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# Third Edition **Solutions**

**Advanced**

**Workbook**

Tim Falla   Paul A Davies  
Jane Hudson with Alex Raynham





Ebook interactive features

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Workbook

**Tim Falla   Paul A Davies**  
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**OXFORD**  
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# Introduction

## Grammar

### A

## Past simple and present perfect

*I can use the past simple and present perfect tenses.*

- 1 Complete the sentences. Use the past simple or present perfect simple of the verbs below. Sometimes you need a passive verb.

be be change come invent live prove rule see start tell

- 1 Come quickly! The film \_\_\_\_\_!
- 2 She \_\_\_\_\_ a lot since I last \_\_\_\_\_ her. I hardly recognised her.
- 3 '\_\_\_\_\_ paper \_\_\_\_\_ by the Chinese or the Egyptians?'  
'By the Chinese.'
- 4 Queen Victoria \_\_\_\_\_ for 63 years, until her death in 1901.
- 5 Tom \_\_\_\_\_ very busy this week.
- 6 As a child I \_\_\_\_\_ in Oxford for a number of years.
- 7 'When \_\_\_\_\_ you first \_\_\_\_\_ to the UK?'  
'In 2012, so I \_\_\_\_\_ here for about five years.'
- 8 Ever since he was little he \_\_\_\_\_ that he wasn't very bright. Now he \_\_\_\_\_ them wrong!

- 2 Choose the correct tense. Sometimes both answers are possible.

- 1 'What's **happened** / **been happening**?'  
'I've **cut** / **been cutting** my finger.'
- 2 How long have you **known** / **been knowing** Jason?
- 3 Haven't you **finished** / **been finishing** your essay yet?  
You've **worked** / **been working** on it for days!
- 4 I wonder why we haven't **heard** / **been hearing** from Kate.  
I've **expected** / **been expecting** her to phone for a while now.
- 5 How long have you **lived** / **been living** in France?
- 6 Who's **used** / **been using** my phone? The battery's dead.

- 3 Write suitable responses. Use the present perfect simple or present perfect continuous.

- 1 Your hands are covered in mud!  
Yes, I've *been working* in the garden.
- 2 I wonder why Ben hasn't been at school lately.  
I guess \_\_\_\_\_.
- 3 The floor in the kitchen is slippery.  
That's because Dad \_\_\_\_\_.
- 4 Harry and Jess aren't speaking to each other.  
I know. \_\_\_\_\_.
- 5 You're looking very slim!  
Thanks. \_\_\_\_\_.
- 6 Why aren't you going to the football match.  
Didn't you know? It \_\_\_\_\_.
- 7 Why are you so tired?  
\_\_\_\_\_.
- 8 Look outside. The road is all wet.  
Yes, \_\_\_\_\_.

- 4 Complete the email with the verbs in brackets. Use the past simple, present perfect simple and present perfect continuous.



To: sally@email.com

Hi Sally,

I'm so sorry I <sup>1</sup> \_\_\_\_\_ (not be) in touch for a while.  
I <sup>2</sup> \_\_\_\_\_ (try) phoning you a couple of times last week but you <sup>3</sup> \_\_\_\_\_ (not pick up). Anyway, I <sup>4</sup> \_\_\_\_\_ (hardly / have) a moment to myself these past few weeks – I <sup>5</sup> \_\_\_\_\_ (revise) for my exams, which <sup>6</sup> \_\_\_\_\_ (start) on Monday. I <sup>7</sup> \_\_\_\_\_ (have) three already: French, maths and history. Maths and history <sup>8</sup> \_\_\_\_\_ (be) awful, but French <sup>9</sup> \_\_\_\_\_ (go) well, which was a bit of a surprise as I <sup>10</sup> \_\_\_\_\_ (only / learn) it for two years.

As soon as I <sup>11</sup> \_\_\_\_\_ (finish) my exams I plan to go to France. I <sup>12</sup> \_\_\_\_\_ (apply) for quite a few jobs and I <sup>13</sup> \_\_\_\_\_ (receive) a couple of offers. But I <sup>14</sup> \_\_\_\_\_ (not hear) back yet from the one I really want – working as an au pair in Bordeaux.

Anyway, give me a ring when you have a spare moment.

Love, Hannah





## Past tenses

*I can use different past tenses correctly.*

- 1 Complete the sentences with the verbs below. Use the past simple or the past continuous.

argue borrow get not listen not seem revise spend think

- Jake didn't want to come to the park with me because he \_\_\_\_\_ for his exam.
- I noticed the sad look in Lucy's eyes and knew she \_\_\_\_\_ about her grandfather.
- After retiring, our neighbour \_\_\_\_\_ two years travelling around the world.
- As the teacher gave the instructions, she could tell some of the students \_\_\_\_\_.
- Outside, it was a miserable day: the sky was grey and the rain \_\_\_\_\_ heavier.
- My cousin \_\_\_\_\_ my bike a year ago and has never returned it.
- Kelsie woke up suddenly; in the street outside, two men \_\_\_\_\_ loudly.
- Even though their holiday was about to start, the children \_\_\_\_\_ excited.

