adj) /ku:l/

creature (n) /'kri:tfə/

deep blue (n) /,di:p 'blu:/

fearless (adj) /'fralas/

fin(n)/fin/

golden (adj) /'gəʊldən/

gorgeous (adj) /ˈgɔːdʒəs/

grab (v) /græb/

head to sth (v) /'hed tə ˌsʌmθɪŋ/

octopus (n) /'pktəpəs/

panic (v) /ˈpænɪk/

powerful (adj) /'paʊəfəl/

punch sb in the face /,pʌntʃ ˌsʌmbɒdi ɪn ðə ˈfeɪs/

ride on the waves /,raid on ða 'weivz/

shallow (adj) /'fæləʊ/

shark (n) /ʃaːk/

surfer (n) /'sa:fə/

terrified (adj) /'terəfaɪd/

two-legged (adj) /,tu: 'legid/

wide awake (adj) /ward ə'werk/

#### **VOCABULARY AND GRAMMAR**

# Complete the collocations with the words from the box.

amateur ankle <del>challenge</del> competition medal record professional

- 1 accept / overcome a <u>challenge</u>
- 2 start out as an \_\_\_
- 3 enter / do well in a
- 4 become a / turn \_\_\_\_\_
- 5 set a
- 6 take home a \_\_\_\_
- 7 twist / sprain / break your \_\_\_\_\_

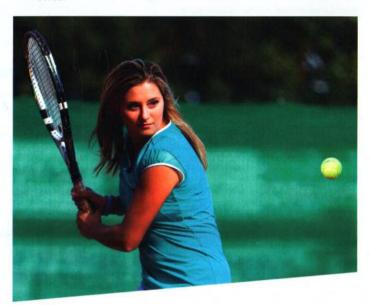
#### 2 Choose the correct word in each sentence.

- When she's depressed, she eats fizzy / comfort / poor food.
- 2 As part of his healthy diet he has locally grown / raw / wholemeal bread for breakfast.
- **3** They are very health conscious and never eat processed / organic / fresh food.
- 4 After a competition the athletes always eat foods that are high in junk / ingredients / calories.
- **5** The new stadium will have a world-class athletics *track / ring / court*.
- **6** She always uses the rowing *pitch / wall / machine* to warm up before a training session.
- 7 The goalkeeper dislocated / banged / pulled his head hard when he fell.
- **8** We got out of *breath / weights / muscles* after thirty minutes of running.
- 9 There's nothing like freshly-squeezed fat / food / juice to start the day.

#### Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

- **1** By the time they <u>arrived</u> at the stadium, the game \_\_\_\_\_(already/start).
- While she \_\_\_\_\_ (travel) round South America, she \_\_\_\_\_ (visit) Rio de Janeiro.
- 3 I \_\_\_\_\_ (rock climb) yesterday evening between 6 and 7 o'clock, which is why I \_\_\_\_\_ (not hear) your call.
- **4** What \_\_\_\_\_ (you learn) to do by the time you \_\_\_\_\_ (be) five years old?
- 5 I \_\_\_\_\_ (run) after the ball when suddenly I \_\_\_\_ (pull) a muscle. It \_\_\_\_\_ (feel) as if someone \_\_\_\_\_ (shoot) me!
- 6 It \_\_\_\_\_\_(be) a lovely day when I woke up. The sun \_\_\_\_\_(shine) and the birds \_\_\_\_\_\_(sing), but then all of a sudden it \_\_\_\_\_\_(start) to pour with rain.
- 7 I \_\_\_\_\_ (ask) for freshly squeezed orange juice so I was upset when I \_\_\_\_\_ (see) the waiter pouring me an orange drink from a bottle.
- **8** They \_\_\_\_\_ (decide) to follow a healthier diet after they \_\_\_\_\_ (see) a documentary about the effects of processed foods.

# 4 Tick the correct verb forms 1–10 and correct the incorrect ones.



| When I was at school I * would love \overline{1000} loved/used to love      |
|---|
| sports. I <sup>2</sup> used to play   |
| teams, which *was I fun. However, our head teacher                          |
| $^4$ would believe $\square$ that academic subjects were more important     |
| than sports, so she didn't spend much money on sports facilities.           |
| The P.E. teachers ⁵used to organise □ a sports day every year               |
| but it 'wouldn't be very good. Luckily for me, though, when                 |
| I was eleven, my family $^{7}$ used to move $\square$ to a new house, which |
| was next door to the local tennis club. I <sup>8</sup> would spend  hours   |
| there in the summer playing with my friends. I wasn't very good             |
| but I <sup>9</sup> used to enter   the club tournament every July and once  |
| I even 10 would win  the junior championship! I don't play                  |
| tennis these days but I still love sports.                                  |

#### USE OF ENGLISH

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

#### Lee's blog

I'm a nurse in the accidents and emergencies department at a big hospital. However, I started my professional life working \*as\* a secretary in a big company! Although I never really enjoyed working in an office, I \*as\* regularly tell my family and friends how interesting my job was.

One lunchtime I was crossing a road near my office listening to music on my earphones \$\_\_\_\_\_ a car knocked me down. I can't remember much about what happened because I fainted as \$\_\_\_\_\_ as the car hit me. Luckily, a very kind passer-by \$\_\_\_\_ seen everything and called for an ambulance right away. She realised I was \$\_\_\_ shock and lent me her jacket to keep me warm. Amazingly, ten minutes later I was in hospital.

That was 7\_\_\_\_\_ day my life changed forever. I trained as a nurse and now I have a very rewarding job. It's true that I 8\_\_\_\_ to earn a lot more before, but money isn't everything!

- 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 I'd like to know what time the restaurant opens.
    MIND

Would you mind telling me what time the restaurant opens?

- When I was a child, I would spend hours in this park. **TO**When I was a child, I \_\_\_\_\_\_ in this park.
- Thanks for the offer, but I don't need any help. KIND you, but I don't need any help.
- 4 He wanted to get fit, so he went running every day.

He went running every day because he wanted \_\_\_\_\_

- 5 Could you help me, please? IF
  - I \_\_\_\_\_ help me?
- 6 When he was young, my father used to go fishing every weekend. WOULD

My father \_\_\_\_\_ every weekend when he was young.

#### Use of English > page 192

#### READING

7 Read texts 1-4 and choose the correct answers a, b or c.

#### STRATEGY | Multiple choice

Read each text and identify what kind of text it is and where it would appear. Before you read the questions, think what the main message of each text is.

To: Katy From: Jenny

Got your invitation to dinner this morning. Thanks! Really looking forward to it – you're such a good cook! Please remember that Ed doesn't eat meat! We'll bring a chocolate cake for dessert. See you about 7.30. Be great to catch up!

- 1 Jenny is writing to
  - a invite Katy to a meal she's going to cook.
  - **b** suggest that Katy makes a chocolate dessert.
  - c remind Katy that someone is a vegetarian.

#### Is competition a good or bad thing?

Come to the weekly debate after school in the Main Hall. Arrive before 4.15 as only 100 people can be seated. Debate starts at 4.30.

- 2 a Students should arrive early as numbers are limited.
  - **b** People who arrive after 4.30 will not be allowed into the debate.
  - c The debate is part of a school competition.

lack

Met Aunt Gina while I was walking the dog and we've gone for a coffee. Dinner is in fridge. Heat lasagne in microwave for ten minutes. There's also some salad to go with it. Back soon.

Dad

- 3 a Jack's dad will cook dinner this evening.
  - **b** Jack knows the recipe for lasagne.
  - c Jack's dad is telling Jack what to do for dinner.

Road ahead closed apart from resident access due to Great South Run Sat 9.30–15.30.

Access vehicles should not exceed 15kph.

- **4 a** People who live in this road will not be allowed to drive along it on Saturday morning.
  - **b** There will be a speed limit in force for any vehicles on the road on Saturday morning.
  - A sporting event will close the road to pedestrians and all vehicles on Saturday morning.

#### **SPEAKING**

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

#### Student A

You are speaking to a teacher about your class project for the school health week. You'd like to set up a lunchtime health food café in school. In the conversation discuss the points below:

- Explain what you'd like to do and give examples of healthy food the café could sell.
- Say you will ask parents and teachers to donate food.
- Suggest the money the café makes goes towards paying for new school sports equipment.
- Explain that students would like to organise everything themselves and thank the teacher for his/her offer to help.

#### Student B

You are Student A's teacher. You are discussing Student A's class project for your school's health week. Use the phrases below to help you. You start first.

- Have you got any ideas for our school health week?
- Would you mind telling me who is going to pay for the food?
- Would you like the teachers to help?
- Thank you. That's a very good idea.

#### WRITING

**9** Write a story beginning with this sentence.

I walked into the gym and looked around.

# 04

# Time to move

**VOCABULARY** Air travel, holiday phrases, travel essentials, travel phrases, urban transport

**GRAMMAR** Modal and related verbs, defining and non-defining relative clauses

Use of English > page 192

**SPEAKING** Agreeing and disagreeing **WRITING** A formal email of enquiry

**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

# Your career in the sky starts here

Here are some of the weird and wonderful things our customers ask for during their flights. Thanks to all the patient flight attendants who contributed to this list.

Do we <u>have to</u> fly so high? I'm afraid of heights.

Could we go back to the airport? I left my hat in the café. It's only been ten minutes so we can still turn the plane around.

Excuse me, when I went to the bathroom, I <u>couldn't</u> find the showers. Where are they?

I'm so uncomfortable! May I lie on the floor?

I really <u>must</u> get some sleep. Please ask the pilot to turn off the engines.

You <u>ought to</u> warn passengers about the lack of air. <u>Can</u> I open a window?

Please tell the pilot we <u>mustn't</u> fly so close to Windsor Castle because the planes annoy the Queen. Can you ask that baby to stop crying!? I can't hear myself think!

I was just looking out of the window and I saw another plane.
Someone should tell the pilot.

Excuse me, but why can't we fly over New York? I've always wanted to see it.

#### **4A GRAMMAR AND VOCABULARY**

- What do you think are the best and worst parts of the job of a flight attendant? Discuss in pairs.
- Read the passenger comments and choose the funniest one. What would you say in reply to them?

I understand we <u>may not</u> smoke in our seats, but <u>could</u> you tell me where the smoking area is, please?

#### Modal and related verbs

3 Look at the underlined modal verbs on page 48 and answer the questions. Check your answers in the Grammar box.

Which modal verbs do we use to ...

- 1 say something is necessary? \_\_\_\_\_\_, \_\_\_\_\_
- **2** say something is not allowed?\_\_\_\_\_\_,
- **3** say something is a duty, or to give advice? \_\_\_\_\_\_,
- 4 ask for permission to do something?
- **5** ask someone else to do something?
- **6** say something is possible?
- 7 describe an ability (or lack of it) in the present or past?

#### Modal and related verbs

- We use must and have to to talk about necessity. We
  often use must when we think something is necessary,
  and have to when it is a rule or a law.
- We use mustn't, can't and may not to talk about things that are not allowed.
- We use should and ought to to talk about duty, or to give advice
- We use can, could and may to ask for permission.
- We use can and could to make requests.
- We use can to talk about possibility.
- We use can/could to talk about ability in the present/past.

#### Grammar Reference and Practice > page 178

- 4 Study Watch out! Then choose the best option to complete the travellers' comments.
  - 1 The hotel room was really noisy. I can / could hear the sea the whole time.
  - 2 There was too much sand on the beach. We must / had to shower every evening!
  - **3** Can't we / Do we have to go through security? It's so boring.
  - 4 Can / May you explain why the time is different in Spain?
  - **5** Since we landed, I haven't been able to / couldn't hear properly.
  - 6 I must / have to buy a travel pillow. My neck aches.
  - **7** Someone *ought to / may* warn guests that there are fish in the sea.
  - **8** The flight attendant says we don't have to / may not smoke on the plane.

#### **WATCH OUT!**

We only use *must* in the present tense. In other tenses we use *have to*:

We didn't have to wait long.

Will I have to share a room?

We use can to talk about ability in the present and could to talk about ability in the past. In other tenses we use be able to.

We won't be able to land in this weather.

5 ② 2.1 Listen to a podcast and complete the collocations with the verbs from the box.

book choose fasten fold go go through leave put (x2) raise switch watch

- 1 book a flight
- 2 an aisle/window seat
- 3 \_\_\_\_\_ your luggage unattended
  - 4 \_\_\_\_\_ security
- 5 \_\_\_\_\_ to your gate
- 6 \_\_\_\_\_\_your hand luggage in the overhead locker
- 7 your seatbelt
- 8 your phone to flight mode
- 9 \_\_\_\_\_ the safety demonstration
- 10 \_\_\_\_\_your seat in an upright position
- **11** \_\_\_\_\_ away your tray table
- 12 \_\_\_\_\_ your window blind
- 6 ② 2.2 Complete the advice with the verbs from the box. There is one extra verb. Then listen and check.

can have to may mustn't ought to should

- **1** You *should* book your flight as early as possible to get the best price.
- **2** Passengers \_\_\_\_\_ usually choose an aisle or a window seat.
- 3 You \_\_\_\_\_\_ bring any dangerous items with you in your luggage.
- 4 Once you have a boarding pass, you \_\_\_\_\_ go through security.
- 5 Towards the end of the flight, you will \_\_\_\_\_ put you seat in the upright position, fold away your tray table and raise your window blind.
- 7 SPEAKING In pairs, choose a place and write what you can't, mustn't, may not, should and have to do there. Read your list to another pair. Can they guess your place?
  - A You mustn't lean over the side.
  - B Is it a boat?
  - 11 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you are travelling by tube, what should you and what mustn't you do?



# How to survive a holiday with your parents



- When was the last time you hit the dance floor with your mum, heard stories about when your dad was a rebellious teenager, or buried your annoying younger brother in the sand? Well, these were just some of the highlights of this year's family holiday to Spain.
- When my parents invited me to join them on holiday, my first thought was that I'd rather spend a week at the dentist having all my teeth pulled out. Then I thought again. 'In September, I'll be leaving home and heading for university and I won't see them nearly as often after that. My bank account is almost empty, so I can't afford my own week in the sun. Plus, although my brother can sometimes be a pain, he's more fun than he is annoying, and he does tend to think I'm pretty cool.' Perhaps, I thought, I ought to grab the opportunity and, for the last time, head off with my family on holiday.
- it was surprisingly fun. What had seemed like a terrible idea, turned out to be a memorable experience. What made it a success? Read on for my three golden rules ...



#### Rule 1

As you read this, your parents are probably searching online for tips on 'how to survive a holiday with teenagers'. Packing a positive attitude can help things go smoothly for everyone. Try to appreciate simple pleasures such as sun, sea and a lack of homework. Plan to ask your parents some questions. What were family holidays like when they were teenagers? They'll appreciate you showing some interest, and you might uncover some juicy gossip. Even if you aren't 100% happy, try not to go on about it all the time. So the evening entertainment at the hotel isn't exactly Beyoncé live? Well, at least you're not revising for exams.

#### Rule 2

Things will probably go wrong, but try to see the funny side. In Spain, we decided to go off the beaten track and visit the ruins of an ancient castle. We hired a car, planned the route, hit the road and got lost almost immediately. Using his non-existent Spanish, my dad asked a farmer the way. Whatever my dad said, the farmer thought it was hilarious. Soon we were all laughing along with him, though we still don't really know why! We turned back and eventually found the castle we were looking for, but the farmer who made us laugh is what we'll really remember from that day.

#### Rule 3

Your parents may well need a break more than you do, so let them have it. If you are sharing a room and want to spend ages in the bathroom, pick a time when they aren't there. If they want a lie-in, be careful not to wake them up too early. One or two kind gestures from you such as volunteering to do some shopping, or bringing everyone a cold drink will help make the holiday better for them. Oh, and remember your headphones and a good book. There will be times when you need some peace and quiet, too.

So those are my golden rules for enjoying a holiday with your family. In the end, it's all about being patient, looking for fun and respecting each other's needs. Well that, and taking as many embarrassing photos of them as possible:)!

#### 4B READING AND VOCABULARY

- Work in pairs. Make a list of good and bad things about holidays with your parents. Then compare your list with another pair. Are there more pluses or minuses?
  - Your parents probably pay for everything.
  - > You might have to share a room with them.
- Read paragraphs 1-3 of the blog post. Did the blogger go on a holiday with his family? Was it the right decision?
- 3 Study Active Reading. Then read paragraphs 1–3 of the blog again and answer the questions below.
  - What exaggeration in the text shows the blogger's initial feelings about the invitation to join his parents on holiday?
  - **2** What comparison in the text shows the blogger's attitude to his younger brother? Is it positive or negative?
  - **3** Which adverb does the blogger use to say that the holiday was more enjoyable than he had expected?
  - 4 Does the sentence that includes the adjectives terrible and memorable express a positive or negative attitude?

#### ACTIVE READING | Identifying author's attitudes

Writers use these techniques to express positive, negative and neutral attitudes:

- choice of words, e.g. awful or surprisingly,
- · exaggeration, e.g. the bed was as hard as rock,
- comparisons to express their attitude, e.g. 'fishing is more fun than it looks'.

When trying to identify attitude, look at full sentences, not just single words, e.g. It seemed like an awful (negative word) idea, but actually we have never had so much fun (positive attitude).

- 4 Do the following extracts express a positive (+), negative (-), or neutral (0) attitude?
  - **1** What was supposed to be the trip of a lifetime was actually a very frustrating experience.
  - The turquoise waters were as warm and welcoming as a bath.
  - **3** Our day trip to the spice plantation was unexpectedly dull.
  - **4** ☐ The 'world's greatest wildlife park' was OK, but certainly not great.
  - **5** The rooms were fine and the food reasonable.
  - **6** It wasn't nearly as much fun as we had hoped.
- Read paragraphs 4-6 of the blog and match sentences a-d to the Rules 1-3. There is one extra sentence. Which rule do you think is most useful?
  - a Make space for each other.
  - **b** Make plans to escape.
  - c Leave negativity at home.
  - d Pack a sense of humour.

- 6 Read the whole blog again and choose the correct answers a-d.
  - 1 Which is NOT a way to make a holiday with parents better?
    - a Avoid a negative attitude.
    - **b** Enjoy uncomplicated things.
    - c Always say how you feel.
    - **d** Find out some things about your family.
  - 2 The blogger compares hotel entertainment to the work of a famous singer in order to
    - a say how professional it is.
    - **b** criticise it.
    - c advise how to improve it.
    - **d** say how enjoyable it is.
  - 3 In 'Rule 2' the blogger felt that the day was memorable because
    - a his father made a hilarious joke.
    - **b** they met a fascinating person.
    - c they visited an interesting place.
    - **d** a stressful situation became a funny one.
  - 4 In 'Rule 3' the blogger suggests teenagers can make a holiday more relaxing for their parents by
    - a helping to buy things for the family.
    - **b** never spending a long time in the bathroom.
    - c getting up early.
    - **d** letting them read in peace.
- 7 Complete the sentences with the correct form of the highlighted phrases in the text.
  - 1 I don't know how people managed before sat nav. I would <u>get lost</u> all the time without it.
  - **2** We're lost! This man looks like a local. Let's stop and
  - **3** It's cheaper to for a day than to buy train tickets.
  - 4 I like to \_\_\_\_\_ when I go on holiday. I enjoy being far away from the rest of the world.
  - **5** There's no need to . I've got my maps app!
  - **6** We're lost! This is not the right way. Let's \_\_\_\_\_ and ask someone in that village we have just gone through.
  - **7** So, are you ready? Let's ! It's time to go!
- 8 SPEAKING Work in groups. Prepare a presentation for parents called 'How to survive a holiday with teenagers'.

D 12 WATCH AND REFLECT Go to page 165. Watch the documentary Off the beaten track and do the exercises.



#### 4C **VOCABULARY** | Travel essentials, travel phrases

#### 1 Discuss the questions in pairs.

- 1 When you go on holiday, do you prefer to travel light or pack for every possibility? Do you usually pack a backpack or a suitcase?
- 2 Do you find lists, apps or websites helpful when deciding what to pack? Say why. When I go on holiday, I prefer to pack for every possibility. I usually pack in a suitcase.
- 2 Read the packing tips below. Which are the most difficult to follow and why? Can you add any more tips?
- 3 Look at the picture and match letters A-L to the items in the packing list.
- (1) 2.4 Listen to a conversation between Alice and Suzy. Where is Alice going? What is the weather going to be like there?
- 2.5 Complete the sentences with travel essentials from the packing list. Then listen and
  - 1 I've got sunblock so my beautiful fair skin doesn't get burnt in that hot sunshine.
  - **2** Have you got a so you don't get a stiff neck?
  - **3** You ought to take some in case it's really noisy on the plane.
  - 4 Have you got some ? I read that Oregon has some very hungry mosquitoes.
  - **5** I've got a little \_\_\_\_\_ in case of minor injuries.
  - 6 Are the electric plugs the same or do you need

- 2.6 Choose the correct words to complete the travel phrases. Then listen again and check.
  - 1 I wish I could <u>escape</u> (leave / escape) the crowds and go off the beaten track for my holidays.
  - 2 Are you stopping (on / off) somewhere on the way?
  - **3** I'm taking a (direct / straight) flight to Portland.
  - 4 What time do you have to \_\_\_\_\_ (go / set) off?
  - 5 I'll (reach / arrive) my destination at 8 a.m. local (time / hour).
  - 6 Have you got a guidebook? How are you going to find your \_\_\_\_\_ (route / way) around?
  - 7 I'll be staying within easy \_\_\_\_\_ (distance / reach) of the shops.
  - **8** Let me know you've arrived \_\_\_\_\_ (safely / safe).

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

- with me on long journeys in case ... 1 Talways take \_\_\_
- 2 No one should go on holiday without because ...
- **3** I think it's important to stay within easy reach of \_ on holiday ...
- 4 The first thing I do when I reach my destination after a long journey is
- **5** Before I set off on holiday, I always

I always take a power bank in case I can't plug in to charge my phone and a pocket guide book for times when I don't have access to the Internet.

Heading off for a gap year or a backpacking adventure? Consult our packing tips and tick off the items on our packing list.

- Go small Whether you're running through the airport to catch your flight, or climbing on the roof of the train to the next Indian town, you'll be glad you packed small and light.
- Pack fours 4 t-shirts, 4 pairs of socks, 4 pairs of underwear. One to wear, one as a spare, one to wash, and one to dry.
- Think flexibility trousers that you can unzip to become shorts, a jacket that is also a travel pillow, a scarf that may be used as a hat, bag, towel etc.
- □ I can use language related to travel.