- 2 Tick (✓) the correct verb form to complete the sentences. Tick (✓) both if both are correct.

- By the age of eighteen, Ben \_\_\_\_\_ his university degree.  
a had completed      b had been completing
- Her face was pale, as though she \_\_\_\_\_ a ghost.  
a had seen      b saw
- As we \_\_\_\_\_ in Spain for several years, we all spoke good Spanish.  
a had lived      b had been living
- Lucy wasn't at home when I called for her; she \_\_\_\_\_ into town.  
a had gone      b went
- He \_\_\_\_\_ a shower when we arrived, so he hadn't heard us knock at the door.  
a had had      b had been having
- I wish I \_\_\_\_\_ more attention when we studied this grammar point in class.  
a had paid      b had been paying
- His eyes were red, as though he \_\_\_\_\_.  
a had cried      b had been crying
- As soon as \_\_\_\_\_ his dinner, he went out.  
a he'd finished      b he finished

- 3 Look at the timeline. Then write sentences using the prompts and the correct past tense.

## TOM WOODWARD

- ▼ 1984 – born in Liverpool
- ▼ 1991 – moves to London, changes school
- ▼ 1993 – moves to Bristol, changes school again
- ▼ 1995 – starts secondary school in Bristol
- ▼ 2001 – leaves school but is unable to find work
- ▼ 2003 – gets a job in London, moves there
- ▼ Today – continues in the same job and home

- in 1986 – live in Liverpool  
In 1986, Tom was living in Liverpool.
- by 1992 – move to London  
\_\_\_\_\_
- in 1994 – live in Bristol  
\_\_\_\_\_
- by 1997 – go to secondary school – two years  
\_\_\_\_\_
- between 2001 and 2003 – not have a job  
\_\_\_\_\_
- by 2013 – work in London – ten years  
\_\_\_\_\_

- 4 Complete the blog post using the correct past tense of the verbs in brackets.

Two years ago, I <sup>1</sup> \_\_\_\_\_ (decide) to move to Japan for six months. I <sup>2</sup> \_\_\_\_\_ (always / want) to learn Japanese and I <sup>3</sup> \_\_\_\_\_ (even / try) a few online lessons, but without much success. The only answer, in my opinion, <sup>4</sup> \_\_\_\_\_ (be) to live there for a while. During the the eight years since leaving university, I <sup>5</sup> \_\_\_\_\_ (work) non-stop in a well-paid job, so taking six months off <sup>6</sup> \_\_\_\_\_ (seem) financially possible. Three months after making the decision, I <sup>7</sup> \_\_\_\_\_ (sit) on a flight to Tokyo! Finally, my dream <sup>8</sup> \_\_\_\_\_ (become) a reality. Before leaving the UK, I <sup>9</sup> \_\_\_\_\_ (find) an apartment to rent in a quiet part of the city. I remember waking up on my first morning there and thinking how beautiful everything looked. The sun <sup>10</sup> \_\_\_\_\_ (shine) and the birds <sup>11</sup> \_\_\_\_\_ (sing) in the trees. I <sup>12</sup> \_\_\_\_\_ (go) out to buy some food from the nearest shop – and that's when my problems <sup>13</sup> \_\_\_\_\_ (begin).

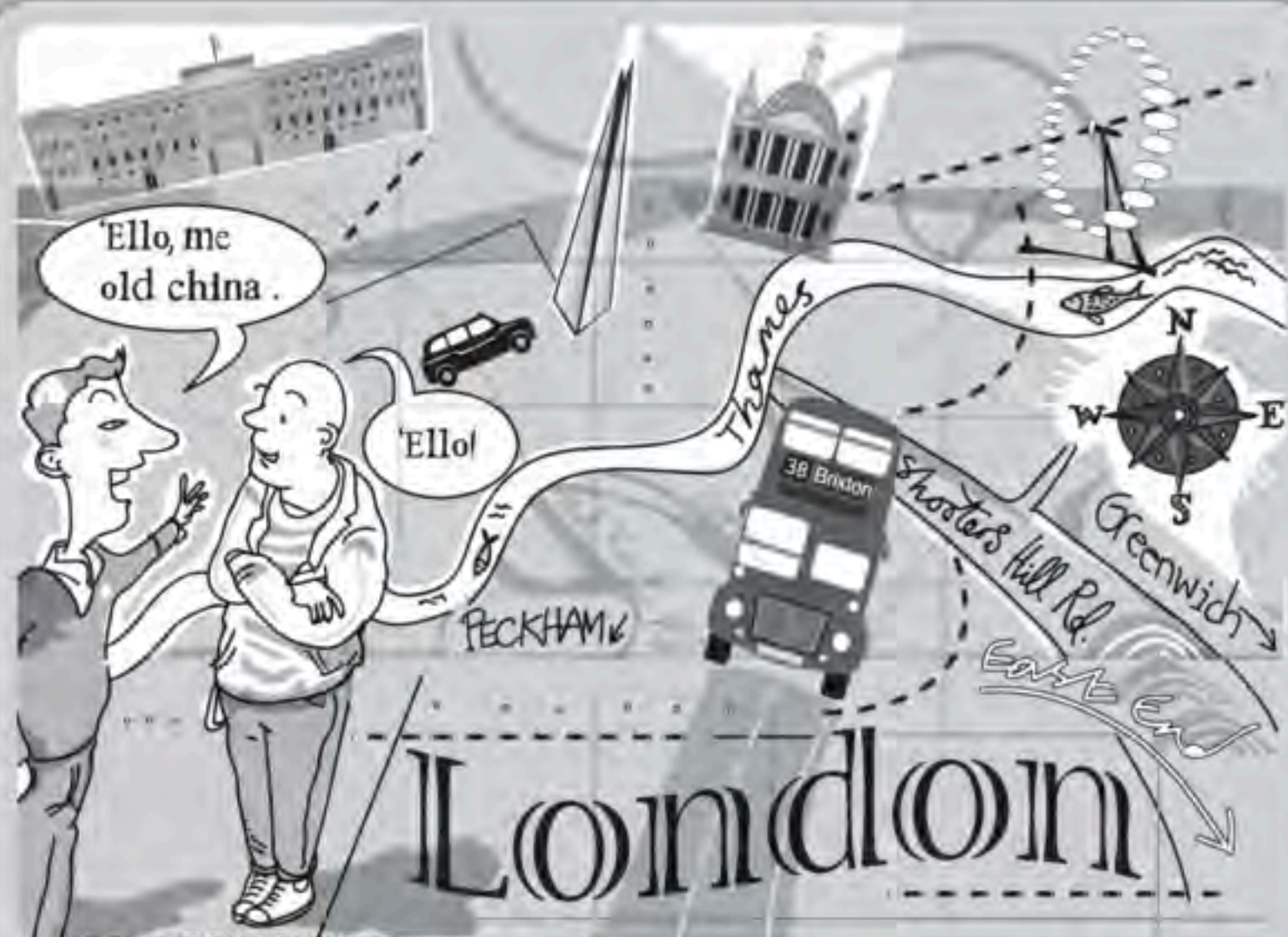




## Articles

*I can use articles correctly.*

### 1 Choose the correct articles to complete the text.



## COCKNEYS

Cockneys are <sup>1</sup> / **the** working-class Londoners, especially those born in <sup>2</sup> **an** / **the** East End of <sup>3</sup> / **the** city. Cockneys have <sup>4</sup> **a** / **the** distinctive accent when they speak, and they also use <sup>5</sup> / **a** particular kind of slang. <sup>6</sup> **An** / **The** accent includes dropping the 'h' sound from <sup>7</sup> / **the** start of words like 'have' and 'house' and replacing <sup>8</sup> **a** / **the** sound 'th' with 'f' or 'v'. So 'I think his brother has a house in Hampstead,' would become, 'I fink 'is bruvver 'as an 'ouse in 'amstead.' The slang traditionally associated with Cockneys is <sup>9</sup> / **an** unusual form of rhyming slang in which the rhyming word itself is usually omitted. 'Apples' is <sup>10</sup> / **the** term for 'stairs' (apples and pears) while 'china' refers to <sup>11</sup> **a** / **the** friend or 'mate' (china plate). <sup>12</sup> **A** / **The** reason for omitting <sup>13</sup> **a** / **the** key word is not certain, but perhaps <sup>14</sup> / **the** original intention was to make it more difficult for other people to understand – for example, if <sup>15</sup> / **the** criminals wanted to confuse <sup>16</sup> / **the** police.

### 2 Add definite articles to the sentences which are not generalisations. Tick (✓) the other sentences.

- The river is so polluted that \_\_\_\_\_ fish have died.
- Antarctica is so cold that \_\_\_\_\_ trees and \_\_\_\_\_ plants cannot grow there.
- We love skiing in the Alps because \_\_\_\_\_ scenery is beautiful there.
- Bengal tigers live in \_\_\_\_\_ rainforests of south-east Asia.
- I like \_\_\_\_\_ holidays in the countryside, but I find \_\_\_\_\_ beaches boring.
- This resort is very popular with tourists, and \_\_\_\_\_ beaches are often crowded.