#### **Electronics**

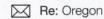
- 1 phone & charger
- 2 headphones
- 3 travel adapter 4 power bank

#### Health and hygiene

- 5 first aid kit
- 6 insect repellent
- 7 sunblock
- 8 Travel pillow 9 aear plugs

#### Other

- 10 penknife
- 11 I torch
- 12 pocket
  - guidebook



Hi Suzy,

Oregon's great! I'm staying with a guy who is a friend of Jamie's. He's the American that visited Jamie's family last year, remember? Not the guy you didn't like, the other one. The one whose sister looks like Emma Stone. His name's Ryan. The town where he lives is on the west coast. It's an area which is great for hiking. The Siuslaw National Forest, where you can walk for miles, is right on his doorstep! Ryan, who is really into photography, by the way, is a great guy. I'm attaching a photo he took. The photo, which he took with his phone, believe it or not, shows a sea fountain that we visited vesterday. Thor's Well, whose name comes from the Norse god Thor, looks like a big hole in the ocean. Water shoots way up before falling back into the hole, which is about 7 metres deep. It's amazing. Got to go. Ryan and his sister are taking me for a drive. I'll send more photos tomorrow, that's a promise. Love.

#### **4D GRAMMAR**

Alice

- Which places in the USA would you most like to visit? Say why.
- Read the email. Where is Alice? What did she do yesterday? What is Thor's Well?

#### Relative clauses

- 3 Look at the underlined pronouns in the email and answer questions 1–2.
  - 1 Which pronouns do we use for a) things, b) places, c) people, d) possessions/relations?
  - 2 Is the subject the same or different in the two clauses in sentences a-b? When can we leave out the relative pronoun in the relative clause?
    - a He's the guy (who/that) you didn't like.
    - **b** He's the American who/that visited Jamie last year.
- 4 Look at sentences 1–2. Which relative clause tells you who Ryan is? Which relative clause gives more information about him? Study the Grammar box to check your answers.
  - 1 I'm staying with a guy who is a friend of Jamie's.
  - 2 Ryan, who is really into photography, is a great guy.

#### **Relative clauses**

**Defining relative clauses** show which person, thing or place we are talking about.

**Non-defining relative clauses** give extra information about people, things and places.

We use commas before and after a non-defining relative clause. We can't leave out the relative pronoun (*who, which*) in non-defining relative clauses.

We can't use the relative pronoun that instead of who/which in non-defining relative clauses.

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- 5 Find four defining and four non-defining relative clauses in Alice's email.
- 6 In pairs, use non-defining relative clauses to combine the ideas into single sentences.
  - 1 Oregon is the ninth largest state in the USA. It is just north of California.

    Oregon, which is just north of California, is the ninth largest state in the USA.
  - 2 The President is a powerful political figure. He/She lives in a big white house in Washington.
  - **3** Taylor Swift was born in 1989. Her songs often tell stories about her life.
  - **4** The bald eagle is not in danger of extinction. It is the national symbol of the USA.
  - **5** Hollywood is in Los Angeles. They make the world's most famous movies there.
  - **6** The Grand Canyon is 446 km long, 29 km wide and 1.86 km deep. It is in Arizona.
- 7 ② 2.7 PRONUNCIATION Study Watch out! Then listen and repeat the sentences in Exercise 6.

#### WATCH OUT!

When you listen to a non-defining relative clause, you can hear the commas because the speaker pauses slightly before and after the clause and often pronounces the clause in a lower tone.

8 SPEAKING In pairs, use defining relative clauses to write a quiz about your country. Write two pieces of information for each person, thing or place in your quiz. Then do your quiz with another pair.

It's in the north-west. It's a place where people often go hiking.

9 In groups, use non-defining relative clauses to combine the sentences from your quiz in Exercise 8.

The Lake District, where people often go hiking, is in the north-west.



#### **4F LISTENING AND VOCABULARY**

| 1 | In pairs, describe the photos. Then answer |
|---|--|
|   | the questions below.                       |

- 1 Which photo is most like the place where you live?
- 2 On a scale from 1 (very clean) to 10 (very polluted) how clean is the air you breathe?
- **3** What is the air like in the centre of your nation's capital city during rush hour?

Photo B is more like my city because there are a lot of bikes.

| 2 | ② 2.8 You are going to hear a radio         |
|---|---|
|   | presenter talking about air pollution. Tick |
|   | the words you hear from the box below.      |
|   | Then use the words you ticked to complete   |
|   | the sentences below.                        |

| □congestion □diesel □ | environment |
|-----------------------|-------------|
| ☐fuels ☑exhaust fumes | □ motorway  |
| □pollution □renewable | □smog       |
| □sustainable □toxic   |             |

- 1 Cyclists and pedestrians should wear masks in busy streets to avoid breathing in <u>exhaust fumes</u> from cars and other vehicles.
- **2** If a company pollutes our rivers or produces \_\_\_\_\_ air, their executives should go to prison.
- **3** It's better not to buy cars with \_\_\_\_\_ engines because they cause more \_\_\_\_ than petrol cars.
- 4 It's clear that \_\_\_\_\_ energies are better for the .
- **5** As long as fossil \_\_\_\_\_\_ are cheaper, people will keep using them even though they are not \_\_\_\_.
- 6 \_\_\_\_\_, which is a mixture of smoke and fog, is bad for your health, so it's a good idea to get an app which tells you when it's safe to go out.

#### 3 (1) 2.8 Listen again. In pairs, say if the statements are true or false.

- 1 ☐ In Delhi, India, in November 2017, nobody was allowed to go outside because of air pollution.
- 2 Due to poor visibility at that time there were a lot of road accidents.
- **3** The World Health Organisation claims that no other city in the world has pollution as bad as Delhi.
- **4** ☐ Traffic causes most of the air pollution in London.
- **5** The speaker thinks the best solution is to wear masks.

# 2.9 Listen to the call-in and match each caller with three ideas. There are three extra ideas.

Monica | Ciaran | Michelle | |

- **a** Allow drivers to use their phones in traffic jams.
- **b** Build more and better bike lanes.
- c Cut down on noise pollution.
- **d** Encourage car sharing schemes.
- e Go on foot.
- **f** Learn from other places.
- g Make everyone use bikes.
- **h** Make more safe parking areas for bikes.
- i Obey the traffic regulations.
- j Respect each other.
- **k** Stop cyclists from riding on pavements.
- Use electric and hybrid vehicles.

#### 5 Choose the correct options to complete the sentences.

- 1 Cyclists should ride on the bike lane/payement if there is one.
- 2 Cyclists should always give way to/run over pedestrians.
- **3** Cyclists should always stop at **one-way systems/red lights** even if there are no cars coming.
- 4 If a driver **knocks down/picks up** a pedestrian on a zebra crossing, he/she should lose his driving licence for a year.
- **5** Carpooling/Congestion helps cut down pollution by sharing our journeys to work or school.
- **6** The **speed limit/traffic jams** in cities should never be more than 20 km per hour.
- 6 SPEAKING In pairs, say if you agree or disagree with the sentences in Exercise 5. Say why.

#### **4F SPEAKING**

- 1 In pairs, ask and answer the questions.
  - When was the last time you were in a traffic jam? How bad was it?
  - 2 What can you do to kill time when you're stuck in a traffic jam?

I was in a traffic jam this morning on my way to school. It wasn't too bad.

In pairs, make a list of all the transport options available in a big city like London.

Buses, ...

- 3 D 13 D 2.10 Watch or listen to the conversation. Which of the transport options you listed in Exercise 2 do the friends mention? Why do Brian and Zoe laugh at Alex?
- 4 ② 2.11 Study the Speaking box and complete the extracts from the conversation with two words in each gap. Listen and check.
  - 1 I'm sorry but I <u>don't agree!</u> I take the bus a lot.
  - **2** I Zoe. She's right. The bus service isn't bad.
  - **3** You can't \_\_\_\_\_! Buses are a joke.
  - 4 Come \_\_\_\_\_! Cycling's much cheaper.
  - **5** OK, you've got \_\_\_\_\_, but the problem with bikes is they're too easy to steal.
  - 6 I \_\_\_\_\_ you mean, but you don't need to have your own bike.
  - 7 You \_\_\_\_\_ right, Alex. Maybe I'll try it.
  - **8** That's \_\_\_\_\_ I feel. It's a crime against the environment to use a car.
  - **9** What? \_\_\_\_\_, right? Of course, they cause pollution.
  - 10 A I don't think that's realistic.
    - **B** I don't \_\_\_\_\_ either.

#### SPEAKING | Agreeing and disagreeing

#### Agreeing

That's exactly how I feel.
I don't think so either.
That's for sure.
You're not wrong.

Lagree with ... (100 per cent).

You're (absolutely) right.

Partly agreeing

I agree up to a point.
You've got a point, but ...
Maybe that's true, but ...
You might be right, but ...
Yes, but don't you think that ...

I see what you mean, but ...

\* informal, perhaps rude for people you don't know well



I'm sorry, but I disagree/ don't agree.

You're joking, right?\*
You can't be serious.\*
Come off it!\*

Come on, get real!\*
No way!\*



- 5 ② 2.12 Choose the correct answers a, b or c to complete these mini-dialogues. Then listen and check.
  - 1 It's better to walk than to take the bus.
    - a I don't think so either.
    - **b** Lagree up to a point. But not when it's raining.
    - c You're joking, right? The bus service is hopeless.
  - 2 The trains on that line are old and dirty.
    - a That's for sure. They used to be a lot cleaner.
    - **b** Maybe that's true, but I don't think they're very good.
    - c You can't be serious! They're terrible!
  - 3 Cycling's dangerous.
    - **a** Lagree with you 100%. It's the best way to get around.
    - **b** I see what you mean but it's not safe.
    - c Come off it! It's fine as long as you wear a helmet.
- 6 The council of your nearest big town or city wants to improve urban transport. There is only enough money for one of these ideas. In groups, discuss which ones you would choose.
  - · Pedestranise more streets in the centre.
  - Develop a free public bike-hire system and build more bike lanes.
  - Offer free public transport.
  - Start a park and ride scheme (big car parks outside a city with shuttle buses to bring people into the centre).
- 7 REFLECT | Society In Tallinn, Estonia public transport is free for all residents. Do you think that's a good idea? Say why. Do you think that could happen in your country?



# **Explore Scotland with AYE**

# and have the adventure holiday of a lifetime

#### Who are we?

Adventures for Young Explorers (AYE) is a non-profit making organisation that organises expeditions to some of the wildest and most beautiful parts of the Scottish Highlands. Our aim is to challenge young people, to change who they are and who they can be in the future.

#### **Expeditions**

Climbing in the Cairngorms; Mountain biking from coast to coast; Survival skills on the Isle of Skye; Canoeing from Loch Tay to the North Sea. Those are just four of the many adventure holidays and expeditions that we organise for young people in the Highlands every year.

#### How to apply

Places are limited so apply early. Don't get left behind! And remember, it's a good idea to raise your own money to help pay for the expedition. So, study our page on fundraising, which you'll find in the link below. Then write us an email to book your place with AYE.





#### Damian Hartley

To: CooperClare@aye.com

Re: Cairngorms climbing expedition

#### Dear Ms Cooper,

<u>I am writing to enquire about</u> the Cairngorms climbing expedition, which begins on Sunday 1 June. I would really like to take part. However, <u>I have a few queries</u>.

On your website, it states that you must be aged 16 to 21 to participate. I will turn 16 on 5 July, four days after the expedition begins. Could you let me know if I would be allowed to take part or if I would have to choose another expedition later in the year?

With regard to dates and times, I wonder if you could confirm what time the expedition will end on July 8. I have an exam on 9 July. Therefore, I need to be in Stirling by 3 p.m. in order to travel back to Manchester.

As for food, could you confirm there are vegetarian options available during the expedition?

Finally, I am keen to raise funds to help finance the expedition. Unfortunately, the relevant page on your website is under construction. I would greatly appreciate it if you could send me some information on fund-raising. I am really looking forward to the expedition and I hope to hear from you soon.

#### Best regards,

Damian Hartley

#### 4G WRITING | A formal email of enquiry

- 1 Look at the website and read the information. In groups, discuss which of the expeditions A-D you would most like to participate in. Say why.
- 2 Imagine you want to participate in the 'Climbing in the Cairngorms' expedition. In groups, make a list of what information you would look for on the website.

Dates, ....

- 3 Read the email. Which of your ideas from Exercise 2 does Damian enquire about?
- 4 ② 2.13 Find four queries Damian has in the email and predict the answers. Then listen and check.
- 5 Study the Writing box. Tick the things which Damian does in his email. Then complete the box with the underlined words and phrases from Damian's email.

| WRITING   A formal email of enquiry   |
|---|
| Subject  ☑ Fill in the subject box with your reason for writing.  |
| Greeting ☐ If you know the person's name, write Dear + name. If you don't know the person's name, write Dear Sir/Madam.   |
| Opening  ☐ State clearly why you are writing:  ¹ Lam writing to enquire about  I would (really) like to  I am interested in/keen to  ²/some doubts.   |
| Be polite  ☐ Write in a polite style with complete sentences, use full forms instead of contractions and use more formal linkers: however, furthermore and <sup>3</sup> You can use indirect questions and formal requests: |
| 4   |
| I wonder if you could confirm what time   |
| You shouldn't use slang words, smileys ( ), abbreviations (lol, btw, pls), exclamation marks (!) or leave out words like pronouns, articles or the verb to be.  |
| Signal topics  ☐ Signal new topics:  6, Concerning, 7, Turning to and Finally.  |
| Be relevant  ☐ Don't include irrelevant information, ask silly questions or try to be funny.  |
| Ending  ☐ Conclude your email in a formal way, by writing:  8   |
| I hope to hear from you soon.   |
| 9(Kind) regards,  |

Yours sincerely (if you know the person's name) or Yours

faithfully (if you don't) and your name.

- 6 Read another student's email and rewrite it in a more formal style. Use the phrases below to help you. Add anything that's missing and cut any irrelevant information.
  - Dear Ms Cooper,
  - Finally,
  - However, I am not sure which expedition would be the most suitable for me.
  - I am a keen musician and it might be fun to play some music.
  - I am interested in taking part in
  - I am looking forward to hearing from you soon.
  - · I wonder if you could let me know how far
  - · Kind regards,
  - Therefore, I would greatly appreciate it if you could
  - · With regard to

Hi Clare, Dear Ms Cooper,

Hi Clare.

How's it going? Well, I hope.

I fancy doing something different so I was thinking of trying one of your adventure holidays this summer.

There are two things I quite fancy doing: 'Mountain biking from coast to coast' and 'Survival skills on the Isle of Skye,' but I can't decide which one is more my cup of tea. 'So, can you answer a few questions about them to help me decide?

Now, about the survival skills thing – it sounds cool but how many people are there in each group, and what are the sleeping arrangements?

Is it OK to bring pets? I've got the cutest little kitten and I don't want to leave her.

Oh! One more thing, I'd like to bring my trumpet with me. What do you reckon? I'm really into music and I could knock out some tunes in the evenings.

Right, I'm off to the library now. Got an exam coming up soon.

Write back soon, pls 'cause I really need to plan something for my hols. Don't want to go to my gran's again!! Hope to CU this summer.

Bye 4 now. Hayley

- 7 SPEAKING In groups, use the Speaking box in lesson 4F to agree on the best expedition or adventure holiday you could realistically do in your country.
- 8 WRITING TASK Use the Writing box to write an email of enquiry about another expedition. Include at least three queries from your list in Exercise 2.

#### REMEMBER MORE

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

> THINGS TO TAKE ON HOLIDAY

power bank

congestion

#### PROBLEMS IN CITIES

- 2 Which preposition completes all three sentences?
  - 1 When we are on holiday, we often go \_\_\_\_ the beaten track.
  - 2 Even if I set very early, I am often late for school.
  - in Paris 3 I'm going to stop for a day or two.
- 3 Match the two parts of the collocations. Then check with the word list.
  - 1 □ raise a the opportunity
  - 2 escape **b** your window
  - blind 3 qrab
  - c your destination □ reach
    - d the crowds
- 4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.
  - 1 Remember never to leave your luggage at the airport. It could be taken away and destroyed. ATTEND
  - 2 The production of energy such as solar power should be widely promoted. **NEW**
  - 3 At the camp we learned various skills which can help you in critical conditions. SURVIVE
  - 4 You should always watch the demonstration before the plane takes off. SAFE
- 5 Do the task below.

Imagine you had the worst possible holiday. Say where you went and what unfortunate things happened on the way to and/or at your destination. Use words and phrases from the word list.

#### **4A GRAMMAR AND VOCABULARY** (D) 5.22

afraid of heights /ə.freid əv 'haits/

annoy (v) /əˈnɔɪ/

book a flight /,bok a 'flart/

choose a window seat/an aisle seat /tfu:z ə 'wındəu si:t/ən 'aıl si:t/

contribute to sth (v) /kən'trɪbjuːt tə ˌsʌmθɪŋ/

delay (n) /dr'ler/

engine (n) /'endʒən/

fasten your seat belt /,fa:sən jə 'si:t belt/

fold away your tray table / fauld a,wer ja 'trei terbal/

go through security /ˌgəʊ ˌθru: sɪˈkjʊərəti/

go to your gate /,qəʊ tə jə 'gert/

item (n) /'artəm/

lean over the side /li:n .auva ða 'saɪd/

leave your luggage unattended /lizv ja l\\\quad laggage laggage | ,na'tendad/

look out of the window /,luk ,aut av ða 'windau/

ought to (v) /'o:t tu:/

put your hand luggage in the overhead locker /exal' beh,evue, eð ni sbipal, bnæn' ej tug,/

put your seat in an upright position /,put ja ,si:t ın ən ,nprait pə'zifən/

raise your window blind /,reiz ja 'windau blaind/

smoking area (n) /'sməukɪŋ ˌeəriə/

switch your phone to flight mode /,switf ja ,faun tə 'flart məud/

turn sth around (phr v) /,t3:n ,sλmθIη ə'raund/

warn (v) /wo:n/

watch the safety demonstration /wptf ða 'serfti deman,streifan/

weird (adj) /wrad/

#### **4B READING AND VOCABULARY**

(1) 5.23

advise (v) /əd'vaɪz/

ancient castle / emfant 'ka:sal/

ask the way /a:sk ðə wei/

at least / at 'list/

be a pain /bi ə 'peɪn/

bury (v) /'beri/

compare sth to sth (v) /kəmˈpeə ˌsʌmθɪŋ tə , s/mθιη/

criticise (v) /'krɪtəsaɪz/

escape (v) /r'skerp/

evening/hotel entertainment (n) /i:vnɪn/həʊ,tel .entə'ternmənt/

frustrating (adj) /frn/streɪtɪŋ/

gesture (n) /'dzestfə/ get/be lost /.get/.bi 'lost/ go off the beaten track / goo pf do bi:tn 'træk/ go on about sth (phr v) /,gəυ 'pn ə,baυt ,sʌmθɪŋ/ go smoothly /,gəu 'smu:ðli/ qolden rule (n) /.gapildan 'ru:l/ grab the opportunity /,græb ði ,ppa'tju:nati/ head off (phr v) /,hed 'pf/ highlights (n) /'harlarts/ hire a car /,hazər ə 'ka:/ hit the dance floor /hit ðə 'da:ns flo:/

hit the road /hit ða 'raud/

in peace / in 'piss/

juicy gossip /dzu:si 'gosəp/

lie-in (n) /lar in/

local (n) /'ləʊkəl/

make space /,meik 'speis/

maps app (n) / mæps æp/

memorable (adj) /'memərəbəl/

negative attitude /,negativ 'ætitju:d/

negativity (n) / nega'tıvəti/

non-existent (adj) /,npn 1g'z1stənt/

pack a positive attitude / pæk a .ppzatrv

peace and quiet (n) / pi:s ən 'kwarət/

plan the route / plæn ða 'ru:t/

pull out a tooth /,pol ,aut a 'tu:θ/

reasonable (adi) /'ri:zənəbəl/

rebellious (adj) /rr'beljas/

relaxing (adj) /rrˈlæksɪŋ/

respect sb's needs /rɪˌspekt ˌsʌmbɒdiz 'ni:dz/

sense of humour /,sens av 'hju:ma/

show interest / Jao 'Intrast/

simple pleasures /,simpəl 'pleʒəz/

spice plantation (n) /'spars plæn,terfən/

stressful (adj) /'stresfal/

surprisingly (adv) /səˈpraɪzɪŋli/

tend to do sth /,tend tə 'du: ,samθɪŋ/

to be fair /tu bi 'feə/

trip of a lifetime / trip əv ə 'laiftaim/

turn back (phr v) /,ts:n 'bæk/

turn out (phr v) /,ts:n 'aut/

turquoise (adj) /'ta:kworz/

uncover (v) / \n'k \nvə/

unexpectedly (adv) / nnik'spektidli/

wildlife park (n) /'warldlarf pa:k/

#### 4C VOCABULARY (1) 5.24

arrive safely /ə,rarv 'serfli/

backpack (n) / bækpæk/

backpacking (n) /ˈbækˌpækɪŋ/

catch a flight /kæt( ə 'flart/

charge (v) /tfa:dz/

charger (n) /'tfa:dzə/

earplugs (n) /ˈɪəplʌgz/

electric plug (n) /ɪˌlektrɪk 'plʌq/

escape the crowds /ɪˌskeɪp ðə ˈkraudz/

find your way around /faind ja ,wei a'raund/

first aid kit (n) /fs:st 'erd krt/

flexibility (n) / fleksə brləti/

gap year (n) /'gæp jɪə/

get burnt /,get 'bs:nt/

hygiene (n) /'haɪdʒi:n/

insect repellent (n) /'insekt ri,pelant/

local time (n) / laukal 'tarm/

minor injury /,mainə 'indgəri/

mosquito (n) /məˈski:təʊ/

pack for every possibility /,pæk fər ,evri ,ppsə'bɪləti/

packing list (n) /'pækɪŋ lɪst/

penknife (n) /'pennarf/

plug in (phr v) / plag 'in/

pocket guidebook (n) /,pokət 'gardbok/

power bank (n) /'pauə bæŋk/

pro (n) /prau/

reach your destination /,ri:tʃ jə ,destə'neɪʃən/

set off (phr v) /,set 'pf/

stop off (phr v) /,stop 'of/

sunblock (n) /'sanblok/

sunshine (n) /'sʌnʃaɪn/

take a direct flight / terk ə də rekt 'flart/

torch (n) /to:tf/

towel (n) /'tauəl/

travel adapter (n) /'trævəl ə,dæptə/

travel light /,trævəl 'laɪt/

travel pillow (n) /'trævəl ,pɪləu/

unzip (v) /ʌnˈzɪp/

within easy reach /wɪðˌɪn ˌiːzi ˈriːtʃ/

#### 4D GRAMMAR (1) 5.25

/leg:i' bl:cd,\ (n) /lbo:ld 'i:gəl/

coast (n) /kəust/

Grand Canyon (n) /,grænd 'kænjən/

great for (hiking) /,great fo ('haakan)/

guy (n) /gaɪ/

hole (n) /həʊl/

in danger of extinction /in ,deindgər əv ik'stink[ən/

national symbol (n) /,næ[ənəl 'sɪmbəl/

ocean (n) /'aufan/

political figure (n) /palitikal figa/

right on the doorstep / rart on 3a 'do:step/

sea fountain (n) /'si: ,faontan/

state (n) /stert/

# 4E LISTENING AND VOCABULARY 5.26

air/noise pollution (n) /'eə/'nɔɪz pəˌlu:ʃən/

bike lane (n) /'bark lern/

busy street /,bizi 'stri:t/

capital city (n) /ˌkæpətl 'sɪti/

carpooling/car sharing (n) /'ka:,pu:liŋ/'ka:

car sharing scheme (n) /ˈkɑ: ˌfeərɪŋ ski:m/

congestion (n) /kən'dzest[ən/

cut down on sth (phr v) /kAt 'daun on ,sAmθιη/

cyclist (n) /'saɪklɪst/

/negenetics/ (n) /'dizzal jendgan/

electric/hybrid vehicle (n) /ɪˌlektrɪk/ˌhaɪbrəd 'viːɪkəl/

environment (n) /in'vairanment/

executive (n) /ɪgˈzekjətɪv/

exhaust fumes (n) /1g'zo:st fju:mz/

fossil fuel (n) /'fosəl ,fju:əl/

give way to sb /,grv 'wer tə ,snmbodi/

junction (n) /'dʒʌŋkʃən/

**knock down a pedestrian** /,nok ,daun ə pə'destriən/

mask (n) /ma:sk/

motorway (n) /ˈməʊtəweɪ/

obey (v) /əʊˈbeɪ/

on foot /pn 'fut/

one-way system (n) /,wan wei 'sistim/

parking area (n) /'pa:kɪŋ ˌeəriə/

pavement (n) /'pervment/

pedestrian (n) /pəˈdestriən/

pick up (phr v) /ˌpɪk ˈʌp/

pollute (v) /pəˈluːt/ -

renewable energy (n) /rr,nju:abal 'enadzi/

ride (v) /raid/

run over (phr v) /,rxn 'əʊvə/

rush hour (n) /'rnf avə/

share a journey / Jear a 'dza:ni/

smog(n)/smpg/

speed limit (n) /'spi:d ,limit/

stop at red lights /,stop at ,red 'lasts/

sustainable (adj) /səˈsteɪnəbəl/

toxic (adj) /'toksik/

traffic jam (n) /'træfik dæm/

traffic regulations (n) /'træfik ,regju,leifənz/

visibility (n) /,vrzə'brləti/

**WHO / World Health Organisation** (n) /<sub>i</sub>dAbəlju: ertf 'bu/ ws:ld helθ ,c:gənar'zerfən/

zebra crossing (n) /,zebra 'krossn/

#### 4F SPEAKING 🗐 5.27

bike/car hire system (n) /'baɪk/'ka: haɪə ˌsɪstəm/

bus service (n) /'bas ,s3:vəs/

crime against sth (n) /kraɪm əˈgenst ˌsʌmθɪŋ/

get around (phr v) /,get ə'raund/

helmet(n)/helmat/

kill time /kil 'taim/

park and ride scheme (n) /,pa:k and 'raid ski:m/

pedestrianise (v) /pəˈdestriənaɪz/

public transport (n) /,pxblik 'trænspo:t/

realistic (adj) /rɪəˈlɪstɪk/

shuttle bus (n) /'fatl bas/

#### 4G WRITING (1) 5.28

canoeing (n) /kəˈnuːɪŋ/

confirm (v) /kənˈfɜːm/

enquire (v) /ɪnˈkwaɪə/

flat (adj) /flæt/

fundraising (n) /'fʌndˌreɪzɪŋ/

get left behind /,get ,left br'harnd/

hill (n) /hɪl/

hols (n) /hplz/

keen (adj) /ki:n/

limited (adj) /'limətəd/

mountain biking (n) /'mauntan ,barkın/

query (n) /ˈkwɪəri/

raise funds / reiz 'fandz/

relevant (adj) /'reləvənt/

sleeping arrangements (n) /'sli:pɪŋ
ə,reɪndʒmənts/

steep (adj) /sti:p/

survival skills (n) /səˈvaɪvəl skɪlz/

under construction /,nndə kən'strakfən/

#### **VOCABULARY AND GRAMMAR**

# Choose the correct words to complete the sentences.

- 1 If you want a good price, you should *leave / book / switch* a flight in advance.
- **2** Please *close / put / fasten* your seatbelt. The plane is going to take off.
- **3** You should *throw / fold / hide* away your tray table before take-off and landing.
- **4** You should answer questions the staff ask when you go *by / through / between* security at the airport.
- **5** Can you raise your window *blind / curtain / cover* so I can see the view, please?
- 6 They had a good trip and arrived home carefully / safely / securely.

# 2 Match the words from the box with the definitions.

<del>charger</del> first aid kit penknife power bank sunblock torch travel adapter travel pillow

- 1 You need this when your phone runs out of power. *charger*
- 2 This protects your skin from the sun.
- 3 It stores electrical energy that you can use later to charge your devices.
- 4 Take this object with you so that you can see at night.
- **5** You need this to charge your electronic devices in a foreign country.
- 6 A small, pocket-sized gadget you can cut things with.
- **7** Put your head on this when you are travelling by plane or train.
- **8** You need one at home and one in the car for health emergencies.

# **3** Complete the sentences with one word in each gap.

- Before the plane takes off you must put your seat in an <u>upright</u> position and switch your phone to <u>f</u>\_\_\_\_\_mode.
- **2** We **h**\_\_\_\_\_ a car for a week on our last holiday to Spain. We always **h**\_\_\_\_ the road early to avoid traffic.
- 3 Dad loves choosing places no one knows for our holidays, but I don't really like going off the b\_\_\_\_\_ track.
- 4 It was easy to find their way a \_\_\_\_\_ so they didn't need a map.
- 5 When they're driving, they always plan the r\_\_\_\_\_ so they can e\_\_\_\_ the crowds. They hate going to busy places.
- **6** Although her office is within easy **r**\_\_\_\_\_, she leaves home early because of the traffic **c**\_\_\_\_ in the city centre.

# 4 Rewrite the sentences with the correct form of the verbs from the box. Sometimes more than one answer is possible.

can/can't could/couldn't must/mustn't may/may not (not) have to ought (not) to (not) be able to should (not)

- **1** I feel it's important to get up early tomorrow. I must get up early tomorrow.
- 2 Please ask the people in the room next door to stop shouting.
- **3** It's necessary to wear a swimming hat in the pool.
- 4 I wasn't able to speak English well when I started this job but now I am.
- **5** You are not allowed to bring pets to the hotel.
- **6** It would be a good idea if the hotel changed the towels every day.
- 7 It wasn't necessary for me to show my passport the last time I stayed.
- **8** If it rains tomorrow, it won't be possible for us to go to the beach.

#### Combine the two sentences to create one sentence with either a defining relative clause (1-4) or with a nondefining relative clause (5-8). Put the pronoun in brackets if it can be omitted.

- 1 I saw an advertisement on the website. It wasn't up to date.

  The advertisement (which/that) I saw on the website wasn't up to date.
- **2** People enjoy travelling off the beaten track. They can get lost!
- **3** We stayed in a hotel last summer. It was heated by renewable energy sources.
- 4 Some people have heavy hand luggage. They ought to be careful when they put it in the overhead lockers.
- **5** Toxic air is still produced by some factories. It is a big contributor to global warming.
- **6** Jo Brown was on a flight that couldn't land because of smog. He is a well-known football player.
- 7 Wind power is growing in popularity. It's a form of sustainable energy.
- **8** Cycling is a popular means of transport. It's environmentally-friendly.

#### **USE OF ENGLISH**

# 6 Complete the sentences with the correct words formed from the words in bold.

| 1 | The key to getting on well with your parents on holiday |                 |  |
|---|---|-----------------|--|
|   | is <u>flexibility</u> . FLEXIBLE                        |                 |  |
| 2 | You should never leave your luggage                     | at the airport. |  |

- ATTEND
- **3** Please watch the safety \_\_\_\_\_ carefully. **DEMONSTRATE**
- **4** You need good \_\_\_\_\_ skills for some types of adventure holiday. **SURVIVE**
- 5 There are a lot of flies here. Has anyone got any insect \_\_\_\_\_? REPEL
- **6** They were very late because of the traffic \_\_\_\_\_ in the city centre. **CONGEST**
- 7 Countries should invest in \_\_\_\_\_ energies such as wind and water power. RENEW

#### 7 Choose the correct words a-d to complete the text.

I've just got back from the 1\_\_\_\_ of a lifetime to Spain. It was a great holiday but it didn't start well.

I was going to go with my friend Jack but unfortunately, he was too ill to travel. So, I set <sup>2</sup>\_\_\_\_\_ for the airport alone! I checked in and went through security. It took so long that I thought I was going to miss my flight! <sup>3</sup>\_\_\_\_, I needn't have worried as it was two hours late! Once I was on the plane, things didn't get any better. I had booked <sup>4</sup>\_\_\_\_ seat so I could get off the plane more quickly after landing. Unfortunately, someone had made a mistake, so I had to sit in a window seat. Finally, when we were almost at our <sup>5</sup>\_\_\_\_, the captain announced, 'We are sorry but we won't be able to land for another fifty minutes due to a bad storm.' Despite this terrible start, everything went <sup>6</sup>\_\_\_ and I had a fantastic holiday.

| 1 | <b>a</b> voyage   | <b>b</b> journey | <b>c</b> trip        | <b>d</b> walk        |
|---|-------------------|------------------|----------------------|----------------------|
| 2 | a on              | <b>b</b> up      | <b>c</b> down        | <b>d</b> off         |
| 3 | <b>a</b> Although | <b>b</b> However | <b>c</b> Furthermore | <b>d</b> Therefore   |
| 4 | a a side          | <b>b</b> a fold  | <b>c</b> an aisle    | <b>d</b> a window    |
| 5 | <b>a</b> aim      | <b>b</b> target  | <b>c</b> objective   | <b>d</b> destination |
| 6 | <b>a</b> badly    | <b>b</b> worse   | <b>c</b> smoothly    | <b>d</b> good        |

#### Use of English > page 192

#### LISTENING

- - 1 You are going to hear a tour guide talking to visitors to the Greek island of Rhodes. What is she doing?
    - a giving the visitors information about Rhodes
    - **b** welcoming the visitors
    - c giving the visitors details about their accommodation
  - **2** You are going to hear a radio traffic report. What are the presenters the most surprised about?
    - a the bad weather on the M25
    - b a car crash on the M26
    - c the reason for traffic congestion on the M26
  - 3 The speaker is announcing that
    - a there is a change of gate for flight 285.
    - **b** flight 285 is delayed for technical reasons.
    - c flight 285 is ready for boarding.
  - 4 You are going to hear a telephone conversation between two friends. Why is the boy calling?
    - a To ask the girl to lend him something.
    - **b** To ask for advice about travelling on a long flight.
    - c To tell the girl he's going away.
  - 5 You are going to hear a business woman who travels a lot talking about flying. What is her attitude to flying?
    - a She finds it exciting.
    - **b** She thinks it's a practical way of travelling.
    - c She says it pollutes the environment.

#### **SPEAKING**

Your friend is going on holiday without their parents for the first time. In pairs, talk about why each piece of advice is important and then decide which is the best advice.

#### STRATEGY | Collaborative task

Make sure you ask your partner questions about their opinion. It is important to use language for agreeing and disagreeing (I'm sorry but I disagree., That's exactly how I feel.) You do not have to agree with your partner.



#### 10 Discuss these questions with a partner.

- Do you think you would follow any of this advice if you went on holiday without your family? Say why.
- 2 Why do you think many people prefer to choose active holidays?
- **3** Some people say there are more important things to spend your money on than holidays. How far do you agree with this opinion?

#### WRITING

11 You have seen this advertisement for cycle tours.

#### City cycle tours!

Get to know the city and keep fit at the same time! We organise day and half-day tours for all ages. Interested? Then send Brian Philips an email to find out more!

We look forward to hearing from you!

Write an email asking for more information. Ask about the meeting point and time, how long and difficult the ride is, the price and the lunch arrangements.

# LIFE SKILLS

### How to take part in a debate



- 1 In pairs, discuss the questions.
  - **1** Describe a situation when you took part in a debate at home or at school.
  - 2 How do you think debating skills can be useful a) at school b) in future jobs?
- 2 Read the announcement. Would you like to join the club? Say why.

# Roundhills Debating Club

Do you like taking part in discussions?

Are you looking for a chance to broaden your horizons?

#### If yes, don't hesitate and join Roundhills Debating Club!

We meet every Thursday at 15.30 in the School Hall.

We discuss topics that are important to young people, which last

year ranged from the best pizza topping to how to take exams.

Still not sure you'd like to join? Here's why it's useful to learn how to debate.

- 1 It boosts your confidence. You won't feel scared the next time you have to give a presentation.
- 2 You can also improve your communication skills.
- 3 You learn to look at both sides of complex questions and think critically. This will help you do better at school and write excellent essays.

And finally, debating is just great fun!

Come and find out for yourself!

- Read the text What is a debate? with rules for members of the debating club. Are the statements below about a debate true or false? Explain why the false ones are incorrect.
  - Every debate has two sides.
  - 2 All the speakers speak for and against the debate statement.
  - In a debate, the speakers try to persuade the second team to accept their point of view.
  - 4 A timekeeper may extend the time limit for a speaker.
  - 5 The audience may decide on the outcome of a debate.
  - **6** The speakers in both teams take turns to talk.
  - **7** Rebutting means finding additional arguments to prove a team is right.
- Work in pairs. Read the debate statement below and make a list of arguments for and against a vegan diet.

  Everyone should become a vegan.
- 5 ② 2.15 Listen to part of a debate on the statement in Exercise 4. Answer the questions. Are the students' arguments similar to yours?
  - What two arguments in favour of the statement does the first speaker give?
  - **2** What two arguments against the statement does the second speaker give?
  - **3** Who do you think has stronger arguments and should win the debate? Say why.

# What is a debate?

A competitive debate is an argument with some rules. It involves two teams of two or more people. The teams are given a controversial statement to discuss and a set period of time to prepare.

#### Proposition and opposition

The team which argues in favour of the statement are called 'proposers'. The team which argues against the statement are called the 'opposers'.

#### Goal of the debate

The goal of a debate is for the teams to prepare a good argument in a short time. The speakers in a team must work together to convince the audience and judges that they are right.

#### Length of speeches

Participants can only speak for a specified period of time, for example 3–5 minutes.

6 ② 2.15 Study the Speaking box. Then listen again and tick the expressions you hear.

#### SPEAKING | Debating

#### Presenting the motion and the speakers

- ☐ We are going to speak in favour of/against the motion that ...
- ☐ This morning we have the easy task of convincing you that
- ☐ First, I will talk about ... I shall also argue that ... The next speakers will explain why ...
- I, as the first speaker will be talking about ... My colleagues will later discuss ...

#### Presenting your arguments

- ☐ My first/second argument is ...
- Let me come to my first/second/next argument.
- ☐ Let the facts speak for themselves.
- Perhaps I should also mention that ...
- ☐ To begin with, ...
- ☐ In addition, ... What's more, ...

#### Stating a strong opinion

- ☐ I firmly believe that ...
- ☐ We are convinced that ...
- ☐ It is our belief that ...

#### Supporting an opinion with examples/evidence

- ☐ New studies confirm that ...
- ☐ Recent research has shown that ...

#### Summarising

- ☐ So, to sum up, ...
- ☐ All in all, ...
- ☐ To conclude, let me stress that ...

#### Chairperson and timekeeper

A chairperson opens the debate, introduces each speaker and makes sure everybody follows the rules. The timekeeper checks the time and gives signals to speakers to show that they will soon run out of time.

#### ludges and audience

Usually a panel of judges gives points to the teams and decides who should win. Sometimes the audience votes to choose the winner.

#### Structure of the debate

A typical debate has the following format:

- Teams hear the topic and take positions (for and against).
- Teams discuss their topic and come up with arguments.
- The speakers for the proposition and opposition present the main arguments.
- Teams discuss the arguments of the opposing team and try to 'rebut' them, that is explain why their arguments are wrong.
- Speakers from both teams present their rebuttals.
- This continues until all speakers have spoken and the last speakers sum up their points.

Read the advice. Why do you think these points are important when debating?

# LIFE SKILLS How to take part in a debate

- Be calm and confident.
- Speak clearly and slowly.
- Prepare well. Use logical arguments to support your point of view.
- Don't get personal. Challenge what someone says, but don't attack the person saying it.
- Pay attention to the time.
- Be polite at all times.
- Work as a team and support each other.
- 8 DEBATE Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.

It's better to spend holidays in your own country than abroad.

9 Do the task below.

#### LIFE SKILLS | Project

Work in two teams and prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.

- Use the statements in Exercise 4 or 8, or choose a topic on page 197.
- Discuss points and examples for your side of the debate.
- Decide who will present each point.
- Research information online and prepare your speeches.
- Debate the statement against another team in class, in front of other students.
- The class votes on the winner of the debate. Use the checklist on page 197 to assess the participants.

# 05

# The next step

**VOCABULARY** Personality adjectives, studying, work and jobs

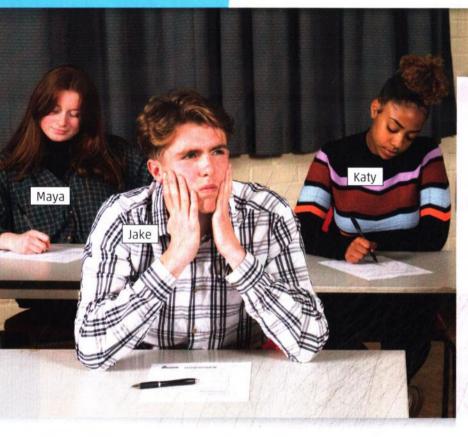
**GRAMMAR** Talking about the future, Future Continuous and Future Perfect

Use of English > page 193

**SPEAKING** Describing strengths and weaknesses

**WRITING** Personal statement as part of a university application

VIDEO Grammar Communication Documentary



#### **5A GRAMMAR AND VOCABULARY**

In pairs, choose the adjectives that best describe a person who does well in exams.

competitive curious dedicated determined eager to learn gifted hard-working inventive mature overconfident responsible sensible sharp

You need to be eager to learn to do well in exams.

- 2 How do you feel before exams? Choose the sentence which is most true for you. Then talk about your answers in pairs.
  - 1 I usually feel confident that I'm going to pass but occasionally, I get a nasty surprise.
  - 2 I enjoy exams. I think it's exciting to have a chance to show everything I've learned.
  - **3** I get butterflies in my stomach, I can't sleep the night before and I'm sure I'm going to fail.
- 3 ② 2.16 Read and listen to the dialogue. Then match the speakers: Katy, Jake and Maya to sentences 1–3 in Exercise 2.

| Katy | OK, al'll get the tickets What? Oh,   |
|------|---------------------------------------|
|      | yeah, I'll ask them but 1 don't think |
|      | they'll come. Bye!                    |

What are you two doing after the exam? 'I'm meeting Andy at Mario's and then we're going to see a movie.

Jake No, thanks. After this exam, di'm going

to lie down in a dark room.

Do you want to come?

**Katy** Well, I'm sure you'll enjoy that. What about you, Maya?

Maya What time does the film start?

Katy <u>elt starts at six.</u>

Maya I can't make it then. I'm meeting Mo at the library at seven.

**Katy** Why are you going to the library?

Maya To study.

**Jake** Are you going to revise for the Maths

exam?

Maya No, I don't need to. I'll definitely pass Maths. I'm going to study French.

**Katy** Any last-minute predictions?

Jake Yes, I'll fail, fyou might pass and ...

**Katy** What do you mean I might pass? I'm going to walk this exam.

Jake No, you're overconfident. And Maya will probably get every single question right.

Maya I definitely won't get a 100 percent, Jake. Chemistry's hard. And I'm sure you won't fail. You never fail.

Jake That's not true. I failed Art in Year 9.
Anyway, I'm not going to pass this exam. I know it.

**Teacher** OK, <a href="mailto:state;">9</a> the exam is about to begin so please stop talking and turn over your exam papers.

Oh no! I haven't studied this. hI'm going to fail!

#### Talking about the future

- 4 In pairs, read the underlined sentences a-h in the text and match them to the explanations 1-8. Then study the Grammar box and check.
  - **1** ☐ In my opinion, this won't happen.
  - 2 That's my plan.
  - **3** That's what the website says.
  - 4 ☐ I promise to do that.
  - **5** It's not impossible but it's not guaranteed.
  - 6 ☐ I've seen the questions, I know I can't pass.
  - 7 It's going to start very soon.
  - **8** We've arranged to do that.

#### Talking about the future

When we have already decided or planned something in the future, we use:

- the Present Simple for timetables and scheduled events
- the Present Continuous for personal arrangements
- going to + infinitive for plans and intentions

When we announce a decision we have just made or offer/promise to do something, we use *will* + infinitive.

When we predict the future, we use:

- going to + infinitive for predictions based on evidence
- will + infinitive for predictions based on opinions and beliefs
- may/might/could + infinitive to talk about possibilities

When we talk about something in the very near future, we use *be about to* + infinitive.

#### Grammar Reference and Practice > page 180

- 5 ② 2.17 Complete the conversation with the correct future form of the verbs in brackets. Then listen and check.
  - **Katy** Please help me study for the Physics exam. I'll buy you a cake.
  - Maya I can't. I \* 'm going (go) to my gran's. It's her sixtieth birthday. I've got to get to the station. I \* (take) the train. It \* (leave) at half past.
  - Katy No problem. I 4\_\_\_\_\_ (come) with you!
  - Maya What? I'm not sure but my gran 5\_\_\_\_\_ (be) a bit surprised to see you. She's never met vou.
  - Katy Don't be silly. I 6 \_\_\_\_\_ (not/go) to your gran's! I'm just 7 \_\_\_\_ (walk) with you to the station.
  - Maya So it's arranged? You \*\_\_\_\_ (come) round to mine on Sunday at four, right?
  - **Katy** Yes! I'm sure I 9\_\_\_\_\_ (pass) if you help me.
  - Maya Sorry, I've got to run! The train 10 (leave)

- 6 Study Watch out! Then rewrite the underlined phrases in sentences 1–5 in the negative so that they make sense.
  - 1 I think I'll pass all my exams but I think I'll pass most of them.
  - 2 <u>I'll probably start</u> studying seriously next weekend. I've got too much to do.
  - **3** <u>I'll definitely leave</u> before the end of the exam. It's a tough subject.
  - 4 Ithink I'll go to university when I leave school. I want to get a job.
  - **5** I'll certainly fail Maths it's my best subject.

#### **WATCH OUT!**

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.

- 7 Tick the sentences in which the correct future structure is used and correct the ones which are wrong.
  - 1 ☐ I'm sure <u>I'm about to pass</u> my next English test.

    I'm sure I'll pass ...
  - **2** ☐ I'm sitting an exam tomorrow it starts at 9 a.m.
  - **3** ☐ I promise I'm not cheating in any of my exams.
  - **4** ☐ We'll get a surprise test next week it's a possibility.
  - **5** It's an important exam so I'm going to study all night.
  - 6 Look at the time the bell will ring for the end of the class.
- SPEAKING In pairs, ask and answer the questions. Use the language from the Grammar box and Watch out! Student A, go to page 196. Student B, go to page 199.
- 9 Do you think exams are the best way to measure students' ability? Say why. What other ways might be better?

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

What skills do you think you will need to learn for your future career?