### 3 Complete the sentences with *a, an, the* or nothing – (no article).

- \_\_\_\_\_ Red Crescent is \_\_\_\_\_ international organisation that provides \_\_\_\_\_ disaster relief in \_\_\_\_\_ Muslim countries such as \_\_\_\_\_ Afghanistan, \_\_\_\_\_ Iraq and \_\_\_\_\_ United Arab Emirates.
- \_\_\_\_\_ Mount Everest is \_\_\_\_\_ world's highest mountain, but \_\_\_\_\_ tallest is \_\_\_\_\_ Mauna Kea in \_\_\_\_\_ Hawaii, although half of it is submerged beneath \_\_\_\_\_ Pacific Ocean.
- \_\_\_\_\_ largest freshwater lake in the world is \_\_\_\_\_ Lake Baikal in \_\_\_\_\_ Russia, which contains about \_\_\_\_\_ fifth of the world's fresh water – more than \_\_\_\_\_ Great Lakes of \_\_\_\_\_ North America combined.
- In London, \_\_\_\_\_ Ritz Hotel is considered to be \_\_\_\_\_ place to have \_\_\_\_\_ afternoon tea, \_\_\_\_\_ traditional English meal which includes \_\_\_\_\_ sandwiches and \_\_\_\_\_ cakes.
- In 1957, six countries in \_\_\_\_\_ Europe, including \_\_\_\_\_ Germany and \_\_\_\_\_ Netherlands, formed \_\_\_\_\_ union for economic co-operation, which \_\_\_\_\_ United Kingdom, \_\_\_\_\_ Denmark and \_\_\_\_\_ Ireland joined in 1973.
- \_\_\_\_\_ Nile flows across \_\_\_\_\_ Sahara desert (which is almost the size of \_\_\_\_\_ USA) and into \_\_\_\_\_ Mediterranean sea.

### 4 Each sentence contains one mistake with articles. Find the mistakes and write the sentences correctly.

- During his twenties, he moved from a job to another, trying to find a career that interested him.  
\_\_\_\_\_
- I only listen to radio when I want to hear the news.  
\_\_\_\_\_
- A Mr Ellis phoned; he says he's journalist.  
\_\_\_\_\_
- We arrived at the airport in the morning and spent one hour or two shopping.  
\_\_\_\_\_
- She earns €500 the week as a plumber.  
\_\_\_\_\_
- We're planning to go camping a weekend in July.  
\_\_\_\_\_
- She spent a week in the Lake District, staying in a hotel near the Lake Windermere.  
\_\_\_\_\_



## Talking about the future

*I can talk about predictions, plans, offers, routines.*

1 Complete the sentences with the verbs below. Use **will** or **going to**.

apply carry come out have lend love travel vomit

- Did you know that Joseph \_\_\_\_\_ for a place at Oxford University?
- I \_\_\_\_\_ my car serviced next week. It's booked in for Tuesday.
- I \_\_\_\_\_ one of your suitcases, if you like.
- I feel terrible. I think I \_\_\_\_\_.
- Look! The clouds are beginning to break up. The sun \_\_\_\_\_.
- 'What are your plans for when you leave school?'  
'I \_\_\_\_\_ around Asia for a year.'
- \_\_\_\_\_ you still \_\_\_\_\_ me in ten years' time?
- 'Oh dear. I've forgotten to bring any money.'  
'Don't worry. I \_\_\_\_\_ you some.'

2 Choose the correct future forms. Sometimes more than one answer is possible.

- There's the doorbell. I'll answer / 'm answering it.
- I promise I'll text / text you as soon as I get / 'll get to the music festival.
- Chelsea will / are going to beat Manchester United in the final, for sure.
- Phone me tomorrow. I'll be / 'm / 'm going to be at home.
- We'll probably go / probably go / 're probably going to go to Italy next August. We usually go there in the summer.
- My sister isn't sure what she'll do / 's going to do / does / 's doing when she graduates from university.
- The bus leaves / will leave Manchester at seven, and as long as there are no / 'll be no / aren't going to be any delays, it'll arrive / arrives in London at ten.
- I visit / 'm visiting / 'm going to visit / 'll visit my grandparents on Saturday.

3 Four of these sentences would be better expressed with a different future form. Identify and rewrite them.

- Have you heard? Liam and Sarah will have a baby.  
\_\_\_\_\_
- 'When is the next episode of that drama on?'  
'On Monday evening at nine.'  
\_\_\_\_\_
- If you don't work harder, you're certainly failing your exams.  
\_\_\_\_\_
- Watch out! That ladder will fall!  
\_\_\_\_\_
- You definitely aren't going to be able to use a calculator in your maths exam.  
\_\_\_\_\_
- 'What are your plans for when you leave school?'  
'I'm going to take a gap year.'  
\_\_\_\_\_

4 Complete the conversation. Use **will**, **going to**, the present continuous and the present simple.

Henry 1 \_\_\_\_\_ you \_\_\_\_\_ (go) to Jake's party on Friday?

Martha No, I 2 \_\_\_\_\_. I 3 \_\_\_\_\_ (go) away this weekend with my mum and dad. We 4 \_\_\_\_\_ (head off) to Amsterdam. We 5 \_\_\_\_\_ (visit) the Van Gogh museum and the Rijksmuseum.

Henry Oh, that 6 \_\_\_\_\_ (be) interesting.

Martha Yes, I 7 \_\_\_\_\_ (look) forward to it.

Henry What time 8 \_\_\_\_\_ (be) your flight?