#### 5B **VOCABULARY** I

#### Phrasal verbs related to studying

1 (1) 2.18 Complete the text with the correct forms of the phrasal verbs from the box. Then listen and check.

catch up on come up with drop out hand in get down to go over put off

| 2 | Match the highlighted phrasal verbs with definitions a-f |
|---|--|
|   | Then check with a partner.                               |
|   |  |

| 1 | ☐ My history teacher says I need to <b>pull my socks up</b> or |
|---|--|
|   | I won't pass the exam.   |
| 2 | ☐ I think I'll be able to <b>keep up with</b> Maya. I'm as     |

- dedicated as she is. **3** I tend to pick up languages easily but I really have to work hard at Maths.
- 4 Two of my classmates put together a great presentation on the Amazon rainforest.
- **5** I really hope algebra **comes up** in the test tomorrow.
- **6** You're going to **fall behind** if you miss any more classes.
- a research and write
- d work as quickly as
- **b** appear
- e work harder
- c progress too slowly
- f learn

#### Add the missing words, then match beginnings 1-6 with endings a-f. In pairs, say if the sentences are true for you.

- 1 Although it's tempting to put 1 off revision until the last minute ...
- 2 Sometimes it can be difficult to keep 2 with all my schoolwork ...
- 3 If I'm absent from a lesson for any reason ...
- 4 I quite enjoy putting 3 presentations ...
- 5 It's a good idea to go 4\_\_\_\_\_ your notes before an exam ...
- 6 I don't pick 5 new English words easily ...
- **a** □ ... but success depends mostly on which questions come 6\_\_\_\_\_ on the day.
- **b** ... and occasionally I fall 7\_
- c ☐ ... but I'm less keen on standing up and presenting
- \_\_\_ with different ways of **d** □ ... so I have to come <sup>8</sup> remembering them.
- e ☐ ... it's better to get 9\_\_\_\_\_ to work as soon as possible.
- **f**  $\square$  ... I always try to catch up 10 what I've missed and hand in the homework.

#### 5C GRAMMAR

- Look at the online information about a university open day for future students. Which parts of the day look most interesting to you?
- 2.19 Listen to Tom and Natalie discussing their plans for the open day. Complete Tom's plan with the events from the online information in Exercise 1.

| 08.50 - 0  | 9.05 listen to welcome speech |
|------------|-------------------------------|
| 09.10 - 09 | 45                            |
| 10.00 - 11 | 00                            |
| 11:30 - 12 | .30                           |
| 12.30 - 13 | 3.00 have bunch               |
| 13.00 - 14 | .00                           |
| 14.00 - 15 | .00                           |

#### **Future Continuous and Future Perfect**

- Look at extracts 1-3 from the conversation and answer questions a-b. Then study the Grammar box and check your answers.
  - **1** At 9.00 we'll be listening to the welcome speech.
  - 2 We'll have finished the talks by 11.00.
  - 3 For the next four years you will be studying for your undergraduate degrees.
  - a Which sentences refer to an action in progress and which to a completed action?
  - **b** Which sentences refer to a point in time and which to a period of time?

#### **Future Continuous and Future Perfect**

- a We use the Future Continuous for actions that will be in progress at a certain time in the future.
- **b** We also use the Future Continuous for actions that will be in progress over an extended time in the future.

will/won't + be + -ing

Time expressions: at this time next month, tomorrow at 5 p.m., etc.

• We use the Future Perfect for actions that will be completed before a certain time in the future.

will/won't + have + past participle

We often use by + a time phrase with the Future

I'll have had enough of open day **by eleven o'clock**.

Other time expressions: by the time I'm twenty, two hours from now, etc.

#### Grammar Reference and Practice > page 180

Find more examples of the two tenses on the university website. Match them to rules a-c in the Grammar box.

# LANGCHESTER UNIVERSITY



#### **EVENTS**

visit the information desks

explore the campus and library

attend subject talks

see the sports facilities

tour the halls of residence

click here for times and locations



# **Undergraduate Open Day**

Saturday 10 May 8.45 a.m.-3.00 p.m.

Right now you are working harder than ever. But soon you will have finished your exams. Over the next few months you'll be deciding which universities to apply to. These are exciting times.

Will you be studying at Langchester at this time next year? Find out more at our open day. Meet our students and talk to our academic staff.

## 5 Choose the correct forms to complete the sentences.

- What will you be doing / have done at midday tomorrow?
- 2 I can't meet you at 7 p.m., I'll have had / be having a driving lesson.
- **3** I'm not going camping next weekend because I won't *be finishing / have finished* my science project.
- 4 At this time next year, I'll be studying / have studied at university.
- 5 Will you have decided / be deciding what you want to study at university by the end of the month?
- **6** For the next four years, you'll be *living / have lived* in student accommodation.

#### 6 Look at Tom's plan in Exercise 2 and write sentences with the Future Perfect or the Future Continuous and at or by.

- 1 09.00 / Tom / listen to the welcome speech.

  At 09:00 Tom will be listening to the welcome speech.
- 2 09.50 / he / explore the campus and library.
- **3** 10.30 / he / attend the talk on veterinary medicine.
- 4 12.30 / he / see the sports facilities.
- 5 13.05 / Tom and Natalie / have lunch.
- 6 13.30 / they / visit the information desks.
- **7** 14.30 / the two friends / tour the halls of residence.

- 7 ② 2.20 Complete the conversation between Tom and Natalie. Use the Future Continuous or the Future Perfect forms of the verbs in brackets. Then listen and check.
  - Natalie Shall we meet tomorrow and go over our options for next year? How about Riverside Café? They \*\* will be serving\* (serve) unlimited coffee and cake for just £3.99 all the way through May! I heard it on the radio.
  - **Tom** Do you ever think about anything else except coffee?
  - Natalie Occasionally. Shall we say 10? 2 (you/wake up) by then or 3 (you/still/lie) in bed?
  - Tom Cheeky! Actually, I 4\_\_\_\_\_ (play) football at 10, we start at 9, but we 5\_\_\_\_\_ (finish) by 11.30, so I could meet you at 12.
  - Natalie No, sorry. I 6 (have) lunch with my parents at 12. How about 1.30 at the café?
  - Tom I might get there a bit earlier to catch up on some reading, but I (wait) for you inside at half one.
  - **Natalie** With a huge pot of coffee, please!

#### 8 SPEAKING In pairs, ask and answer the questions.

- What will you be doing:
- 1 at 9 p.m. this evening?
- 2 at midday on Saturday?
- **3** at this time next week?
- 4 next year?
- What will you have done:
- **5** by the end of this lesson?
- 6 24 hours from now?
- 7 in one year's time?
- 8 by the time you are 25?
- A What will you be doing at 9 p.m. this evening?
- **B** I'll be watching a film.
- Work in groups. Plan an open day for students who want to study at your school. Write a schedule for the day and prepare a short welcome speech. Use the Future Continuous and the Future Perfect to give information about the day.

#### **5D SPEAKING**



- 1 Look at the photos. Colin and Chen have just arrived at their interviews for a gap year placement with a video games company. Who do you think will make a better impression? Say why.
- 2 Complete these interview tips with do or don't. Can you add any more tips?
  - **1** <u>Do</u> arrive ten minutes early so you are relaxed and ready when your name is called.
  - **2** \_\_\_\_\_ dress smartly and make sure you smell nice.
  - **3** \_\_\_\_\_ listen carefully and try to remember names.
  - 4 \_\_\_\_\_ use your phone during the interview.

  - **5** \_\_\_\_\_ read from your CV or application form.
  - **6** \_\_\_\_\_ give details and examples.
  - 7 \_\_\_\_\_ talk about irrelevant details.
- 3 Does he follow any of the tips in Exercise 2?
- 4 D 16 D 2.22 Watch or listen to Chen's interview. What does she do better than Colin?

5 2.22 Complete the Speaking box with the words from the box. Then watch or listen again and check. What are Chen's strengths and weaknesses?

develop difficult fast manage pressure tend

| SPEAKING        | Describing strengths and weaknesses |
|-----------------|-------------------------------------|
| Describing stre | ngths                               |

I have good communication/English/organisational skills. I'm self-motivated.

I \*manage my time carefully.

I work well/better under 2 /in a team.

I'm good at multi-tasking/meeting deadlines.

I'm a 3 learner.

Lenjoy solving problems.

#### Describing weaknesses

My biggest weakness is probably Maths.

4\_\_\_\_\_ to spend too much time checking my homework.

I find it 5 to talk to large groups of people.

I'm trying to 6\_\_\_\_\_ my public speaking skills.

I'm working on my typing skills.

6 ② 2.23 PRONUNCIATION How do you pronounce 'ss'?
Add these words to lists 1 and 2. Then listen and check.

impossible impression missing professional progress session

- 1 /s/ weakness, ...
- 2 / // pressure, ...
- ${\color{red}7} \quad \text{Complete the extract from an interview with answers a-e.}$

**Lilly** Tell me, how do you manage your time, Mark?

Mark 1 b

**Lilly** I see. And, how good are you at meeting deadlines?

Mark <sup>2</sup>

**Lilly** That's great. Are you a fast learner?

Mark 3

**Lilly** Very good. Now, tell me about a time you worked well in a team.

Wellingto

Mark 4\_\_\_\_

**Lilly** Well done! Finally, what's your biggest weakness, and what are you doing to improve it?

Mark ⁵

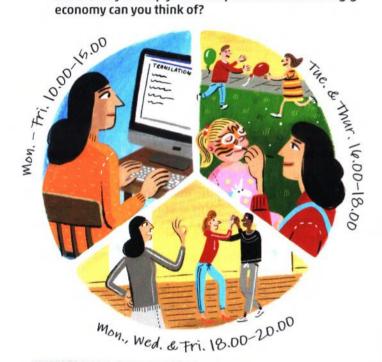
- **a** Two classmates and I worked on a Science project together and we won the first prize.
- **b** Tuse a weekly planner and I write lists.
- c It's probably my handwriting. I'm trying to make it neater and I type whenever possible.
- **d** Yes, I think so. I picked up quite a lot of conversational Spanish on our two-week holiday this year.
- e Very good, I think. I never hand in schoolwork late unless I'm ill.
- 8 In pairs, take turns to role play a job interview. Student A, ask the questions in Exercise 7. Student B, ask the questions on page 199.

#### **5E LISTENING AND VOCABULARY**

THINK BACK In groups, write a list of jobs you know. Divide the jobs from your list into: full-time jobs, part-time jobs you can do at weekends and temporary summer jobs.

Receptionist, doctor, ...

2 Look at the cartoon and read the definition below. Use a dictionary to help you. What pros and cons of the gig economy can you think of?



gig economy

In the gig economy people often have several part-time jobs instead of one full-time job. The jobs are often temporary, not permanent. Gig economy workers are often self-employed.

- 3 ② 2.24 Listen to a radio show about the gig economy and answer the questions.
  - 1 Who is the guest on the show?
  - 2 How does he feel about the gig economy?
    - a mostly positive
    - **b** mostly negative
    - c totally negative
- 4 Match phrases 1–8 with definitions a–h.
  - 1 commute
- 5 low wages
- 2 deadline
- 6 shift
- 3 freelance
- 7 temporary
- 4 Overtime
- 8 unemployed
- a extra work, often paid more
- **b** lasting for only a short time, not permanent
- c period of work, often 8 hours, sometimes at night
- d poorpay
- e out of work
- self-employed, working for several employers or clients
- g travel to and from work
- h the time/date you must finish a job by

5 Study Active Listening and look at the notes. Which advice did the writer follow/not follow?

Gig economy & world of work - changes & future

- · Gig economy dates from crisis in 1 2009
- Many people, especially young several part-time jobs, frequent temporary jobs
- Companies want flexibility → <sup>2</sup> workers,
   zero-hours contracts; unpaid shifts
- Pros for workers: work experience; meet people; no need to 3\_\_\_\_\_\_ - work from home; variety, your own boss
- Cons for workers: hard to refuse work; long hours, low wages, no 4\_\_\_\_\_ or holiday pay OR not enough work/money
- In last year 5 of population work in gig economy = (2.8) million people
- + 15% of gig economy workers aged from 18-6\_\_\_\_
- · Tendency will continue

#### **ACTIVE LISTENING** Taking notes

- Don't try to write down every word, just the key points.
- Don't write complete sentences when a few words will do. You can omit words such as articles and auxiliary verbs.
- Use abbreviations, e.g. min = minute, yr = your; symbols, e.g. &, %, =, → and numbers, e.g. 4 not four.
- Be careful not to confuse words which sound similar, e.g. numbers such as *fifteen* and *fifty*.
- Don't jump to conclusions. The first reference to something may not tell the whole story so keep listening.
- If you're not sure of what you hear, write something that makes sense in the context and check it later.
- 6 ② 2.24 Listen to the show again and complete the notes in Exercise 5 with one or two words in each gap.
- 7 ② 2.25 Listen to a caller on the radio show. Take notes of what she says, following the advice from Active Listening. Compare your notes in pairs.
- 8 SPEAKING In groups, discuss the questions. Justify your opinions.

When you finish studying, would you rather:

- · have one full-time job or several part-time jobs?
- have a permanent job 'for life' or lots of different jobs and careers?
- work for an employer or be self-employed/work freelance?

When I finish studying, I'd rather have two part-time jobs to have two sources of income.

#### **5F READING AND VOCABULARY**

- 1 Look at the photos and the title of the text. Then answer the questions in pairs.
  - 1 Why do you think the man in the photo is worried? Is he right to be worried?
  - 2 How old will you be in 2030? What job do you think you will be doing?
- In pairs, scan the texts. How many different jobs can you find? Which jobs do you think will have disappeared by 2030? Which ones will still exist?
- Work in pairs. Student A, read text A. Student B, read text B. Answer the questions below.

#### Text A

- **1** What examples of automation does the author mention in the first paragraph?
- **2** Why does the author not recommend training to be a lorry driver or technical translator?
- 3 What kind of work do robots not do well?
- 4 Why does the author mention the Industrial Revolution?
- 5 How does the author think automation will improve our lives?

#### Text B

- 6 How many people could become unemployed because of automation?
- 7 What kind of jobs can robots and machines take over more easily?
- **8** Why does the author think that robots will take over most jobs in the future?
- **9** Why does the author think work is good for us?
- 10 How probable does the author think a Universal Basic Income is?
- 4 Read your partner's text and check his/her answers to the questions. Then discuss which text - A or B - you find more convincing and why.
- 5 Complete the questions with the words from the box. Then ask and answer the questions in pairs.

blue conditions generate interact opportunities process repetitive risk salary unemployment

- **1** Do you think white collar jobs should be better paid than <u>blue</u> collar jobs?
- 2 Which jobs do you think are most at \_\_\_\_\_ from automation?
- **3** Which professions do you think offer the best career ?
- Will there be more \_\_\_\_\_ in the future or will new technologies \_\_\_\_\_ even more jobs?
- Would you rather have a job in which you \_\_\_\_\_ with people or one in which you have to collect and \_\_\_\_\_ data?
- **6** Would you rather have an unpredictable, challenging job with **poor working** or a boring, **job** with **a high** ? Why?



- 6 SPEAKING In pairs, rewrite these predictions for the year 2030 using the words in brackets. Do you agree with them or not? Then use the words in brackets to make predictions about your future.
  - 1 There is likely to be less demand for secretaries. (probably)

There will probably be less demand for secretaries.

- 2 Some jobs are sure to be safe. (definitely)
- **3** Most families will probably have robot servants. (likely)
- 4 Teachers probably won't lose their jobs. (unlikely)
- **5** We'll definitely have a shorter working week. (sure)
- 7 SPEAKING In pairs, describe your dream job and your nightmare job. Use the vocabulary from lesson 5E and from Exercise 5 to help you. Guess from your partner's descriptions, what jobs he/she is describing.

In my dream job I have to interact with people. The salary isn't bad but it's not the most important thing.

8 REFLECT | Society In groups, read the quote and say if you agree with it or not. Justify your opinion.



The only way to enjoy life is to work. Work is much more fun than fun. Noel Coward (English writer)

17 WATCH AND REFLECT Go to page 166. Watch the documentary Handcrafts in the 21st century and do the exercises.



# THE WORLD Automation is coming to the workplace but will the results be good or bad? OF WORK IN

Read on for two very different points of view.

In 2030

robots will be

# A world where work is fun

Tracy Bright

doing the dirty work Many people worry that and people will be automation will bring mass free to do work unemployment. But look that's fun. around you: automation is here already. We've got selfservice checkouts, self-parking cars and ultra-intelligent personal assistants inside our phones. And yet, there are still plenty of jobs available.

As technology progresses, machines and robots will take over more jobs so it's probably not a good career move to train to be a lorry driver or technical translator. But don't worry: not all jobs are in danger of extinction. Unpredictable jobs are unlikely to be lost. It's hard to program machines to work as gardeners, plumbers or construction workers. And robots are no good at creating things or managing or interacting with people. So we'll still need entertainers, executives, social workers, teachers and therapists. And with an increasingly aging population, there will definitely be plenty of jobs in health care.

Another reason to look on the bright side is that new technologies generate new jobs. The Industrial Revolution destroyed many jobs in the 18th and 19th centuries. But it also created new jobs with better working conditions. Over the last few decades personal computers have destroyed 3.5 million jobs in the USA but they've created over 19 million new ones. Automation will lead to millions of new technology jobs, jobs that are not common today such as data detectives and personal memory managers.

By 2030 automation will have made the economy more efficient. We'll definitely have a shorter working week and more leisure time as we share the work that's available. Machines and robots will do the boring jobs and we'll be free to do jobs we enjoy. We'll be living in a world where work is fun.

# The robots are coming and they want your job

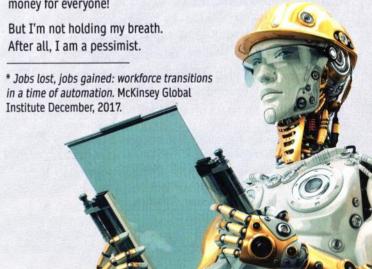
Stephen Glum

I admit it. According to a recent report\* 400-800 million When it comes workers around the world will lose their to the future jobs by 2030 because of automation. of work, I'm a Obviously, the jobs most at risk are those which are predictable and repetitive. These pessimist. are often blue collar jobs with low skills and low wages: drivers, fast food workers and machine operators in factories. But white collar jobs in offices and banks, especially those which involve collecting and processing data, will also be in danger. In the near future, the report claims, there is likely to be less demand for secretaries, administrative assistants or bank tellers.

Many people assume that some jobs are sure to be safe. They argue we'll always need humans to carry out tasks that robots will never be able to do. They also say that technological changes will create lots of new career opportunities. But what if they're wrong?

I believe that by 2030 technology will have advanced so far that robots will be doing almost every job you can imagine. There will be robot singers, graphic designers, sports stars, childcare workers and doctors. There will even be nano-robots that we inject into our bodies to protect our health.

What will our lives be like when there are no jobs? Work is good for our well-being. It improves our self-esteem. To a large extent, our jobs define who we are. They give us our identity, a status and a social life. On a more basic level, how will people survive if they don't earn a salary? Perhaps automation will make our economies so productive that a generous government will provide a Universal Basic Income: free money for everyone!



#### 5G WRITING | Personal statement as part of a university application

#### 1 In groups, discuss the questions.

- What university course would you like to do, and why?
- 2 What will you have to do to apply for a place on that course?
- **3** What skills, achievements and interests could help you receive an offer to study your chosen course?

# 2 ② 2.27 Listen to some information about personal statements and tick the sentences that are true.

A personal statement ...

- a ☑ is necessary to apply for a place on a course at a UK university.
- **b**  $\square$  is another name for a CV.
- c ☐ is a formal piece of writing.
- **d** says why you are excited about the subject you want to take.
- **e** is organised like an interesting article.
- f provides evidence of relevant skills and achievements.
- **g** explains how these skills and achievements could help you do better on the course.

# 3 Look at Lucy's notes on her personal statement and answer the questions.

- What subject do you think Lucy wants to study at university?
- 2 What relevant skills and experience does she have?
- 3 What long-term ambitions does she mention?

Art. Music. DJing. Sport. Family. My younger brothers ask so many questions and I love answering them. I want to learn how to do it professionally. My gran - 'A grown up that cares and shows interest can make any child a great success.'

Volunteered at a summer activity camp for kids last year. Good for my confidence. Enjoyed it as much as the children! Used my guitar playing. Also arts and crafts skills.

Work experience at local primary school. Helped individuals with reading. Supervised at play time. Learnt a bit about running a classroom. Patience, discipline and preparation.

4 Read Lucy's personal statement. Which two things from her notes hasn't she included and why?

20 June 2018 Dept. of Teacher Studies Langchester University

Subject: Application for admission to Bachelors of Primary Education

Dear Sir/Madam.

# 'A grown-up that cares and shows interest can make any child a great success.'

That's something that my grandmother used to say to me and for me it summarises why I am so excited about studying Primary Education. I want to help children create their own success stories.

I have two younger brothers, who are very curious and always asking questions. I find it fulfilling when I can help them learn the answers. By studying Primary Education, I hope to make this satisfaction part of my professional life.

Last year I volunteered at a summer activity camp for eight- to ten-year-olds. I probably enjoyed it as much as the children! I used my guitar playing skills, and my love of arts and crafts. By the end of the week, it was clear that the children liked working with me, and as a result I felt more confident.

During work experience at a primary school this past spring I helped children with reading, supervised at play time and learnt about running a classroom. This taught me that working with children is not only fun and rewarding, but also requires patience, discipline and preparation.

I am quite competitive and I enjoy sport. I play for a successful football team and, through my sporting achievements I have learned the value of teamwork. In the future, I hope to run sports teams to help children learn that same life lesson.

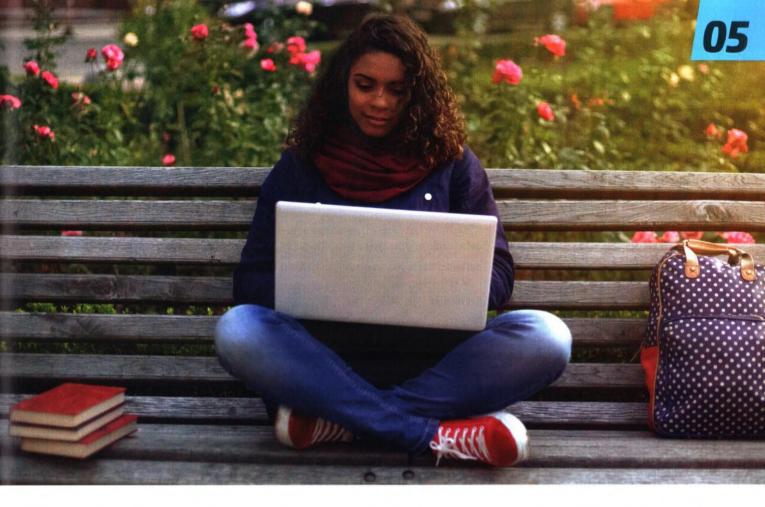
I know that teaching is a challenging career choice, but I am hard-working, determined and eager to learn. I am confident that I have the patience and dedication to succeed as a teacher and perhaps even to become a head teacher.