Martha It 9 \_\_\_\_\_ (leave) at six from Heathrow, so we 10 \_\_\_\_\_ (be) in Amsterdam by eight.

Henry Well, have a good time. I 11 \_\_\_\_\_ (see) you some time next week.

Martha Thanks. I 12 \_\_\_\_\_ (phone) you when I 13 \_\_\_\_\_ (get back).



## Vocabulary

## A

## Memories

*I can describe childhood memories.*

- 1 Circle the words which mean 'remember'.

blot out call to mind evoke recall recollect remind

- 2 Choose the correct words to complete the text. If both are possible, choose both.



In general, people have surprisingly few <sup>1</sup> \_\_\_\_\_ from their early childhood. They may be able to call to <sup>2</sup> \_\_\_\_\_ a small number of vivid scenes, but most of what they experienced during those formative years can never be <sup>3</sup> \_\_\_\_\_. However, for a handful of individuals in the world, it is very different. For the fifty or so people in the world who have a condition called hyperthymesia, every single day is <sup>4</sup> \_\_\_\_\_.

Not only can these people <sup>5</sup> \_\_\_\_\_ everything that has happened to them; they can also pinpoint the exact date. Interestingly, their amazing memory only applies to details about their own life. They are no better than average at <sup>6</sup> \_\_\_\_\_ other information. While there are benefits to having hyperthymesia, there are also disadvantages. For example, people with the condition are unable to <sup>7</sup> \_\_\_\_\_ unhappy or embarrassing memories. Many people probably look back on their childhood with a sense of <sup>8</sup> \_\_\_\_\_ precisely because they have conveniently forgotten some of the bad bits!

- |                     |                       |
|---------------------|-----------------------|
| 1 a memories _____  | b recollections _____ |
| 2 a brain _____     | b mind _____          |
| 3 a recalled _____  | b reminded _____      |
| 4 a lasting _____   | b unforgettable _____ |
| 5 a recollect _____ | b reminisce _____     |
| 6 a recalling _____ | b remembering _____   |
| 7 a blot out _____  | b suppress _____      |
| 8 a nostalgia _____ | b recollections _____ |

- 3 1.02 Complete the questions about speakers 1–5 with the words below. Use each word once. Then listen and choose the correct answer (a–c).

evocative lasting recalling reminding reminiscing

- What made a \_\_\_\_\_ impression on Speaker 1?
  - A friend's act of kindness.
  - The unpleasantness of a house full of pets.
  - The feeling of walking to school alone.
- Why did Speaker 2's mother find their trip to Paris very \_\_\_\_\_?
  - It brought back memories of a holiday with her husband.
  - It reminded her of a visit to Paris with her own father.
  - It took her back to her days at university.
- What do Speaker 3's father and uncle spend hours \_\_\_\_\_ about?
  - The farm where they grew up.
  - Family get-togethers when they were young.
  - The adventures they had by the sea.
- What keeps \_\_\_\_\_ Speaker 4 about an embarrassing event?
  - A particular food at her work canteen.
  - Meeting the teachers from her primary school.
  - Eating in a restaurant.
- Which part of his childhood does Speaker 5 spend little time \_\_\_\_\_?
  - The time he spent living in Italy.
  - The first few months after returning to the UK.
  - The time he spent as part of a football team.

- 4 Complete the idioms with the words below. Then match them with the correct endings (a–f).

bell brains heart lane memory sieve

- I've been racking my \_\_\_\_\_ but ... \_\_\_\_\_
  - Your name rings a \_\_\_\_\_ but ... \_\_\_\_\_
  - It was a trip down memory \_\_\_\_\_ when ... \_\_\_\_\_
  - You jogged my \_\_\_\_\_ when ... \_\_\_\_\_
  - I've got a memory like a \_\_\_\_\_, so ... \_\_\_\_\_
  - I know my aunt's address by \_\_\_\_\_, so ... \_\_\_\_\_
- we visited my old primary school.
  - I'm always missing meetings and appointments.
  - I can't remember the name of my first teacher.
  - I don't need to look it up on my phone.
  - we've never met before.
  - you mentioned it was Frazer's birthday.



## Question forms

*I can use a variety of high-level question forms correctly.*

## 1 Read the sentences. Then write questions for the answers.

- 1 Kylie ordered pasta for lunch.

\_\_\_\_\_?  
Pasta.

- 2 Jake ordered a sandwich.

\_\_\_\_\_?  
Jake.

- 3 Max's mother studied engineering at university.

\_\_\_\_\_?  
Engineering.

- 4 A candle caused the fire alarm to go off at school.

\_\_\_\_\_?  
A candle.

- 5 The police hadn't noticed the broken window.

\_\_\_\_\_?  
The broken window.

- 6 Izzy wants Ryan to be team captain.

\_\_\_\_\_?  
Izzy.

2 Identify the three subject questions in exercise 1. Rewrite them in a more emphatic way using an auxiliary verb (*does*, *did*, etc).