Yours sincerely, Lucy Johnson

Love sport. Teamwork, power of hard work. Could run sports teams at school in future.

Just passed my driving test - learn new skills easily.

Teaching = difficult but satisfying. Eager to learn. Head teacher one day?



5 Study the Writing box. Find examples of how Lucy followed tips 1–7 in her personal statement.

#### WRITING

#### Personal statement as part of a university application

#### General

- Be positive and don't be too modest. The idea of a personal statement is to advertise yourself.
- Don't just describe your experience, reflect on it and say how it will help you on the course or in the job.
- · Do not include irrelevant information.
- · Write in a formal, concise style.

#### Opening paragraph(s)

- \*Begin with a sentence or quote that catches the reader's attention and makes them want to read more.
- 2Say why you are interested in the course you are applying for and what excites you about the subject.

#### Main body

- \*Give details of any relevant work experience, volunteering or other experience, and the skills you learnt while doing it.
- 4Mention any activities or hobbies that are connected to the subject you want to study.
- Mention any training or achievements and say how they will help you on the course or in your career.

#### Conclusion

- Emphasise your enthusiasm and say why you deserve a place on the course.
- Mention any long-term ambitions connected to employment or further studies.

#### 6 Match justifications a-e with general statements 1-5.

- After having lessons for years, I play the piano very well.
- 2 I volunteered to collect litter in the local community.
- **3** I update my blog twice a week, every week.
- 4 I play for the school hockey team and we won the league.
- **5** I really enjoy video gaming.
- **a** Doing this made me realise that sometimes you have to solve problems that you didn't create yourself.
- **b** The process has shown me that to get good at something, you have to work hard and practise a lot.
- The experience has taught me that success often comes through working closely with others.
- **d** Doing something so regularly takes dedication and has taught me to respect deadlines.
- **e** This hobby has taught me to think strategically and to concentrate for long periods of time.

# 7 WRITING TASK Prepare to write your own personal statement. Follow the instructions.

- Make notes on your reasons for choosing the subject you would like to study at university and why you feel you would be good at it. Use Lucy's notes in Exercise 3 as a model.
- **2** Follow the tips in the Writing box and develop your notes into a personal statement.
- **3** Check your spelling, grammar and punctuation carefully.

#### REMEMBER MORE

#### Complete the text with one word from the word list in each gap.

| I like challenges and I'm 1e          |
|---------------------------------------|
| to learn Science. I can say I try not |
| to fall <b>b</b> with any school      |
| work. But last week the teacher       |
| gave us *p of exercises to            |
| do - over 100, I suppose. Since       |
| I can't work under <b>*p</b> ,        |
| I didn't <b>5h</b> them in on time    |
| (but I was only two days late!) The   |
| teacher gave me fifty more to do      |
| for failing to meet the <b>6d</b> .   |
| I got a really <b>7n</b> surprise!    |

## 2 Complete the sentences with verbs from the word list.

| 1 | No one can      | _ up with E | Bob. |
|---|-----------------|-------------|------|
|   | He can swim 100 | metres in s | ixty |
|   | seconds.        |             |      |

- 2 You'd better \_\_\_\_\_ your socks up, if you don't want to fail the Maths test tomorrow.
- Whenever I go to England, I \_\_\_\_\_ up a lot of useful colloquial expressions.
- **4** We were all happy that the irregular verbs didn't \_\_\_\_ up in yesterday's test.

#### 3 Match the two parts of the compound nouns. Then check with the word list.

| 1 | ☐ gig        | a time          |
|---|--------------|-----------------|
| 2 | ☐ zero-hours | <b>b</b> choice |
| 3 | □ career     | c economy       |

#### 4 ☐ leisure d contract

# 4 Find words with opposite meanings on the word list.

| 1 | strengths –                           |        |
|---|---------------------------------------|--------|
| 2 | present at the lessor from the lesson | on –   |
| 3 | permanent job                         | job    |
| 4 | low salary                            | salary |
| 5 | white-collar job<br>job               | -      |

# ACTIVE VOCABULARY | Stories

Write a short story using the new words and phrases you want to learn. Try to make it close to your personal experience and add some humour to it. That way, you'll find it easier to recall the words later – just retell your story.

### 5A GRAMMAR AND VOCABULARY

| 5.29  |
|---|
| bell (n) /bel/  |
| competitive (adj) /kəmˈpetətɪv/                                       |
| curious (adj) /ˈkjʊəriəs/   |
| dedicated (adj) /'dedəkertəd/   |
| determined (adj) /dr'ts:mənd/   |
| eager to learn /ˌi:gə tə ˈlɜ:n/                                       |
| get a (nasty) surprise /ˌget ə (ˌnɑ:sti) səˈpraɪz/                    |
| <b>get butterflies in your stomach</b> /,get 'bʌtəflaɪz ɪ jə ˌstʌmək/ |
| <b>get sth right</b> /,get ,s∧mθɪŋ 'raɪt/                             |
| gifted (adj) /ˈgɪftəd/  |
| hard-working (adj) /,ha:d 'w3:krŋ/                                    |
| inventive (adj) /ɪn'ventɪv/   |
| lie down (phr v) /ˌlaɪ ˈdaʊn/   |
| mature (adj) /məˈtʃʊə/  |
| overconfident (adj) /,əuvə'kpnfrdənt/                                 |
| responsible (adj) /rr'sponsəbəl/                                      |
| sensible (adj) /'sensəbəl/  |
| sharp (adi) /fg:p/  |

#### 5B VOCABULARY (1) 5.30

turn over (phr v) /ts:n 'əovə/

absent from sth (adj) /ˈæbsənt frəm ˌsʌmθɪŋ/

Algebra (n) /ˈældʒəbrə/
atmosphere (n) /ˈætməsfrə/

catch up on (phr v) /ˌkætʃ 'ʌp ɒn/

come up (phr v) /,k/m '/p/

come up with (phr v) /ˌkʌm 'ʌp wɪð/

delay (v) /drlei/

drop in to sth (phr v) /,drop 'rn tə ,sʌmθɪŋ/

drop out of school /,drop ,aut av 'sku:!/

/fall behind (phr v) /,fo:l br'harnd/

get down to sth (phr v) /,get 'daun tə ,sʌmθɪη/

\ριθπλε, ενυε' σερ.\ (ν η η htrayo op

hand in (phr v) /,hænd 'ɪn/

keep up with sb/sth (phr v) /ˌkiːp 'ʌp wɪð ˌsʌmbadi/ˌsʌmθɪŋ/

pick up (phrv) /,pik 'np/

piles of sth (n) /'paɪəlz əv ˌsʌmθɪŋ/

pull your socks up /pul ja 'soks Ap/

put off (phr v) /,pot 'pf/

put together a presentation /,put ta,geðar a ,prezan'texfan/

research (v) /rɪˈsɜːtʃ/

study session (n) /'stʌdi ˌseʃən/

surroundings (n) /səˈraʊndɪŋz/

unlimited (adj) /nn'limətəd/

#### 5C GRAMMAR (1) 5.31

academic staff (n) /,æka,demik 'sta:f/
campus (n) /'kæmpas/
cheeky (adj) /'tʃi:ki/
open day (n) /'aupan dei/
sports facilities (n) /'spo:ts fa,silatiz/
subject talk (n) /'shbdʒikt to:k/
undergraduate (n) /,Anda'grædʒuat/
welcome speech (n) /'welkam spi:tʃ/

#### **5D SPEAKING** (1) 5.32

conversational (Spanish) /,kpnva,seifanal
('spænif)/

develop your skills /dɪ,veləp jə 'skɪlz/

fast learner /,fa:st 'la:nə/

find it difficult to do sth /ˌfaɪnd ɪt ˌdɪfɪkəlt tə 'du: ˌsʌmθɪŋ/

handwriting (n) /'hænd,rartɪŋ/

have good communication/English/ organisational skills /,hæv ,god kə,mju:nə'keɪfən/'ɪŋglɪf/,ɔ:gənar'zeɪfənəl skɪlz/

irrelevant (adj) /r'relavant/

manage your time carefully /,mænɪdʒ jə ,taɪm ˈkeəfəli/

meet the deadlines /,mirt ðə 'dedlarnz/

neat (adj) /ni:t/

placement (n) /'pleismant/

schoolwork (n) /'sku:lwa:k/

self-motivated (adj) /,self 'məutəvertəd/

/meldarq' e vlas, maldorq a problem/

strengths and weaknesses (n) /,strenjk $\theta$ s an 'wi:knasız/

type (v) /taɪp/

typing/communication/public speaking skills (n) /ˈtaɪpɪŋ/kəˌmju:nəˈkeɪʃən/ˌpʌblɪk ˈspi:kɪŋ skɪlz/

unless (conj) /nn'les/

weekly planner (n) / wi:kli 'plænə/

work well under pressure/in a team /wa:k ,wel ,nndə 'prefə/ɪn ə 'ti:m/

### 5E LISTENING AND VOCABULARY

5.33

client (n) /'klazənt/

commute (v) /kə'mju:t/

crisis (n) /ˈkraɪsəs/

date from (phr v) /'dext frem/

deadline (n) /'dedlaɪn/

employer(n)/im/ploia/

freelance (adj) /'fri:la:ns/

frequent (adj) /'fri:kwant/

full-time/part-time job /,fol taxm/,poxt taxm 'd3pb/

gig economy (n) / grg r'konəmi/

holiday pay (n) /'holədi peɪ/

low wages /,lau 'weidziz/

out of work /aut av Wark/

overtime (n) /'auvatarm/

permanent job / ps:mənənt 'dzpb/

poor pay /,po: 'pei/

pros and cons / prauz an 'konz/

self-employed (adj) /,self im'ploid/

shift (n) /frft/

source of income /,so:s əv 'ɪŋkʌm/

temporary job /,tempərəri 'dʒpb/

tendency (n) /'tendensi/

unemployed (adj) / nnm'ploid/

unpaid (adj) /ˌʌnˈpeɪd/

variety (n) /vəˈraɪəti/

work freelance / wask frislains/

zero-hours contract (n) /,zɪərəʊ ,aʊəz 'kontrækt/

#### **5F READING AND VOCABULARY**

**(1)** 5.34

administrative assistant (n) /əd,mınəstrətiv a'sıstənt/

advance (v) /əd'va:ns/

aging population / erdzrg popja'lerfan/

at risk /ət 'rısk/

automation (n) /,ɔ:təˈmeɪʃən/

bank teller /'bæŋk ,telə/

career move (n) /kəˈrɪə muːv/

career opportunities (n) /kəˌrɪə ,ɒpəˈtju:nətiz/

carry out a task /,kæri ,aut a 'ta:sk/

challenging (adj) /tʃæləndʒɪŋ/

childcare worker (n) /tfarldkea ,w3:ka/

claim (v) /klerm/

collect/process data /kə,lekt/,prauses 'deɪtə/

common (adj) /'kpmən/

data detective (n) /'dertə dr,tektrv/

decade (n) /'dekeid/

define (v) /drˈfaɪn/

demand for sb/sth (n) /dr/ma:nd fə ,sʌmbɒdi/ ,sʌmθɪη/

destroy (v) /dr'stro1/

efficient (adj) /ɪˈfɪ[ənt/

entertainer (n) /ˌentəˈteɪnə/

gain (v) /geɪn/

gardener (n) /ˈgaːdnə/

generate jobs /,dgenarert 'dgobz/

graphic designer (n) / græfik di'zainə/

high salary /,har 'sæləri/

hold your breath /,həʊld jə 'breθ/

in danger /ɪn 'deɪndʒə/

in the near future /ɪn ðə ˌnɪə 'fju:tʃə/

identity (n) /ar'dentəti/

increasingly (adv) /ɪnˈkri:sɪŋli/

Industrial Revolution (n) /In,dastrial ,revalutfan/

inject sth into sth (v) /ɪnˈdʒekt ˌsʌmθɪŋ ˌɪntə sʌmθɪn/

interact with people /ˌɪntər,ækt wɪð 'pi:pəl/

involve (v) /m'vplv/

leisure time (n) /'leʒə taɪm/

look on the bright side / lok on ða 'brait said/

lorry driver (n) /'lori ,draivə/

low skills / lau 'skilz/

/machine operator (n) /ma'fi:n ,pparerta/

manage people /,mænɪdʒ 'pi:pəl/

mass unemployment /,mæs ,nnim'ploiment/

new technologies /,nju: tek'npladziz/

no good at sth /,naυ 'god at ,sxmθɪŋ/

plumber(n)/'plnmə/

poor working conditions /,po: 'wa:kɪŋ kən,dɪ[ənz/

productive (adj) /prəˈdʌktɪv/

program (v) /'prəugræm/

progress (v) /pra'gres/

repetitive job /rɪˌpetətɪv 'dʒɒb/

report (n) /rr'po:t/

robot servant (n) / roobot 'ss:vont/

self-esteem (n) /,self r'sti:m/

self-parking car (n) /,self ,pa:kin 'ka:/

self-service checkout (n) /,self ,sa:vis 'tfekaut/

social life (n) /'səʊʃəl laɪf/

social worker (n) /'səʊʃəl ˌwɜːkə/

sports star (n) /'spo:ts sta:/

status (n) /'stertəs/

technical translator (n) /,teknxkəl træns'lextə/

therapist (n) /'0erapast/

to a large extent /tu ə ,la:dʒ ɪk'stent/

train to be sb /,trem ta 'bi: ,sambodi/

transition (n) /træn'zɪʃən/

ultra-intelligent (adj) / Altra In'teladgant/

well-being (n) /,wel 'bi:ɪŋ/

white/blue collar job (n) /,wart/,blu: 'kolə dʒob/

workforce (n) /'wa:kfo:s/

working conditions (n) /.ws:kin kən'difənz/

working week (n) /,ws:kin 'wi:k/

workplace (n) /ws:kplets/

#### **5G WRITING** (1) 5.35

admission (n) /ədˈmɪʃən/

arts and crafts (n) /,a:ts ənd 'kra:fts/

as a result /əz ə rɪˈzʌlt/

**Bachelor of Education** (n) /,bætʃələr əv ,edjʊˈkeɪʃən/

career choice (n) /kəˈrɪə tʃɔɪs/

collect litter /kə.lekt 'lɪtə/

confidence (n) /'kpnfədəns/

discipline (n) /'dɪsəplən/

do sth professionally /,du: ,sʌmθɪŋ prəˈfeʃənəli/

get good at sth /,get 'god ət ,sʌmθɪŋ/

life lesson (n) /'larf ,lesən/

long-term ambitions /,lon ,ta:m æm'bɪfənz/

motivational speaker (n) /,məuti,veifənəl 'spi:kə/

patience (n) /'perfans/

period of time /prariad av 'tarm/

personal statement (n) /,ps:sənəl 'stertmənt/

preparation (n) / prepareifan/

Primary Education (n) / praxməri ,edju'kerfən/

professional life (n) /pra,fefanal 'larf/

quote (n) /kwəʊt/

#### relevant skills/achievements/experience

/,relavant 'skɪlz/a'tʃi:vmants/ɪk'spɪarians/

require (v) /rɪˈkwaɪə/

rewarding (adj) /rr'wo:dɪŋ/

run a classroom/a team /,rʌn ə ˈklɑːsrʊm/ə ˈtiːm/

satisfaction (n) / sætəsˈfækʃən/

satisfying (adj) /'sætəsfaɪɪŋ/

success story (n) /sək'ses ,sto:ri/

summarise (v) /'sʌməraɪz/

supervise (v) /'su:pəvaiz/

think strategically /,017k stra'ti:d31kli/

value (n) /ˈvæljuː/

work closely with sb /w3:k 'klausli wið sambodi/

weekend!

attitude.

#### **VOCABULARY AND GRAMMAR**

## 1 Complete the dialogue with the correct forms of the words from the box.

determined down to drop out fall behind hand keep up pull put salary unemployed

A I've ¹ fallen behind with my Geography homework. I still haven't done last week's project.

B Why don't you ² \_\_\_\_\_ it in on Monday?

A I don't know if I'll have enough time. I'm finding it hard to ³ \_\_\_\_ with the class.

B What's wrong? I know you're usually so ⁴ \_\_\_\_\_. You never give up. So 5 \_\_\_\_\_ your socks up and do it this

A Starting is the hardest part. I find it really difficult to get 6\_\_\_\_\_ work at the moment.

**B** I understand but you mustn't <sup>7</sup>\_\_\_\_\_\_ it off any longer.

A Maybe I'll 8 of school and look for a job.

**B** Don't be silly! Go and ask the teachers for help. If you don't finish school, you won't have qualifications and you won't get a job with a good 9\_\_\_\_\_ and you might even end up being 10\_\_\_\_.

#### 2 Which adjectives match these definitions?

A person who likes winning.
Someone who always wants to know more about everything.
This person has too much faith in themselves.
A person who has lots of ideas.
A person with natural talent.
This describes someone with a grown-up

# 3 Replace the underlined words in the text with the expressions from the box.

are sometimes self-employed commute do shift work full-time job overtime permanent work part-time

In some ways the world of work in the past and at present is similar. For instance, many people don't live near their workplace and have to 'travel to work commute in their car or by public transport. Some people work 'extra hours and others, such as nurses and factory-workers, 'have schedules that change.

Just like in the past, young people and students often find temporary employment for a month or two before they get a 'job to dedicate all their time to. Of course, some people with limited time decide not to 'bwork every day.

However, our attitudes towards work and expectations are very different from the past. Then, people wanted a <sup>6</sup>regular job, whereas these days young people change jobs more often to climb the career ladder and <sup>7</sup>sometimes work for themselves. Are jobs for life a thing of the past?

# 4 Complete the sentences with the Future Perfect or the Future Continuous.

**1** The presentation <u>won't have finished</u> (not finish) by five o'clock.

What do you think you \_\_\_\_\_ (do) this time next year?

**3** They \_\_\_\_\_ (not land) in Australia by 7 p.m.

4 \_\_\_\_ the professor \_\_\_\_ (come) to a decision by tomorrow?

**5** At this time tomorrow we \_\_\_\_\_ (sit) in the exam room with the question paper in front of us!

6 I can't have coffee at ten tomorrow because I \_\_\_\_\_\_ (play) tennis.

## 5 Choose the correct words to complete the three conversations.

A 'What time may / does the train leave?

**B** <sup>2</sup> At five thirty but it's five thirty already! It is going to be / is being late.

A <sup>3</sup> We will go / are going to the cinema after school. Would you like to come?

**B** \* Great! What time do you meet / are you meeting?

A 5 I think I will have / will have had a gap year when I finish school. I'm sick of studying.

**B** 'That's a big decision. Are you sure you may not / won't regret it?

#### **USE OF ENGLISH**

#### 6 Complete the text. Write one word in each gap.

| 'What are you going to do when you 1 leave           |
|--|
| school?' is a question teens are often asked.        |
| Some young people have a clear vision of what        |
| they want 2 future life to be like and might         |
| reply, 'By the time I'm twenty-three, I'll have      |
| finished university and I'll 3 working in            |
| finance'. 4, a considerable number of young          |
| people don't have such concrete plans. The value     |
| of getting work experience for those in 5            |
| a dilemma is sometimes overlooked. For instance,     |
| if a teen is thinking about following a career in    |
| administration, what better way to find out if he or |
| she likes working in an office 6 to get              |
| a temporary summer job in one? Although doing        |
| a repetitive holiday job with low wages might not    |
| sound like much fun, it can teach a young person     |
| the value of hard work and how to work 7             |
| pressure. This all contributes to their ability      |
| to understand themselves and to choose an            |
| appropriate university course or job.                |
|  |

Use of English > page 193

#### READING

7 Read the text. Match sentences A-F with gaps 1-5 in the text. There is one extra sentence.

#### STRATEGY | Gapped text

Skim the text first ignoring the gaps to get its general meaning. Then try to choose the missing information to complete the text, paying special attention to the words that come before and after the gap.

### THE BEST SUMMER EVER?

As soon as the boat sailed, I knew I had made a mistake. It wasn't as if I'd never had a job before. Throughout my second year at university I had worked as a waitress at an Italian restaurant in town. As well as helping me financially, it was something I really enjoyed. I got on well with the rest of the staff and met lots of different people.

I also had a passion for travelling and I was really excited when my mother phoned me just before the end of summer term. 'I've found you a summer job on a cruise ship!' she said. 'It's only four weeks and you'll have finished before university starts again,' Wow! This was a real opportunity.

In my opinion it was going to be the best summer ever.

You've probably guessed by now. I hadn't considered the actual work side of this. When I arrived on board, I found out I was sharing a very small cabin with three other girls. They were kind enough, but they hardly had time to say hello before they had to rush off to start their shifts. 

After all, I was experienced in restaurant work. At the door of the dining area, however, I hesitated. In front of me was an enormous space. It was at least ten times bigger than the Italian restaurant I'd worked in!

Someone important-looking, in a spotless uniform, came up to me.

'You're the new girl?' he asked. 4\_\_\_\_\_ 'As you're new, you will be responsible for the two tables the furthest from the kitchen.' He pointed to two tables set for six people each. 'There are three courses, and of course, the passengers like to be served at the same time. And they will be expecting hot food.'

My mind started to swim; twelve people, three courses, miles to walk back and forth to the kitchen. That's when the ship started to move. I could feel the floor becoming slightly unsteady under my feet. I pictured myself: a tray in each hand, piled with bowls of soup, trying to maintain my balance and reach my tables safely. <sup>5</sup>\_\_\_\_\_\_ I turned to say, 'Thanks but I...,' when a loud bell sounded, and people started to flood into the restaurant. The ship had sailed, and I couldn't escape.

- A I hurried off too, to the restaurant to get my instructions, full of confidence.
- **B** No, this was not what I had expected.
- C I would get to travel the Mediterranean, visit loads of different countries completely free AND get paid for doing it!
- **D** And before I had a chance to respond, he was leading me through all the tables towards the very back of the restaurant.
- **E** As soon as he showed me the way to the kitchen, I realised that waitressing on a cruise would not be such an easy job as I had imagined.
- **F** The money I earned there helped towards paying for my books and allowed me to have a bit of a social life.

#### **SPEAKING**

- 8 Look at the photos. In pairs, take turns to describe them.
  - · Talk about the person.
  - · Talk about the place.
  - · Talk about other things in the photo.





#### WRITING

#### STRATEGY | Competition entry

Start and end the letter in a formal way. Begin the letter by explaining your reason for writing.

9 You have read this advertisement on a university website.

#### Free language course!

The university is offering a free place on a two-week English course in the UK. All expenses paid!

To apply, write a letter telling us about your language learning background, why you would like to study English in the UK and why we should choose you.

Write your letter. Use the beginning below.

Dear Sir/ Madam,

I would like to apply for the free place on the English course in the UK that I saw advertised on your website. ...

# 06

# Do the right thing

VOCABULARY Truth and lies, communicating, relationships, conflicts and problems

**GRAMMAR** The first and the second conditionals, the zero conditional and

alternatives to if Use of English > page 193

**SPEAKING** Asking for, giving and reacting to advice

**WRITING** A for-and-against essay

**VIDEO** Grammar ▶ Documentary ▶ Communication ▶



Part 1

**Louise** It's our anniversary next weekend so what would you say if I booked a trip to Paris?

**Paul** Hmm, it would be great but there's so much going on next weekend ... Would it be OK if we didn't

go? Maybe some other time?

Louise Well, it wouldn't be the end of the world if we

stayed here but ...

Paul I'd love to go, but there's Jodie's concert on Saturday and Dylan's match on Sunday. They'd be so disappointed if we weren't there. How would you feel if you were a teenage kid and your

parents missed your big day?

Louise OK, if I were a kid, I'd feel bad. But, Paul, it's our

wedding anniversary!

Jodie OK, let me do the talking.

Dylan Why?

Jodie Because I can lie through my teeth. If I talk to them, they'll believe me. They'll fall for it. But if you talk,

they'll know you're lying.

**Dylan** I don't know about that.

Jodie You can't fool anyone. If you open your mouth,

they'll see right through you.

**Dylan** But what will I do if they ask me a question? Won't

they be suspicious if I don't speak?

**Jodie** If they ask you a question, I'll cover for you.

Dvlan How?

Jodie I'll make something up. I know! I'll say you've lost

your voice.

**Dylan** If you say that, they definitely won't go.

#### 6A GRAMMAR AND VOCABULARY

- 1 ② 2.28 Look at the photo and read and listen to the dialogues. Then in pairs, answer the questions.
  - 1 What is the relationship between the four people?
  - 2 Why does Louise want to go to Paris?
  - 3 Why does Paul want to stay at home?
  - 4 Does Jodie think Dylan is good at lying?
  - 5 What do Jodie and Dylan want their parents to do?
- 2 Match the highlighted words and phrases from Part 2 of the dialogue with the definitions. Can you usually tell when people are lying?
  - 1 Believe a lie. fall for
  - 2 Not believe someone's lies.
  - 3 Invent, e.g. a story or excuse.
  - 4 Say something totally false.
  - **5** Say something to protect someone.
  - 6 Trick someone, make them believe you're telling the truth.

#### The first and second conditionals

3 Read these sentences from the dialogues and answer the questions.

Jodie If I talk to them, they'll believe me. Louise If I were a kid, I'd feel bad.

- 1 Is it possible that Jodie will talk to her parents?
- 2 How does she think they'll react if she talks to them?
- 3 Is Louise a kid?
- 4 Is it possible for her to be one?
- 5 Can she imagine how it feels to be a kid?
- **6** Whose sentence is about a situation that is likely to happen?
- 7 Whose sentence is about an imaginary or impossible situation?
- 4 Study the Grammar box. Then find more examples of conditional sentences in the dialogues.

#### The first and second conditionals

We use the first conditional for situations in the future that are possible or likely:

The condition

| me condition |                      | THE TESULI               |
|--------------|----------------------|--------------------------|
|              | if + Present Simple, | will + infinitive        |
|              | We use the second of | onditional for situation |

We use the **second conditional** for situations in the present or future that are imaginary, impossible or very unlikely:

| The condition     | The result         |  |  |
|-------------------|--------------------|--|--|
| If + Past Simple, | would + infinitive |  |  |

We sometimes use *were* instead of *was* after *I/he/she/it*, especially in more formal or written English and to give advice: *If I were you*, *I'd apologise*.

#### Grammar Reference and Practice > page 182

5 ② 2.29 In pairs, say why you think Jodie and Dylan want their parents to go away. Then listen and check.

- 6 ② 2.29 In pairs, match fragments 1–6 with a–f to form six sentences. Then listen again and check.
  - She's right. If the concert's off,
  - 2 Yeah, well, we would be able to go to Paris
  - 3 You won't become a good player
  - 4 If I were you,
  - **5** You're right. If we don't book soon,
  - 6 ☐ Well, if your gran can't look after you,
  - a I'd book your tickets straight away.
  - **b** if Dylan didn't have a match.
  - c the price will go up.
  - **d** if you start missing matches.
  - e we'll be able to go to Paris.
  - f we won't be able to go to Paris.
- 7 ② 2.30 Listen and write down the first conditional sentences. What other sentences like that do parents often say to their children?
  - 1 If I find out you're lying, I'll be very upset.
- 8 Complete the first part of these second conditional sentences with the correct forms of the verbs in brackets. Then finish them so that they are true for you.

| - | 14.1 | 11100 | (vario | tho   | Lottory  | 114 | bun = = |    |
|---|------|-------|--------|-------|----------|-----|---------|----|
| 1 | 11 1 | VVOII | VVIII  | l the | lottery, | 1 U | DUV d Z | 00 |

| - | 1.5 1 | Ch - 1 | \ I        |  |
|---|-------|--------|------------|--|
| 2 | If I  | ( De   | an animal, |  |

| 3 If I | (can) be anyone in the world.      |  |
|--------|------------------------------------|--|
| 3 11 1 | realli de alivolle ili lile wollu. |  |

| /. | If my parents     | (00) a | WAY  | for the  | weekend |
|----|-------------------|--------|------|----------|---------|
| 4  | II IIIA Dal GIII? | LUUIA  | VVdV | וטו נוופ | Weekenu |

| E 1f1  | (not/have) to study so much.   |  |
|--------|--------------------------------|--|
| 5 If I | I not/have i to study so much. |  |

9 Complete the questions with the verbs/phrases from Exercise 2. Then in pairs, ask and answer the questions.

| 1 | If you accidentally broke a window | at home, would |
|---|------------------------------------|----------------|
|   | you tell the truth or would you    | a story?       |

| 2 | If you told you | r parents a lie, would they | it o |
|---|-----------------|-----------------------------|------|
|   | would they      | vou?                        |      |

| 3 | If a friend wanted to stay out late, would you |  |
|---|--|--|
|   | him/her?                                       |  |

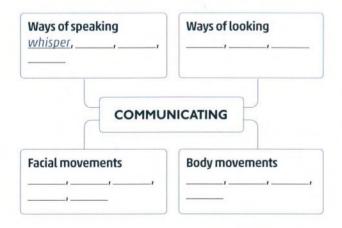
▶ 18 Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

If you could go anywhere for a weekend, where would you go and who with?



#### **6B READING AND VOCABULARY**

- 1 SPEAKING In pairs, answer the questions.
  - 1 What would you do if you found a sports bag at a bus stop and you were the only person there?
  - 2 What would you do if you opened the bag and found \$5,000 inside?
  - Would your decision be different if you knew the money belonged to a poor/rich person/a criminal? Say why.
  - 4 If you decided to keep the money, would you make up a story about where you got it or would you tell the truth?
  - **5** If you lied about where you got the money, would your friends and family fall for your story or would they see right through you?
- 2 Look at the picture and the title of the story. In pairs, say what you think the person in the picture will do. Read the story quickly to check your ideas.
- Read the story again. Match sentences A-H with gaps 1-5 in the story. There are three extra sentences.
  - A They didn't know the story was covered by news channels nationwide.
  - **B** Lola thanked him for returning her money.
  - C Had they made the right decision?
  - **D** It probably belongs to a criminal!
  - **E** Then he glanced at the money on the table.
  - Thanks to all the publicity in the media, we raised over \$12,000!'
  - **G** 'I didn't know then what I know now,' he said.
  - H 'But nobody will ever know you took it,' she said.
- 4 In pairs, ask and answer the questions.
  - 1 In your opinion, did Trent do the right thing?
  - What do you think Trent and Freya will do with the rest of the money?
  - **3** What would you do if you were in their position?
- In pairs, check the meaning of the highlighted words and phrases in the text. Then add their infinitive forms to the vocabulary map.



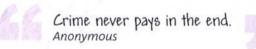
- 6 Choose the correct verbs.
  - 1 If you don't want someone to hear you, you sigh / whisper.
  - 2 If you're in pain, you groan / murmur.
  - 3 It's rude to glance / stare at someone.
  - 4 He gazed / winked into the eyes of the girl he loved.
  - 5 You frown / grin when you're not happy.
  - **6** You hug / shiver when you're cold or frightened.
  - **7** Parents don't like it if you raise / roll your eyes at them.
  - **8** If you don't want to do something, you *shake / shrug* your head.
- 7 In pairs, speak, look or move in ways that match the verbs above. Guess what your partner is doing.

Student A speaks very quietly.

- B You're whispering.
- A Yes, your turn.

Student B smiles widely.

- A You're grinning.
- 8 ② 2.32 SPEAKING In pairs, discuss what you would do in the situation below. Then listen. What happened to the couple who actually were in that situation?
  - 1 What would you do if you found a lottery ticket on the pavement?
  - 2 If you kept the ticket and it turned out to be the winning ticket, what would you do then?
- 9 REFLECT | Values In groups, discuss the quotes. Which do you agree/disagree with? Say why.



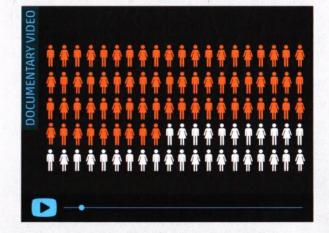
77



Integrity is doing the right thing even when no one is watching. C.S. Lewis, English author



19 WATCH AND REFLECT Go to page 167. Watch the documentary Why do we lie? and do the exercises.



# IF YOU KEEP IT, WE'LL BE RICH

2.31

'If you keep it, we'll be rich,' whispered Freya.

Trent glanced at the bag. There was enough money in it for them to pay off all their debts, to get a decent place to live and to mend his broken bicycle.

'I don't know, Freya,' he sighed. 'With my luck, it'll just cause problems if I keep it.'

Freya raised an eyebrow. 1

That was true, he thought. He'd found the bag at a bus stop. Nobody had seen him pick it up, he was sure of that.

10 And there were no security cameras there.

'We really need the money, Trent' insisted Freya, staring at the bag.

Trent frowned. 'But if I kept it, I'd feel bad ... dishonest. What if the money belongs to someone that needs it more than we do?'

Freya rolled her eyes. 'Nobody can need the money more than we do!' she groaned. 'We're out of work and we live in a lousy trailer, for goodness' sake!' She shivered. It was cold.

Trent wasn't convinced. 'We should give it back to the rightful owner,' he murmured.

'But we don't know whose money it is,' argued Freya. 'If we knew who it belonged to, we could give it back to them but we don't know! Anyway, which honest person would carry \$5,000 in cash in a sports bag? <sup>2</sup>\_\_\_\_\_\_ So we should keep it, right?'

Trent gazed into her eyes. Then he made up his mind. He took her hand in his and shook his head.

The next day, Trent took the money to the police. Then he returned to his usual life, washing car windscreens during the day and sleeping in the trailer at night.

Three days later, Trent and Freya woke up to find a TV crew at the door. Standing behind them was a young woman.

'Trent Jamieson?' asked the reporter, who Trent vaguely recognised from the days when he owned a TV.

'Yes,' he replied. There was a red light flashing on the camera. 'This is Lola García.' The reporter pulled the young woman forward. 'It was her money you found.'

Lola explained the money had come from selling her car. 'I had to sell it to pay my fees,' she said. 'They were going 40 to throw me out of college. I can't thank you enough.'

Trent shrugged his shoulders. 'It was the right thing to do,' he said.

Neither Trent nor Freya saw the TV report. <sup>3</sup>\_\_\_\_\_\_ So there was no way they could know what Lola was doing.

Two weeks later the TV crew returned to the campsite with Lola. This time she had a large envelope in her hands and a huge smile on her face.

'I wanted to reward you for your honesty so I set up a crowdfunding site,' she said. 4\_\_\_\_\_

Lola hugged Trent, Freya grinned and the reporter winked at the cameraman.

There was more good news to come. A businessman who'd seen the story on TV was so impressed with Trent's honesty that he offered him a job as a security guard. Trent and Freya moved into an apartment and the day before he started work, Trent got his bike fixed.

'What shall we do with the rest of the money?' asked Freya when Trent came home, tired but happy, from his first day at work.

Trent thought for a second. 5 \_\_\_\_\_ 'We should give it to someone who really needs it,' he said. 'I mean, it's not really ours, is it?'

#### **GLOSSARY**

lousy – awful trailer – mobile home



#### **6C LISTENING AND VOCABULARY**

| 1 | Which of these things is the least likely to happen to a |
|---|--|
|   | person in their lifetime? Discuss in pairs.              |

becoming an astronaut being struck by lightning winning a lottery jackpot winning an Oscar winning an Olympic gold medal

- 2 ② 2.33 Listen to the beginning of a radio programme and check your ideas from Exercise 1.
- Work in pairs. Which of the following do you think are good choices for a lottery winner? Say why.

buy expensive cars donate to charity give the money to your parents go on expensive holidays make investments remain anonymous stay active stop working

- 4 ② 2.34 Listen to the rest of the programme and check your ideas from Exercise 3.
- 5 ② 2.34 Listen again and choose the correct answers.
  - 1 Dale Glover's book After the Jackpot is about
    - a how to win the lottery.
    - **b** the history of lotteries.
    - c people who won the lottery.
  - 2 Dale suggests that the example of Jane Park shows
    - a a millionaire's lifestyle isn't right for everyone.
    - **b** having too much money is as bad as having too little.
    - c relationships are easier when people are rich.
  - **3** Which of the following is not true of Jane's relationships after her win?
    - a Her relatives are extremely jealous.
    - **b** She can't always tell if people are being honest with her.
    - c People she doesn't know are mean to her online.
  - 4 When you win a lottery, it's never a good idea to
    - a stay anonymous.
    - **b** stop being active.
    - c donate to charity.

6 Complete the table with the noun forms of the adjectives. Use a dictionary if necessary.

| Adjectives   | Nouns     |
|--------------|-----------|
| happy        | happiness |
| lonely       |           |
| sad          |           |
| embarrassed  |           |
| disappointed |           |
| excited      |           |
| envious      |           |
| jealous      |           |
| sympathetic  |           |

- 7 Complete the sentences with nouns from the table in Exercise 6.
  - 1 <u>Jealousy</u> is a useless emotion and I try not to waste time on it.
  - **2** I think we need to experience sadness, so we can appreciate \_\_\_\_\_\_.
  - **3** I don't feel any \_\_\_\_\_ for famous people. I'd prefer to be anonymous.
  - 4 I'd never buy a lottery ticket because I know it's almost certain to end in
  - 5 If I lived alone, I don't think I'd be able to cope with the \_\_\_\_\_\_.
  - **6** I find it very difficult to hide my\_\_\_\_\_ when someone gives me a compliment in public.
  - **7** I feel \_\_\_\_\_ for anyone who is attacked on social media whether they are famous or not.
  - **8** I enjoy the \_\_\_\_\_ of doing the lottery even though I know I'm not likely to win.
- 8 In pairs, say if the sentences in Exercise 7 are true for you or if you agree with them.
- 9 ② 2.35 PRONUNCIATION Listen and find the schwa /ə/ sounds in the words below. Then read out the sentences in Exercise 7 and focus on pronouncing the schwa sound.
  - loneliness, sadness, happiness
  - jealousy, sympathy
  - disappointment, embarrassment, excitement
- 10 SPEAKING What would you do if you suddenly received a huge amount of money? Discuss in groups.

# UIZ

### Are you in touch with your feelings and those of other people? Take our empathy test and find out!

For each statement say whether you agree strongly (AS), agree (A), disagree (D), or disagree strongly (DS).

- If people are unhappy, I enjoy making them feel better.
- When I upset someone, I feel bad.
- I find it hard to guess how someone is feeling unless they are a close friend.
- After I have an argument with someone, I'm usually the first one to try to make up with them.
- 6 I'm not really interested in how other people feel unless it affects me directly.
- 6 I don't share personal information with people until I know them very
- а Before I discuss my problems with others, I try to solve them myself.
- As soon as someone starts crying, I begin to feel irritated.
- I can talk to almost anyone as long as they show an interest in having a conversation with me, too.
- Provided that they aren't dangerous, I generally prefer animals to people.





#### **6D GRAMMAR**

- In pairs, discuss the meaning of the word 'empathy'. Then ask and answer these questions:
  - 1 Who is the most empathetic person you know? Say why.
  - 2 Do you find it easy or difficult to empathise with others?
- In pairs, do the quiz. Then check your scores on page 197. Do you agree with your results?

#### The zero conditional and alternatives to if

- Look at sentences a-b and answer the questions. Then read the Grammar box and Watch out! and check.
  - a If people are unhappy, I enjoy making them feel better.
  - **b** Lenjoy making people feel better when they are unhappy.
  - 1 Do the sentences refer to something that is true only in the present, only in the future, or always?
  - 2 In sentence a, which clause gives the condition and which gives the result?
  - 3 Which tenses are used in each clause?
  - 4 Which word could you use instead of if without significantly changing the meaning of the sentence?
  - **5** When you change the order of the clauses (sentence b), what change to punctuation do you need to make?

#### The zero conditional and alternatives to if

We use the zero conditional to talk about real situations that are always true.

#### The condition

#### The result

If + Present Simple, Present Simple

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.

#### Alternatives to if

In zero conditional sentences we can use when instead of if with little or no change in meaning.

In conditional sentences we can also replace if with unless, as soon as, as long as, until, provided that, before, after.

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#### WATCH OUT!

Remember that unless = if not.

I don't share personal information with people unless I know them well.

I don't share personal information with people if I don't know them well.

- Use the prompts and if or when to write zero conditional sentences. Be careful with commas.
  - 1 I/nervous about something / I/start sweating When I'm nervous about something, I start sweating.
  - 2 1/feel embarrassed / my cheeks / go red
  - 3 my dad / eat a lot of chocolate / he / feel stressed
  - 4 my mum / talk very quickly / she / get excited
  - 5 my sister /ask / her friends for advice / she / have a personal problem
- Make Wh- questions about the situations in Exercise 4. Then in pairs, ask and answer the questions.
  - 1 What do you do when you feel nervous?
- Choose the best alternative to if to complete the sentences.
  - 1 I don't tend to say very much before / as soon as I have my morning coffee.
  - 2 I don't find people attractive after / unless they are good listeners.
  - **3** As soon as / As long as I see my best friend, I know how he or she is feeling.
  - 4 Before / As long as I trust someone, I'm comfortable asking for personal advice.
  - **5** After / Before I tell someone my problems, I usually feel better.
  - I don't truly relax until / provided that I'm alone in my room.
- SPEAKING In pairs, say if the statements in Exercise 6 are true for you.

#### **6E SPEAKING**

- What's the best and worst way to tell a friend that you have to cancel an arrangement to meet?
- 2 D 20 2.36 Watch or listen to Part 1 of a story and answer the questions.
  - 1 Why does Sally ask for Claire's advice?
  - **2** What advice does Claire give to Sally in the end?
  - **3** What would you do if you were Sally?
  - 4 How do you think Jane will feel when Sally calls her to explain?
- 3 D 21 2.37 Watch or listen to Part 2 of the story. How are Jane's and Sally's situations similar?
- 4 Complete the Speaking box with the words from the box.

better helpful problem thought were wonder

#### **SPEAKING**

Asking for, giving and reacting to advice

#### Asking for advice

I <sup>1</sup> <u>wonder</u> if you could give me some advice.

What do you think I should/ought to do?

Do you think I need to/should ...?

I've got a bit of a 2\_\_\_\_\_ and I don't know what to do.

I've no idea how/what to ...
I'd really appreciate your advice.
I'm at (a bit of) a loss.

#### Giving advice

You could/ should(n't)/ought (not) to...
I (don't) think you should ...

You'd \* \_\_\_\_ (just) tell her the truth.\*
You'd better not do this ...

It's probably (not) a good idea to ...

The first/best thing to do is ...

If I 4\_\_\_\_\_you, I'd go to Paris.

#### Reacting to advice

Thanks. That's really 5\_\_\_\_\_.

You're right, that's good advice, thanks.
I never thought of that, (it's a) good idea.
I don't know if it'll work but I'll give it a try.
I 6\_\_\_\_\_ of that but I'm pretty sure ...

I thought about doing that but ...
\* strong advice, similar to 'you have to'



- 5 Choose the correct answers to complete the dialogues.
  - 1 A I really can't go to Pam's party ... I'm thinking of making an excuse and telling her I'm not feeling well. Do you think that's a good idea?
    - **B** a No, I don't think you should do that.
      - **b** That's really helpful, thanks.
  - **2** A What do you think I should do: text my friend to cancel our plans, or give her a call?
    - **B** a I never thought of that, good idea.
      - **b** If I were you, I'd call her.
  - 3 A I'm afraid my friend won't understand. I've no idea what to tell him.
    - **B** You'd better talk to your mom, she'll know what to do.
    - A a I'd really appreciate your advice.
      - **b** I don't know if she can help me but I'll give it a try.
  - **4 A** I'm at a loss. How can I tell Susan that she can't visit me this Saturday? I have a cold!
    - **B** a I thought about doing that, but it will not work.
      - **b** You should explain the situation and invite her on a different weekend.
- 6 In pairs, offer advice in these situations. Use the language from the Speaking box.
  - Your friend is thinking of shaving his/her head.
  - Your cousin wants to become a vegan.
  - Your friend wants to drop out of school and get a job in a burger bar.
  - A I'm thinking of shaving my head.
  - B If I were you, I wouldn't do it.
- 7 In groups, ask for and give advice about real or invented problems.
  Use the language from the Speaking box.
  - A My parents won't let me buy a motorbike. What should I do?
  - **B** If I were you I'd listen to them, it's a dangerous sport.

#### 6F VOCABULARY | Relationships, conflicts and problems

#### Dilemma

Pbea3

My older sister is in a serious relationship but her boyfriend has changed recently. He spends most of his time with his friends and ignores her! She's crazy about him but he's making her unhappy. Everyone thinks she should break up with him but I'm worried it will break her heart if they split up. What should I tell her? How can I help her?

#### Ex-friend

Joyoloyo I've fallen out with my best friend. She makes lots of promises but in the end she always lets me down! Now another friend told me she's been talking about me behind my back . I'm through with her. I've forgiven her before but this time we won't make up. We're finished.

LukU

I've fallen in love with a girl. I know I should ask her out but I'd be heartbroken if she refused to go out with me or if we didn't hit it off. What should I do?

Ω

#### Help!

phillingXJ

This guy at school is really mean! He bosses me around and makes fun of me. If I complain, he just laughs at me and insults me. I've had enough! I can't put up with it anymore. I'm worried I'll lose my temper, do something stupid and get into trouble.



What kind of advice would you ask these people for? Discuss in groups.

a blogger a teacher your best friend your parents

I'd ask my dad about computer stuff and my best friend about ...

- Read the texts from Amy's advice site. In pairs, decide which person has the most serious problem. What advice do you think Amy will give them?
- Look at the highlighted words and phrases in the texts and add them to the lists below.
  - 1 Happy relationships: be in a serious relationship, ...
  - 2 Problems and conflicts: break up with sb, ...
- In pairs, complete Amy's advice to LukU with one word in each gap. Do you agree with her? Say why.