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

## 3 Write reply questions for these sentences.

- 1 My brother spends two hours a day practising the piano.

*Does he?*

- 2 When I arrived, they'd already finished lunch.

- 3 It's snowing harder now than it was before.

- 4 Everybody knows at least one poem by heart.

- 5 Nothing interesting ever happens here.

- 6 My friends would never lie about me.

## 4 Write negative questions asking for confirmation that:

- 1 the next basketball match is on Friday.  
*Isn't the next basketball match on Friday?*

- 2 Jack's brother used to live in China.

- 3 the school fees have to be paid online.

- 4 the exams start next month.

- 5 Maria's been late every day this week.

- 6 it's time we tackled global warming.

- 7 Pierre and Marie Curie discovered Radium.

## 5 Put the words in order to make questions. Then add them to the correct sentence below.

- a not / why / go / eat / we / out / before / ?

- b ~~why / so / bother / ?~~

- c complain / why / but / ?

- d all / why / fuss / the / ?

- e not / of / why / them / both / invite / ?

- f take / a / but / chance / why / ?

- 1 If I told him the truth, he wouldn't believe me. *So why bother?*

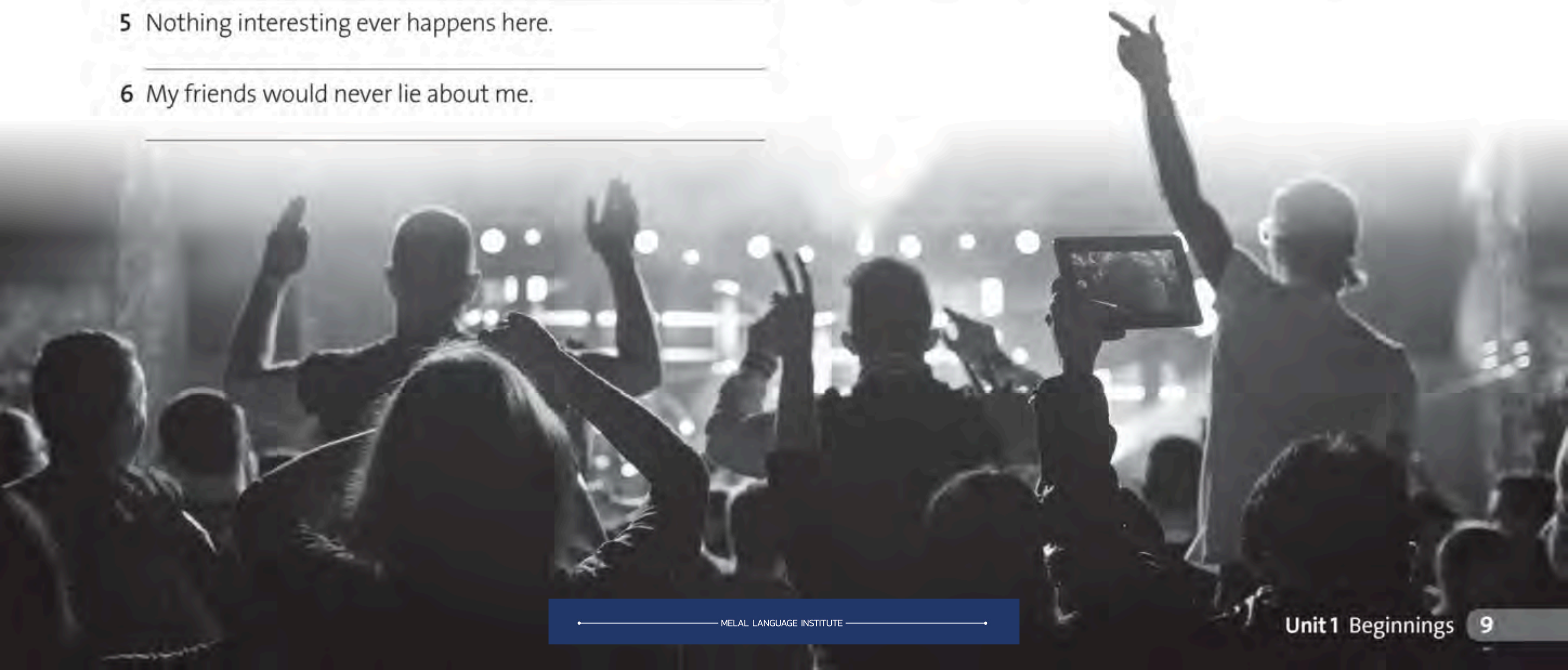
- 2 \_\_\_\_\_ They only asked you to work one extra hour!

- 3 'Anna says she can't come to the party because she's arranged to see Fiona.'

- 4 We've probably got enough petrol to get there. \_\_\_\_\_  
Let's stop at the next service station.

- 5 The restaurants in town are so expensive. \_\_\_\_\_

- 6 It wasn't a great concert. \_\_\_\_\_ I got a free ticket!