LukU.

| Keep cool. You've go   | ot to realise that     |
|------------------------|------------------------|
| when you ask some      | one 1 out, it doesn't  |
| always lead to a seri  | ous 2 The gir          |
| might not agree to 3   | out with you           |
| but you won't know     | if you don't try. I'm  |
| sure it won't really 4 | your heart if          |
| she says no. If she s  |                        |
| if you don't 5         | it off immediately.    |
| Just because you're    | 6 about                |
| someone doesn't me     | ean they'll 7 ir       |
| love with you straigh  | nt away. Give it time. |

In pairs, choose the correct options to complete Amy's advice. Do you agree with her? Say why.

| oyoloyo,  |
|---|
| know how you feel. It's hard to 1 with it when          |
| friend insults you or 2 However, before you             |
| lecide to end this friendship maybe you should give her |
| nother chance. When I was younger, I 3 with my          |
| est friend because she was always 4 me around           |
| nd telling me what to do. But a few weeks later, when   |
| 5, she stood by me in my time of need. She didn't       |
| We 7 and now we're still hest friends                   |

- 1 a fall out
- 2 a hits it off
- 3 a fell out
- 4 a breaking
- 5 a got into trouble
- 6 a ask me out
- 7 a made up

- **b** put up
- **b** talks behind your back
- **b** made up
- **b** bossing
- **b** lost my temper
- **b** let me down
- **b** were through
- 6 Write a reply giving advice to either Pbea3 or phillingXJ. Use the vocabulary in this lesson and the phrases in the Speaking box in lesson 6E to help you.
- 7 SPEAKING In pairs, ask and answer these questions.
  - 1 Have you ever lost your temper and got into trouble? Do you know anyone who has? What happened?
  - 2 Do you know anyone who likes to boss other people around? Who? What do you think of him/her?
  - 3 How would you feel if you heard a good friend talking about you behind your back?
  - Have you ever fallen out with a friend? What happened? Did you make up again?



- Most of us say we value honesty, yet we are all dishonest occasionally. Should you always attempt to tell the truth, or can it sometimes be acceptable to lie?
- 2 There are many reasons why you should always try to be honest. To begin with, lying is morally wrong because it deceives and misleads people. Furthermore, although many public figures set a poor example, most adults know it is wrong to lie for personal or financial gain, or to hide guilt or cover for someone who has done wrong. Finally, lies create distance and destroy relationships. For this reason, lying to someone you love is particularly unacceptable.
- Having said that, it may sometimes be preferable not to tell the whole truth. For instance, when we want to avoid hurting someone's feelings or appear to be well-mannered, we might agree that a friend's new haircut is 'nice', or thank someone for a 'lovely' gift, regardless of how we actually feel about these things. What is more, people sometimes lie or make up stories to avoid upsetting someone vulnerable. For example, it may be easier for a young child to accept that the family dog 'has gone to live on a farm', than to try to deal with the death of a much-loved pet.
- To conclude, honesty is generally the best policy, but there are times when lying can make things easier for other people. Personally, I believe it's usually better to tell a harmless white lie than to hurt someone.



| 1 In pairs, discuss the | se questions. |
|-------------------------|---------------|
|-------------------------|---------------|

- 1 A 'white lie' is a lie about a small or unimportant thing, usually told to avoid hurting someone's feelings. Can you think of some common examples?
- 2 Is it possible to always tell the truth?

#### 2 Read the essay and answer the questions.

- 1 Does the writer mention any of the things you discussed in Exercise 1?
- What is the writer's personal opinion and do you agree with it?

#### 3 Match paragraphs 1-4 with descriptions a-d.

- **a** Arguments against always telling the truth.
- **b** The author's view on always telling the truth.
- c ☐ Arguments for always telling the truth.
- **d** An introduction to the topic of honesty and dishonesty.
- 4 Study the Writing box. Then find more arguments for and against always telling the truth with reasons and/ or examples in the essay.

#### WRITING | A for-and-against essay

A for-and-against essay should be formal in tone.

#### Paragraph 1

Begin with some general points, or say that an issue is controversial:

Most of us say we value honesty, yet we are all dishonest occasionally.

End with a statement or question that mentions both sides of the issue:

Should you always attempt to tell the truth, or can it sometimes be acceptable to lie?

#### Paragraph 2

Give several arguments for the issue and support with examples and reasons:

To begin with, lying is morally wrong because it deceives and misleads people.

#### Paragraph 3

Give several arguments against the issue and support with examples and reasons:

What is more, people sometimes lie or make up stories to avoid upsetting someone vulnerable. For example, it may be easier for a child to accept that the family dog 'has gone to live on a farm', than to try to deal with the death of a much-loved pet.

#### Paragraph 4

Summarise the debate briefly:

To conclude, honesty is generally the best policy, but there are times when lying can make things easier for other people.

Add your own opinion:

Personally, I believe it's usually better to tell a harmless white lie than to hurt someone.

#### 5 Look at the linking words and phrases underlined in the essay and put them in the correct group.

- Introducing new arguments: 1 To begin with; First of all; Secondly; Furthermore; 2 , Another point is; Some/Most of us know/agree/say; Finally;
- Giving examples and support: For example; <sup>3</sup>\_\_\_\_\_\_
   Such as; According to; <sup>4</sup>\_\_\_\_\_\_;
- Introducing a contrast: However; On the other hand;
   Nevertheless:
- Introducing a conclusion: In summary; In conclusion;
- Introducing your own opinion: In my opinion; Ultimately, I think; 8\_\_\_\_\_\_.

# 6 Choose the most suitable linking phrase in each sentence. In one sentence both are possible.

- **1** Although / In summary other teenagers may sympathise, they don't always have the experience necessary to offer good advice.
- **2** When we make a mistake, we learn from it and for this reason / furthermore, young people should be allowed to make their own decisions now and again.
- **3** There is almost no chance of winning, nevertheless / another point is people seem to enjoy taking part in lotteries.
- **4** On the other hand / Such as, there are also some strong arguments for lotteries.
- **5** Another point is / What is more, no one understands what a teenager is going through better than another teenager.
- 7 REFLECT | Values Is it unethical for parents lie to their young children about the existence of mythical figures, such as the Tooth Fairy? Discuss in groups.

# 8 Work in pairs. Match the sentences in Exercise 6 with the essay topics a-c.

- a Young people should always do exactly as their parents tell them.
- **b** Friends are the best source of advice for teenagers.
- c □ □ National lotteries do more harm than good.

# 9 WRITING TASK Choose one of the topics in Exercise 8 to write a for-and-against essay about. Follow the instructions.

- **1** Make notes on arguments for and against the topic you have chosen.
- **2** Think of supporting examples and reasons to include in your essay.
- **3** Use the Writing box and the phrases in Exercise 5 to write your essay.

Topic: <u>National Lotteries do more harm than good.</u> Arguments for:

1 A lot of money from lotteries goes to charity.

Arguments against:

1 Lotteries give people false hope.

2

#### REMEMBER MORE

- Complete the sentences with the correct verbs. Then check with the word list.
  - Bob will \_\_\_\_ Beth's heart if he tells her he doesn't love her anymore.
  - 2 I'm not sure restarting my phone will help, but I will \_\_\_\_ it a try.
  - 3 Tracy is very sociable but she would never \_\_\_\_\_ behind anybody's back.
  - 4 Mum tried hard not to \_\_\_\_\_ her temper when she saw our test results.
- 2 Complete the sentences with the verbs from the word list.

When you ...

- your shoulders, you show that you're not interested or you don't care.
- **2** \_\_\_\_ your head, you show that you don't agree with someone.
- your eyes, you show that you're annoyed or bored.
- 4 \_\_\_\_ through your teeth, you say something that is completely false.

# 3 Which verb from the word list completes these phrases?

| for something     |
|-------------------|
| in love           |
| out with somebody |
| a promise         |
| something up      |
| up wih somebody   |

into trouble excited

#### 4 Do the task below.

Look at the word list and choose 5–8 verbs or phrases you want to learn. Write a sentence with each of them. Begin your sentence with a name that starts with the same letter as your verb, e.g. Mark murmured something in my ear.

# 6A GRAMMAR AND VOCABULARY 5.36

break a window / breik ə 'windəu/

cover for sb (phr v) /'knvə fə ,snmbodi/

fall for sth (phr v) /fɔːl fə ,sʌmθɪŋ/

false (adj) /fo:ls/

find out (phr v) /,faind 'aut/

fool (v) /fu:1/

insist on sth (phr v) /in'sist on ,samθiη/

lie (n, v) /laɪ/

lie through your teeth /,lat θru: jə 'ti:θ/

lose your voice / luiz ja vois/

make sth up (phr v) /,meɪk ,sʌmθɪŋ 'ʌp/

miss (v) /mis/

see right through sb /si: raɪt 'Oru: sambodi/

straightaway (adv) /,streita'wei/

suspicious (adj) /sə'spɪ[əs/

tell the truth/a lie /.tel ðə 'tru:θ/ə 'laɪ/

trick (v) /trik/

upset (adj) / Ap'set/

wedding anniversary (n) /'wedin ænə,vs:səri/

win the lottery /win ða 'lotari/

#### **6B READING AND VOCABULARY**

(D) 5.37

cameraman (n) /ˈkæmərəmən/

convinced (adj) /kən'vɪnst/

cover a story /,knvər ə 'storri/

crowdfunding site (n) /'kraudfandin sait/

decent (adj) /'di:sənt/

dishonest (adj) /dis'pnəst/

do the right thing /,du: ðə ,raɪt 'θιη/

envelope (n) /'envələup/

facial/body movements /'ferfəl/'bodi ,mu:vmənts/

fees (n) /fizz/

fix (v) /fiks/

flash (v) /flæf/

frown (v) /fraun/

gaze (v) /geiz/

give back (phr v) /,grv 'bæk/

glance at sth (v) /'gla:ns ət ,snm01ŋ/

grin (v) /grɪn/

groan (v) /grəun/

honesty (n) /'pnəsti/

hug (v) /h/g/

insist (v) /in'sist/

integrity (n) /ɪnˈtearəti/

keep (v) /ki:p/

lottery ticket (n) /'lotəri ,txkət/

lousy (adj) /ˈlaʊzi/

mend (v) /mend/

murmur (v) /'ma:mə/

nationwide (adv) /,ner[an'ward/

news channel (n) /'nju:z ,t[ænl/

own (v) /əʊn/

pay(v)/pei/

pay off debts / per of 'dets/

pay on debts / per bi dets

publicity (n) /pn/blrsəti/

/bew:cf' ibadmas, lug./ (v ndq) brawnof ds llug

raise an eyebrow /,reiz ən 'aibrao/

reporter (n) /rr/po:tə/

return (money) (v) /rɪ,tɜ:n ('mʌni)/

From the second of the second

/enue' lettrar, rantfal 'auna/

roll your eyes /,rəʊl jər 'aɪz/

rude (adj) /ru:d/

security camera (n) /sɪˈkjʊərəti ,kæmərə/

security guard (n) /sr'kjpərəti ga:d/

set up a website / set Ap a 'websart/

shake your head /ˌʃeɪk jə 'hed/

shiver (v) /ˈfɪvə/

shrug your shoulders / frag ja 'fauldaz/

sigh (v) /sai/

stare at sb (v) /'stear at ,sambodi/

trailer (n) /'treɪlə/

TV crew (n) /,ti: vi: 'kru:/

TV report (n) /,ti: 'vi: rɪ,pɔ:t/

vaguely (adv) /'vergli/

whisper (v) /'wɪspə/

windscreen (n) /'wɪndskri:n/

wink (v) /wiŋk/

winning ticket /winin 'tikət/

# 6C LISTENING AND VOCABULARY 5.38

be struck by lightning /bi strak bar 'lartnin/

cope with sth (v) /ˈkəʊp wɪð ˌsʌmθɪŋ/

disappointed (adj) /,drsə'pɔɪntɪd/

do the lottery /,du: ðə 'lotəri/

/disappointment (n) /,disə'pɔɪntmənt/

donate to charity /dəʊˌneɪt tə ˈtʃærəti/

The state of the s

embarrassed (adj) /rm'bærəst/ embarrassment (n) /1m/bærəsmənt/ envious (adj) /'envias/ envy (n) /'envi/ excited (adj) /ik'sartid/ excitement (n) /rk'sartment/ e ibadana, vigiv ,sambadi ə 'kpmplamant/ happiness (n) /'hæpinəs/ hide (v) /haid/ honest with sb (adj) /'pnast wið ,sambodi/ jealous (adj) /'dzeləs/ jealousy (n) /'dʒeləsi/ loneliness (n) /'launlinas/ lonely (adj) /'launli/ lottery jackpot (n) /'lotəri ,dzækpot/ lottery win (n) /'lotəri wɪn/ make investments / merk in vestments/ mean to sb (adj) / mi:n ta ,sambodi/ millionaire (n) /,mxlja'nea/ remain/stay anonymous /rɪ.meɪn/.stei a'npnimas. sad (adj) /sæd/ sadness (n) /'sædnəs/ sympathetic (adj) /,simpə'θetik/ sympathy (n) /'sɪmpəθi/ waste time on sth /weist 'taim on ,snmθiη/ 6D GRAMMAR (1) 5.39 be in touch with your feelings /bi in tatf wid ja 'fi:əlɪŋz/ cry (v) /krai/ empathetic (adj) / empa'θetrk/ empathise with sb (v) /'empəθazz wið ˌsʌmbɒdi/ get excited / get ik'saitəd/ good listener /,gud 'Issana/ irritated (adj) /'irriteitid/ make up (with sb) (phr v) /,meik 'np (wið ,(ibadmnz, nervous about sth (adj) /'na:vəs ə,baut ,samoin/ /meldard leneszeg./ parsanal 'problam/ ad'vars /negren/efran, lenested/ (u) /bassanal 'unta, lenested' sb's cheeks go red /,snmbodiz ,tfi:ks gav 'red/ share information / [ear , Infa'mex[an/

show an interest in sb/sth / Jau an 'Intrast In

,sambadi/,sam011)

sweat (v) /swet/

trust (v) /trast/ upset (v) /,np'set/ 6E SPEAKING (1) 5.40 /eal' e (ve trd, e) te id, sol a (lo tid ev) e 'los/ cancel your plans /,kænsəl jə 'plænz/ explain the situation /ɪkˌspleɪn ðə ˌsɪtʃu'eɪʃən/ feel well /fizl 'wel/ /l:cx² e ibadmas, vig.\ liscal e ds avig give sth a try / giv s s mθiη ə 'trai/ helpful advice /,helpfəl əd'vais/ make an excuse /,meɪk ən ɪk'skju:s/ shave your head / ferv ja 'hed/ 6F VOCABULARY (1) 5.41 ask sb out (phr v) /,a:sk ,snmbodi 'aut/ be crazy about sb /,bi 'kreizi ə,baut ,sambodi/ be in a serious relationship /,bi in a ,siarias rr'lerfən(rp/ be through with sb /,bi 'θru: wið ,snmbodi/ boss sb around (phr v) /,bps ,sambpdi ə'raund/ break sb's heart / breik sambodiz 'hait/ break up with sb (phr v) / breik 'np wið sambodi/ complain (v) /kəm'pleɪn/ dilemma (n) /dəˈlemə/ do sth stupid /,du: ,snmθιη 'stju:pəd/ ex-friend (n) /,eks 'frend/ fall in love with sb /fo: I m 'lav wið ,sambodi/ fall out with sb (phr v) /,fo:l 'aut wið /ibadamas, forgive (v) /fə'gɪv/ get into trouble / get , into 'trybal/ go out with sb (phr v) /,gəʊ 'aʊt wið .sambodi/ have enough /,hæv ɪ'nʌf/ heartbroken (adj) /'ha:t,brəukən/ hit it off /hrt rt 'of/ ignore (v) /rg'no:/ insult (v) /in'sAlt/ laugh at sb (phr v) /'larf ət ,sambodi/ lead to sth (v) /'li:d tə ,sʌmθɪŋ/ let sb down (phr v) /,let ,sambodi 'daun/ lose your temper /,lu:z ja 'tempa/ make a promise /,meik ə 'proməs/ make fun of sb /,merk 'fan əv ,sambodi/ make up (phr v) / meik 'Ap/ put up with sb/sth (phr v) /,put 'np wið

,snmbodi/,snm01ŋ/

talk behind sb's back /,to:k bi,haind ,snmbodiz 'bæk/ 6G WRITING (1) 5.42 appear (to be) /ə,prə tə 'bi/ deal with sth (phr v) /'di:l wið ˌsʌmθiŋ/ death (n) /deθ/ deceive (v) /dr'si:v/ destroy (v) /dr'stro1/ dishonesty (n) /dis'pnəsti/ distance (n) /'distans/ do more harm than good /,du: mo: ,ha:m ðən 'god/ do wrong /,du: 'ron/ false hope (n) /,fo:ls 'həʊp/ financial gain /fəˌnænʃəl 'geɪn/ gain (n) /gein/ go through sth (phr v) /,gao 'θru: ,sʌmθɪη/ guilt (n) /grlt/ harmless (adj) /'ha:mləs/ hurt sb's feelings /,ha:t ,s/mbodiz 'fi:əlɪŋz/ make sth easier / merk samθrn 'izziə/ mislead (v) /,mrs'li:d/ morally wrong /,morali 'ron/ much-loved (adj) /,matf 'lavd/ mythical figure (n) /m εθ ε kəl 'fıqə/ now and again /,nau and a'gen/ offer advice /,pfər əd'vars/ pet(n)/pet/ policy(n)/polasi/ public figure (n) / pablik figə/ regardless of sth (adv) /rɪˈgɑːdləs əv ,sʌmθɪŋ/ /set a poor example /,set a ,po:r rg'za:mpal/ tell the whole truth /,tel ðə ,həυl 'tru:θ/ unacceptable (adj) /,nnak'septabal/ unethical (adj) /ʌnˈeθɪkəl/ value (v) /'vælju:/ vulnerable (adj) /'vxlnərəbəl/ well-mannered (adj) /,wel 'mænəd/ white lie (n) /,wart 'lar/

split up (phr v) /,split 'np/

stuff(n)/stxf/

#### **VOCABULARY AND GRAMMAR**

#### 1 Complete the story with one word in each gap.

'Will you 'cover for me this afternoon at the club, Georgie?', Michael asked me today. He was supposed to help at the gymnastics club after school. Michael was very good at <sup>2</sup>m things up but he hadn't made an <sup>3</sup>e\_\_\_\_\_ to her about why he couldn't be there. He had told her the 4t . He didn't try to lie to me either because I always saw straight 5t\_\_\_\_\_ him and, anyway, I knew the story. Michael had fallen for a girl who he really liked, and they started 6g\_\_\_\_out. The problem was he got really 7j\_\_\_\_ when she spoke to other boys. She is a really nice girl who would never 81\_\_\_\_\_ anyone down and disappoint them, but Georgie started to boss her <sup>9</sup>a \_\_\_\_ so she <sup>10</sup>b \_\_\_\_ up with him. Although she had broken his 11h\_ I hadn't felt much 12s for him at the

But now that Michael was going to ask her to forgive him, I changed my mind and said 'Yes, I will cover for you.'

#### Choose the correct words to describe the pictures.

time because of the way he'd behaved.



1 frown / grin



2 hug/glance



3 shake your head / shiver



4 raise an eyebrow / shrug shoulders



5 roll your eyes / wink



6 stare / whisper

| 3 | Complete the sentences with the words from the box. |  |
|---|---|--|
| _ | complete the sentences with the words from the box  |  |

| 95        | the back crazy fun go love put temper trouble up with   |
|-----------|---|
| 1         | If you fancy someone, you should <u>ask</u> them out but don't worry if they won't out with you.  |
| 2         | If I were you, I wouldn't make of your sister. You might get into!  |
| 3         | Just because you're about someone doesn't mean they'l fall in with you.   |
| 4         | You should never up with a friend talking behind your   |
| 5         | If you lose your with your best friend and fall out<br>him or her, you should apologise.  |
| 6         | Splitting with someone can make you feel lonely at first – but it is only temporary.  |
| fo<br>ita | omplete sentences 1–4 with the zero conditional form of the ords in brackets, and sentences 5–8 with the first conditional rm of the words in brackets. Then choose the correct word in alics for each sentence.  Until / When people I don't know talk (talk) to me, I (get) |
| •         | very nervous.   |
| 2         | They always (say) what they think <i>if/ before</i> they (disagree) with someone.   |
| 3         | If / Unless a stranger (knock) on the door, the dogs (start) barking.   |
| 4         | After / Provided that I (lose) my temper, I usually (feel) embarrassed.   |
| 5         | She (win) the race unless / as long as she (train) hard.  |
| 6         | Unless / After you (win) the lottery, you (be able) to buy a car.   |
| 1         | He (not buy) a new house as long as / unless he (get) a well-paid job.  |
| 8         | Provided that / Until you can (pay) me back by Saturday, I (lend) you the money.  |
|           | implete the conversation with the second conditional form of e verbs in brackets.   |

| Alex | Hi Jack. What <sup>1</sup> would you do (do) if you <sup>2</sup> (see) someone bullying a friend at school?                     |  |  |
|------|---|--|--|
| Jack | Why? Has something happened?  |  |  |
| Alex | Yes, it has and I've no idea what to do.  |  |  |
| Jack | Well, if I <sup>3</sup> (be) you, I <sup>4</sup> (go) straight to your class teacher and I <sup>5</sup> (explain) what you saw. |  |  |
| Alex | I thought about that, but if I 6(go) to the teacher, my best friend 7(be) through with me.                                      |  |  |
| Jack | Really? Your best friend?   |  |  |
|      |   |  |  |

**Alex** Yes, he's, unfortunately, the bully.

Jack How come he's your friend then? I 8 \_\_\_\_\_ (not put up) with that sort of behaviour.

**Alex** He's got problems at home.

Jack That's no excuse. If I 9\_ \_\_\_\_ (have) problems, I 10\_ go) round bullying people.

Alex I'm really at a loss.

Jack If you 11  $\_$  (speak) to him about it and  $^{12}$  $\_$ him to apologise to the student he was bullying, it might help him too.

Alex Thanks!

#### **USE OF ENGLISH**

- 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.
  - Jane doesn't focus so she makes a lot of mistakes.
     FOCUSED

If Jane focused, she would make fewer mistakes.

- 2 I'm not brave enough to tell them I lied. BRAVER , I would tell them I lied.
- **3** I think you should tell her how you feel. **YOU** If tell her how you feel.
- 4 She looked very surprised when she heard the news. **EYEBROW**

She \_\_\_\_\_ in surprise when she heard the news.

5 You should start revising because the exams begin next week. HAD

You \_\_\_\_\_ because the exams begin next week.

- 6 The price of the tickets is going up, so we must buy them soon. UNLESS
  - \_\_\_\_\_ soon, they will be more expensive.
- 7 I forgive people quickly provided that they say sorry. **LONG**I forgive people quickly say sorry.

Use of English > page 193

#### LISTENING

7 ② 2.38 You are going to hear a woman talking about her work. Complete the notes below with a word or a short phrase.

#### STRATEGY | Notes completion

Read each gap and check what kind of information or word is missing. Write exactly what you hear and do not change the words in any way.