# Designer babies

*I can understand a debate about gene editing.*

Revision: Student's Book page 11

## Listening Strategy

When you listen, you may need to distinguish facts from opinions and speculation. Listen out for phrases that indicate when somebody is voicing an opinion (e.g. 'The way I look at it...') or speculating (e.g. 'The likelihood is...').

- 1 Read the Listening Strategy. Then complete the phrases to introduce opinions and speculation using the words below.

are as for my no say

- a as far \_\_\_\_\_ I'm concerned ...
- b the chances \_\_\_\_\_
- c to \_\_\_\_\_ mind ...
- d I dare \_\_\_\_\_
- e \_\_\_\_\_ doubt ...
- f \_\_\_\_\_ me ...

- 2 1.03 Listen to ten short extracts. For each speaker, decide whether they have stated a fact or expressed an opinion / speculation.

- 1 Speaker 1 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 2 Speaker 2 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 3 Speaker 3 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 4 Speaker 4 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 5 Speaker 5 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 6 Speaker 6 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 7 Speaker 7 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 8 Speaker 8 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 9 Speaker 9 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_
- 10 Speaker 10 fact \_\_\_\_\_ opinion / speculation \_\_\_\_\_

- 3 1.03 Listen again. Which speakers express these opinions? Which phrase (a–f) from exercise 1 do they use?

- A '\_\_\_\_\_, cloning should be banned; it may have consequences beyond our control.' Speaker \_\_\_\_\_
- B '\_\_\_\_\_, scientists should not interfere at all with human genetics.' Speaker \_\_\_\_\_
- C '\_\_\_\_\_, the important thing is to welcome scientific progress, not fear it.' Speaker \_\_\_\_\_
- D 'If the technology exists to clone humans, \_\_\_\_\_ criminals will misuse it.' Speaker \_\_\_\_\_
- E '\_\_\_\_\_ scientists will one day use cloning to grow new organs, so they can cure diseases.' Speaker \_\_\_\_\_
- F '\_\_\_\_\_ the super-rich will try to clone themselves so they can live forever.' Speaker \_\_\_\_\_

- 4 1.04 Listen to a man and woman discussing cloning. Who is in favour of it?

The \_\_\_\_\_ is more in favour of cloning.

- 5 1.04 Listen again. For each question, choose the best answer: a, b, c or d.

- 1 The man and woman agree that the radio programme was
  - a a little confusing.
  - b not reassuring.
  - c very interesting.
  - d difficult to believe.
- 2 Which one of these points is stated as a fact rather than an opinion or speculation?
  - a There are regulations to control human cloning.
  - b There are more GM crops than there used to be.
  - c GM ingredients are in the food we eat but we don't realise it.
  - d One day soon, all our crops will be GM.
- 3 The man and woman agree that the super-rich are likely to
  - a achieve immortality by cloning themselves.
  - b use cloning to replace certain parts of their bodies.
  - c use their money to make cloning available for everyone.
  - d pay for further research into cloning.
- 4 The woman is unhappy about therapeutic cloning because she
  - a thinks it is unlikely to work.
  - b believes the body should be left to heal itself.
  - c thinks it would only work for less serious diseases.
  - d does not trust the scientists to stay within limits.
- 5 In the man's opinion, the woman's worries about cloning are
  - a based on good evidence.
  - b not necessarily justified.
  - c the result of inadequate regulations.
  - d influenced by science fiction.





# Habitual actions

*I can talk about habitual actions in the past and present.*

## 1 Read sentences 1–6 and circle the word *would* where it is used incorrectly.

- 1 My grandma *would* live in France as a child.
- 2 Every summer, our family *would* go camping for a month in the mountains.
- 3 When I was at primary school, the school bus was unreliable and *would* often arrive late.
- 4 Before becoming a teacher five years ago, my uncle *would* have a job in a factory.
- 5 Before the age of five, I *wouldn't* be keen on swimming.
- 6 When I was in my first year at school, my favourite subject *would* be music.

## 2 Rewrite the sentences from exercise 1 which use *would* incorrectly. Use *used to* instead.

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## 3 Rewrite the sentences using the present or past continuous with *always*, *constantly* or *forever*.

- 1 I hate playing my brother at chess because he will cheat!  

---
- 2 Kyle is a good friend, but he will message me in the middle of the night!  

---
- 3 I liked my primary-school teachers, but they would make us sing in the morning.  

---
- 4 My dad will embarrass me in front of my friends.  

---
- 5 When our dog was a puppy, he would chew my trainers.  

---
- 6 My mum will wake me up early for no reason at weekends.  