- As well as working as an agony aunt, June is also a <sup>1</sup>
- June communicates through social networks and her <sup>2</sup>\_\_\_\_\_.
- In the last century, teens needed information about <sup>3</sup>
- Modern technology has created some new problems for teenagers today such as cyber-4\_\_\_\_\_.
- She says some teens don't want to talk to about problems.
- June thinks the key problem people suffer from nowadays is 6\_\_\_\_\_.
- June thinks agony aunts need to be 7\_\_\_\_\_

#### SPEAKING

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

#### Student A

You recently had an argument with your classmate. You'd like to make up and you talk about this with a friend from the UK. In the conversation discuss the points below:

- Talk about your relationship with your classmate.
- Explain the reason for the argument and ask for advice.
- Accept Student B's advice.
- Say what you can do to get on better with the classmate.

#### Student B

You are Student A's friend from the UK. You are discussing how to resolve his/her conflict with a classmate. Use the phrases below to help you. You start first.

- How do you usually get on?
- So, what happened exactly?
- If I were you, I'd apologise.
- What can you do to improve your relationship?

#### WRITING

9 Read the task below and write an essay.

#### STRATEGY Essay

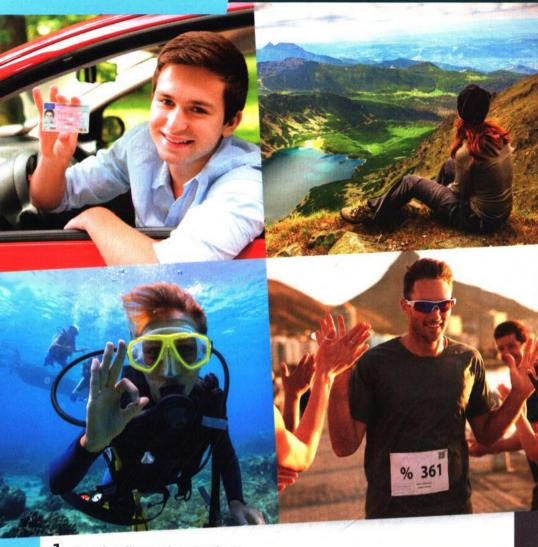
Read the essay question and make a note of the points you need to include in the answer. In the task, you need to address the two aspects mentioned in the task as well as discuss one aspect of your own.

Parents shouldn't try to control the lives of their children who are over sixteen. Do you agree?
Write about:

- 1 going out at night
- 2 using technology
- 3

# LIFE SKILLS

### How to set SMART goals

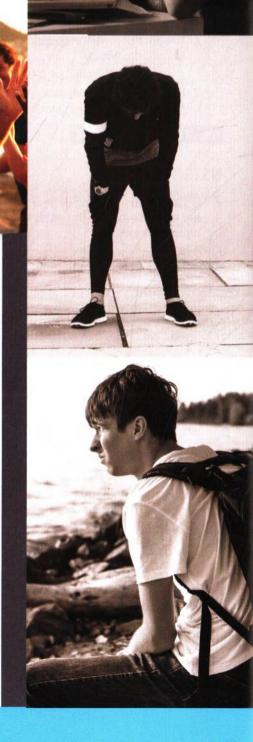




- 1 Compare the colourful and black and white photos. What goals did the people have? Have they achieved them or failed?
- **2** How important do you think it is to set yourself goals for the future?
- **3** What are some of your educational and personal goals for this year?
- 2 Do you have plans to achieve the goals you mentioned in Exercise 1? What are you going to do and when?
- 3 Read the forum entries about failed goals. Match statements 1-4 with entries a-c. There is one extra statement.

The speaker ...

- **2** ☐ wasn't sure which goal he/she wanted to achieve.
- **3** did not do enough research to achieve a goal.
- **4** □ chose a goal that was impossible to reach.
- 4 Work in pairs. Why did the people fail to achieve their goals? What didn't they do? What advice would you give them?
- 5 ② 2.39 Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.
  - a Where to get advice on what our goals should be.
  - **b** How important it is to have big ambitions.
  - c How to make our goals easier to achieve.
  - d What to do if we fail to achieve a goal.



Nick04

A I'm finishing my first year of English at uni soon and it definitely hasn't turned out as I'd hoped. When I was at school, I ioined a student drama club. It was my passion to act and I dreamt of a career on the stage. But everyone told me it was too challenging and I should choose a more traditional job. So I thought I could study something to do with languages because I was pretty good at English and I thought maybe I could be a teacher. Both of my parents are teachers and they seem to enjoy their jobs. My favourite subject at school was History though, but I just didn't think there'd be many jobs available. So I went for English in the end. Most universities have English courses and I didn't think too much about what was on the course as long as I got a degree. But the course is boring, and I often skip classes. I may not come back next year ...

B When my friend suggested we take part in the City half-marathon which takes place once a year, I thought it was a great idea. I have to admit I'm not that fit really I don't do a lot of sport. But you see marathons on television with thousands taking part so I thought I could manage it. After all, I wasn't out there to break any records! Of course, I had these great plans to train regularly and I went running after school with my friend for a couple of evenings – but then school work got in the way so I didn't really do much. The result is that I did the half-marathon last Saturday - but my legs went to jelly after a couple of kilometres and I had to stop. It was a bit embarrassing - but I guess I'm just not built for running long distances. I shall stick to exercises at home in the future!

Buster56

Charli3

a success. I went with my Spanish friend and the idea was to travel by train and buses along the coast, stopping off at interesting places on the way. Sounds a cool idea, doesn't it? Well, we thought so. I cut down my spending a bit in the month before we left so I'd have enough money and we checked out the route which looked definitely doable. The problem was that the fares and accommodation were more than we had thought and I ran out of money pretty early on. It's a pity we didn't check how much these things cost and didn't plan a budget or how much time we needed to save enough money. We didn't enjoy ourselves nearly as much as we'd hoped to. I stayed in Barcelona at my friend's house for a week, but we were both disappointed.

Just got back from my trip to Spain, France and Italy and I have to say it wasn't

6 ② 2.39 Listen again. Complete the gaps with the words from the box. There are two extra words.

deadlines easy how important possible what when

#### LIFE SKILLS | How to set SMART goals

- **S (SPECIFIC)** Define exactly \*\* what you want to achieve.
- M (MEASURABLE) Think about how and 2\_\_\_\_\_ you'll know that you've achieved your goal.
- A (ACHIEVABLE) Set goals that are <sup>3</sup>\_\_\_\_\_\_ to achieve.
- R (RELEVANT) Choose a goal which matters and is 4\_\_\_\_\_to you.
- T (TIME-BOUND) Set yourself 5\_\_\_\_\_ for achieving the goal.
- 7 Would you now give the same advice to the authors of the forum entires? Say why.
- 8 Match statements a-e with questions 1-5 from the SMART diagram.
  - **a** I want to reach my goal by the end of the term when we have a big test.
  - **b** I will do the following to help me achieve the goal:
    - record new words after each lesson in a notebook,
    - draw mind maps and pictures,
    - ask my friends to help me revise vocabulary before tests,
    - write an article in English for the school's website.
  - I will keep track of the marks I get in English tests to check if I get higher scores. I'd like to improve my average score by 10%.
  - **d** I want to improve and expand my English vocabulary. I usually get lower marks in my English tests because I find it difficult to learn new words.
  - **e** I want to pass my exams in English well. I also need English to chat with my friends online.

#### Make a SMART goal

Your goal: improve my English, learn new vocabulary

- Š
- Specific What do you exactly want to achieve? 1
- M
- Measurable How will you know when your goal is met? 2\_
- A
- Achievable What steps can you take to achieve your goal? 3
- R
- Relevant Why is your goal important to you? 4\_
- T
- Time-bound How long will it take you to reach your goal? 5
- 9 Do the task below.

#### LIFE SKILLS | Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 8.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?

# 07

# In the spotlight

**VOCABULARY** TV news, viewing habits, success and failure, describing art, films,

books and plays

**GRAMMAR** Reported speech, reported questions Use of English > page 194

**SPEAKING** Describing a personal experience

**WRITING** A review of a play

**VIDEO** Grammar Documentary Communication





And finally, a popular new trend in the UK. Hair-facing is a way of brushing your hair so it covers your face completely. To find out more about it, we talked to some teenagers at their school in Brighton. They told us that hair-facing was becoming really popular there. They agreed the trend would last because it was fun. One girl explained she had only started hair-facing a few days before. She confessed she had always looked down on it until she had tried it. Another girl claimed she felt more relaxed with her hair over her eyes. A teacher said he didn't like the fashion. He complained that he couldn't see his pupils' faces so he didn't know if they were sleeping in class. He said he would ban it if he could. However, another teacher told him not to criticise it if he'd never tried it.



And finally, the second World Dog Surfing Championships are taking place in California. Earlier today, we spoke to one of the organisers. He said that about fifty dogs were competing in this year's championships. That doesn't sound like a lot but he asked us to remember that only five dogs had taken part the year before. He also pointed out that the event had attracted more spectators and media interest than ever. He explained there were different prizes depending on the weight of the dogs and the size of the waves. He admitted the dogs couldn't surf as well as humans but claimed that the dogs were learning fast and predicted that the performances would be better than the previous year's. He added that there were also prizes for the best dressed dogs.

#### 7A GRAMMAR AND VOCABULARY

- 1 Read the information below and work out the meaning of the highlighted words. What is an 'And finally,...' report?
  - TV news programmes always begin with the headlines followed by the most important stories or breaking news. They often finish with a curious or amusing news item which the newsreader usually introduces with the words 'And finally,...'. These reports tend to be human interest stories or to involve animals.
- 2 In pairs, ask and answer the questions.
  - 1 What TV or newspaper headlines do you remember from this week's news?
  - 2 Can you remember a time when a newsreader interrupted a programme to report some breaking news? What was it?
  - **3** Which curious or funny human interest stories can you remember from the news?
- 3 Look at the photos and read both 'And finally, ...' news items. Which one do you think is true and which fake? Say why.

#### Reported speech

- 4 (1) 3.1 Listen to two interviews. Then read news item 1 again. How are quotations below reported in the text? How are the reported sentences different from the originals?
  - 1 'Hair-facing is becoming really popular here'

They told us that hair-facing was becoming really popular there.

- 2 'It'll last because it's fun.'
- 3 'I only started hair-facing a few days ago.'
- 4 'I had always looked down on it.'
- 5 'I feel more relaxed with my hair over my eyes.'
- 6 'I can't see my pupils' faces.'
- 7 'I would ban it.'
- 8 'Don't criticise it!'
- 5 Study the Grammar box and check your answers to Exercise 4. Then read news item 2 again and find more examples of reported speech.

#### Reported speech

| Direct speech      |   | Reported speech        |
|--------------------|---|------------------------|
| Present Simple     | > | Past Simple            |
| Present Continuous | > | <b>Past Continuous</b> |
| Past Simple        | > | Past Perfect           |
| Present Perfect    | • | Past Perfect           |
| will               | > | would                  |
| can                | • | could                  |
| must               | > | had to                 |
|                    |   |                        |

The Past Perfect, would, could, should and might don't change in reported speech.

With **imperatives** we use (not) to before the verb.

'Remember!'

She asked/told me to remember.

'Don't forget!'

 She asked/told me not to forget.

These expressions usually change:

**Time:** now → then/at that time; a few days ago → a few days before; yesterday → the day before/ the previous day; last year → the year before/the previous year; tomorrow → the day after/ the next day.

Places and things: here → there; this → that; these → those.

**People:**  $I/you \rightarrow he/she$ ,  $me/you \rightarrow him/her$ ;  $my/your \rightarrow his/her$ ;  $we \rightarrow they$ ; our  $\rightarrow their$ 

**Reporting verbs:** add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn.

Grammar Reference and Practice > page 183

- 6 Choose the correct reporting verbs in sentences.
  - 1 'After I had read the headlines last night my throat felt dry so I decided to take a drink,' Jack told / said us.
  - 2 'There's always a glass of water on the desk while I'm reading the news but I don't usually touch it,' he asked / pointed out.
  - **3** 'I was in a hurry and spilt the water all down my shirt,' he said / told.
  - 4 'Don't laugh,' his producer added / warned him.
  - 5 'Once I started laughing, I couldn't stop,' Jack explained / predicted.
  - 6 'It's the first time anything like that has ever happened to me,' he claimed / replied.
  - 7 'It won't happen again in tomorrow's programme,' he admitted / promised.
  - **8** 'I can't believe I'm the human interest story on my own TV channel,' Jack agreed / confessed.
- 7 3.2 Rewrite the quotes in Exercise 6 in reported speech to complete the news story. Listen and check.

Jack told us that after he had read the headlines the night before his throat had felt dry so he ...

- 8 In pairs, transform the sentences to reported speech using the words in brackets.
  - 1 'I watched the news last night.' (Rose/tell/friends)

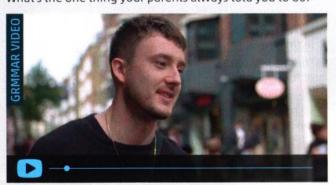
Rose told her friends that she'd watched the news the previous night.

- 2 I hadn't watched the TV news for ages. (She/claim)
- **3** I don't think I'll watch it again in the near future. (She/add)
- 4 I can get all the news I need on my phone. (She/explain)
- **5** Check all the information you get online because a lot of it is false. (Mo/warn/the others)
- 6 I don't believe everything I see on the news. (He/point out)
- 9 REFLECT | Society Which news sources (TV, radio, the Internet, newspapers, etc.) do you trust the most/least? Say why.
- 10 SPEAKING Work in pairs. Use reported speech to talk about a time when someone said something that made you feel annoyed, confused, embarrassed, happy or relieved.

I was annoyed about something and my sister told me to calm down. That made me laugh because she gets annoyed more than anyone I know.

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

What's the one thing your parents always told you to do?



#### 7B VOCABULARY | Viewing habits

- Work in pairs. What types of shows do you like watching? Which are your favourite shows and why? How many episodes do you usually watch in one sitting?
- 2 Look at the statistics on viewing habits in the UK at the bottom of the page and match the highlighted phrases to the definitions. Which statistic do you find most surprising?
  - 1 A multi-part television show. series
  - 2 One part of a multi-part television show.
  - **3** Watching television for a long time in one sitting.
  - 4 Total amount of time spent watching television.
  - 5 Bits of information about what happens in a film or television show you haven't watched yet.
  - **6** TV shows and films that you can watch whenever you want.
  - **7** An internet-based television service you pay for each month.
  - 8 People who watch television.
- In pairs, ask and answer questions based on the information from the survey. Add more details about services, shows, times, etc.
  - A Do you use subscription streaming services?
  - **B** No, I tried one for a month, but I hardly watched it.
- 4 Use a dictionary to check the meaning of the words from the box. Then use them to complete the sentences. Which of them are true for you? Compare with a partner.

credits dialogue seasons subtitles title sequence trailers

- **1** When I'm binge-watching a TV show on a subscription streaming service, I always skip the <u>title sequence</u> at the beginning of the episode and go straight to the action.
- When I go to the cinema, I like to stay and watch the \_\_\_\_\_ at the end so I'm often the last to leave.
- 3 I'm not into TV shows or films that are full of \_\_\_\_\_.
  I prefer action to discussion.
- 4 I find that watching English language shows with the English \_\_\_\_\_ helps me learn new words and phrases.
- **5** For me, most shows get boring after three or four \_\_\_\_\_.
- **6** I think most \_\_\_\_\_ show too much of the story and that spoils the film or series for me.

### Viewing Habits in the UK

- 76 percent of 16-24-year-olds reported using subscription streaming services.
- 79 percent of adults admitted binge-watching multiple episodes in one sitting.
- 55 percent of 18-24-year-old viewers said binge-watching was one of their main hobbies.
- 35 percent said that binge-watching a series made it better.
- 74 percent said they sometimes watched more on-demand content than they intended to and 32 percent said that this cost them sleep and left them feeling tired.
- 25 percent of binge viewers said they were afraid that spoilers would reveal the endings of their favourite shows.
- 47 percent of 16-24-year-olds said they were trying to cut down their screen time in some way.
- 3 percent of adults admitted they had pretended to be sick so they could stay at home and binge-watch.
- 5 Form adjectives with the words from boxes A and B. Then match them to the descriptions of shows below.
  - A little feature eagerly thought award well
  - B -reviewed -known -length -winning -provoking -awaited
  - This show got really good reviews.
     well-reviewed
  - 2 This show won lots of awards.
  - **3** People have been waiting for this show to start and are excited about it.
  - 4 This show really makes you think.
  - 5 Not many people have watched or heard about this show.
  - **6** Some of the episodes in this show are as long as a film.
- 6 Work in pairs. Use the adjectives in Exercise 5 to talk about your favourite TV shows.

... is one of my favourite shows. It was really well-reviewed. In fact it's award-wining, thought-provoking and some of the episodes are feature-length. The best thing about it is ...

7 **3.3** PRONUNCIATION Match the words in the box to the correct syllable stress patterns. Then practise saying them.

binge-watching dialogue discussion statistics subscription subtitles

| ••• surprising | ••• episode |  |  |
|----------------|-------------|--|--|
|                |             |  |  |
|                |             |  |  |
|                |             |  |  |

8 REFLECT | Culture According to studies, sixty-eight percent of adults in the UK say that watching TV shows and films brings the family together. Do you agree? Do you think people feel the same way in your country? Say why.

#### **7C LISTENING AND VOCABULARY**

- Which artists/performers do you follow on social media? Whose posts are the most interesting and why?

#### How to promote your work on social media

- a pay for pop-up ads on the Internet
- **b** start a dedicated social media page for your work
- c upload some videos to your own YouTube channel
- d self-publish your writing online

#### Speakers

- 1 Keira, an artist
- 2 Andy, an actor and comedian
- **3** Selena, an author
- 4 Tracy, a singer and musician
- 3 3.4 Listen again and choose the correct answer for each question.
  - 1 Where is Keira now?



2 What was Andy doing when he made a key decision in his life?



3 Which of Selena's projects was the most successful?



4 When did Tracy's group make their first music video?



- 4 Decide if the highlighted phrases refer to success or failure. Then match them with the definitions below.
  - 1 It's not easy to become popular so how did you make a name for yourself?
  - **2** A few months ago I **got my first break** when the people at this gallery contacted me.
  - **3** Although the play was a huge flop, I got good reviews. It started off OK but in the end, it came to nothing. I didn't get many views at first but then it really took off.
  - 4 That was a bit of a setback but I didn't give up. A major publisher took it on and I haven't looked back since. I'm the author of a best-seller.
  - 5 It only sold about a hundred copies. What a disaster! So after that we went back to square one. The video went viral in January 2017 and now we're big stars! Every show's a sell-out.
  - a A big failure. a huge flop
  - **b** Start to do well.
  - c Become famous.
  - d Have no success.
  - e A slight disappointment.
  - f Keep on progressing.
  - **g** A big literary success.
  - h Receive an opportunity.
  - i Return to the beginning.
  - j Quickly become successful online.
  - **k** An event where all the tickets are sold.
  - L A catastrophe.
- 5 3.5 Choose the correct words or phrases to complete what film director, Tony, said in an interview. Listen and check.

I made my first film three years ago but I was too young and the film was a complete \*disaster / sell out. ... I \*got my first break / took off with a music video. Fortunately, it \*was a setback / went viral. It was a huge success. ... Yes, the video really helped me \*came to nothing / make a name for myself. After that I haven't \*looked back / gone back to square one. ... I'm working on an adaptation of Selena Starr's new \*best-seller / flop. It's the best novel I've ever read.

6 Use the reporting verbs in the order below to report what Tony said in Exercise 5.

<del>point out</del> admit tell explain agree add say claim

In the interview, Tony pointed out he had made his first film ...

7 SPEAKING What are the pros and cons of being an artist or performer? Discuss in pairs.

#### 7D READING AND VOCABULARY

Work in groups. How many art disciplines can you name in sixty seconds? Can you name a famous artist from each discipline?

painting, sculpture ...

- 2 Look at the two works of art pictured in the article. Which do you think is a real piece of art and which isn't? Read the article quickly to find out.
- 3 Read the article again and choose the correct answers.
  - 1 The two incidents described in the first two paragraphs illustrate that
    - a all modern art is worthless.
    - **b** only an artist can create a work of art.
    - c it is often difficult to decide what art is.
    - **d** social media can help us understand art.
  - 2 In the third paragraph, the author suggests that
    - **a** it is easier to recognise classic examples of fine art than of modern art.
    - **b** all art demonstrates the artistic skills of the artist.
    - modern art is generally worth more money than classical art.
    - **d** if experts say something is art, it must be art.
  - 3 Belgian researchers showed that
    - a only an expert can answer the question 'What is art?'
    - **b** both experts and non-experts struggle to recognise true art.
    - c passport photographs are art.
    - **d** non-experts were worse at identifying real works of art
  - 4 The concluding paragraph suggests that the answer to 'What is art?'
    - a may be different for each of us.
    - **b** has finally been answered in this article.
    - c depends on the individual artist.
    - **d** is impossible to answer.
  - **5** The author writes 'you are probably not going to like this' in the final paragraph because she
    - a doesn't think the reader will like her works of art.
    - **b** doesn't provide the reader with the solution to the challenge she set.
    - c asked the reader to think like an expert.
    - **d** played a trick on the reader.
- Work in pairs. Which of the modern pieces mentioned in the article do you think are or are not art? Do you agree with the author of the article when she says her creations are not art?

I think the piece 'Where shall we go dancing tonight?' is art because it makes a comment on an important issue.

In pairs, work out the meaning of the highlighted adjectives in the text. Which of them are always positive? Which can be positive, neutral or negative depending on the context?

realistic – positive, neutral or negative, depending on the context

- 6 3.7 Listen to two visitors to an art gallery and answer the questions.
  - 1 Which adjectives from Exercise 5 can you hear?
  - 2 Which exhibit from the article are they talking about?
- 7 Replace the underlined sections in the sentences with the phrases from the box.

Call that art? I could do better myself. I don't get it. It gets you thinking. It leaves me cold. it speaks to me

- **1** What 's this then? Ha! <u>I-don't think it's art.</u> There's nothing to it. *Call that art?*
- 2 I don't understand what the artist is trying to say. It's just a pair of glasses on the floor!
- **3** Well, it has a special meaning for me. It's about the experience of viewing art.
- 4 Well, I don't feel anything. I have no interest in it.
- **5** The artist is saying...'make up your own mind about art'. There is a lot to consider.
- **6** It doesn't demonstrate any skill. Are you sure it's really part of the exhibition?
- 8 Use adjectives from Exercise 5 and expressions from Exercise 7 to describe the artworks on page 198.
- 9 SPEAKING Work in groups. Do you agree or disagree with these statements about art? Explain your answers.
  - Whether you like it or not, if it gets you talking, it's art.
  - If experts and critics agree that something is great art, then it must be.
  - There is a lot of skill, but little art in painting a picture or making a sculpture that looks 100% real.
  - Art is whatever the artist says it is.

# D 23 WATCH AND REFLECT Go to page 168. Watch the documentary Living art and do the exercises.