---

## 4 USE OF ENGLISH Choose the correct words (a–d) to complete the text.

When I was a kid, I <sup>1</sup> \_\_\_\_\_ use to spend much time with my brother. Being eight years older than me, he <sup>2</sup> \_\_\_\_\_ to go out with his friends rather than stay at home with his baby brother. I <sup>3</sup> \_\_\_\_\_ asking him to play with me but usually he'd say no! He <sup>4</sup> \_\_\_\_\_ never unkind to me; but the age gap was too wide. When I was ten, he went off to university and I only <sup>5</sup> \_\_\_\_\_ to see him during the holidays. I had a <sup>6</sup> \_\_\_\_\_ to follow him around all the time – perhaps because I'd missed him – and he was <sup>7</sup> \_\_\_\_\_ to get annoyed with me. Now we're both adults, the age gap seems less important. We get on well and <sup>8</sup> \_\_\_\_\_ often meet for a quick coffee in town.



- |            |            |            |           |
|------------|------------|------------|-----------|
| 1 a didn't | b wouldn't | c won't    | d wasn't  |
| 2 a kept   | b use      | c would    | d tended  |
| 3 a tended | b was      | c would    | d kept    |
| 4 a used   | b was      | c kept     | d tended  |
| 5 a used   | b would    | c wouldn't | d was     |
| 6 a habit  | b tendency | c prone    | d use     |
| 7 a apt    | b used     | c tendency | d habit   |
| 8 a tend   | b will     | c keep     | d forever |

## 5 Complete these sentences about things you regularly do now and things you often did in the past.

- 1 At weekends, I'll \_\_\_\_\_
- 2 I have a tendency to \_\_\_\_\_
- 3 I keep \_\_\_\_\_
- 4 I tend to \_\_\_\_\_
- 5 As I child, I'd \_\_\_\_\_
- 6 I often used to \_\_\_\_\_
- 7 I was always \_\_\_\_\_
- 8 I had a habit of \_\_\_\_\_



## Phrasal verbs (1)

*I can recognise and use phrasal verbs correctly.*

- 1 Complete the text with the correct form of the verbs below.

blend carry come go make stand turn

There can be many different reasons for changing your name. Singers and actors sometimes <sup>1</sup> \_\_\_\_\_ up a 'stage name' because they don't think their real name is suitable. For Peter Gene Hernandez, changing his name to Bruno Mars certainly <sup>2</sup> \_\_\_\_\_ out to be a good decision. Sometimes people with unusual names decide that they would prefer to <sup>3</sup> \_\_\_\_\_ in more. When these people change their name, they usually <sup>4</sup> \_\_\_\_\_ for something very normal, like John Smith. Others take the opposite approach: they change their names because they want to <sup>5</sup> \_\_\_\_\_ out more – like the British teenager who changed his name to Facebookdotcom Forwardslash-MountaindewUK after the company who make Mountain Dew drinks offered a cash prize for their biggest 'super fan'. Some women who get married choose to <sup>6</sup> \_\_\_\_\_ on the tradition of taking their husband's surname. But these days, you also <sup>7</sup> \_\_\_\_\_ across couples who combine their surnames to create a new name. For example, when Mr Pugh married Miss Griffin in 2012, they became Mr and Mrs Puffin.

- 2 Complete the second sentence so that it means the same as the first. Include a phrasal verb from below in the correct form.

account for bring about get away with go down look into put up with

- Police are investigating the cause of the fire.  
Police \_\_\_\_\_ the cause of the fire.
- The crime rate has fallen since January.  
The crime rate has \_\_\_\_\_ since January.
- Car crime represents half of all crime in this area.  
Car crime \_\_\_\_\_ half of all crime in this area.
- New street lights have caused a fall in crime.  
New street lights \_\_\_\_\_ a fall in crime.
- Most cybercriminals are not caught.  
Most cybercriminals \_\_\_\_\_ it.
- People will not tolerate an increase in traffic noise.  
People \_\_\_\_\_ an increase in traffic noise.

- 3 Complete the sentences by writing a suitable pronoun in ONE of the gaps.

- Her company offered her a promotion, but she turned \_\_\_\_\_ down \_\_\_\_\_.
- She inherited some paintings from her father, and later passed \_\_\_\_\_ on \_\_\_\_\_ to her daughter.
- I was disappointed to fail my Spanish exam, but my maths result made \_\_\_\_\_ up \_\_\_\_\_ for \_\_\_\_\_.
- A year after Kirstie and her husband moved to New York, she walked \_\_\_\_\_ out \_\_\_\_\_ on \_\_\_\_\_.
- She sometimes made fun of her brothers, but she always stood \_\_\_\_\_ up \_\_\_\_\_ for \_\_\_\_\_ too.

## VOCAB BOOST!

When you come across new phrasal verbs, use a dictionary to find out not only their meaning but also whether they are separable or inseparable. If you record them in a vocabulary book, include an object (sth / sb) where appropriate, and add arrows if the position can change. For example:

*to look down on sb* = to believe sb is inferior to you

*to give sth ↔ up* = to stop doing a particular activity or eating a particular food

- 4 Read the *Vocab Boost!* box. Then find a phrasal verb in each sentence and record it using 'sth' or 'sb' and arrows if appropriate. Add a definition.

- 1 We signed up for after-school yoga classes.

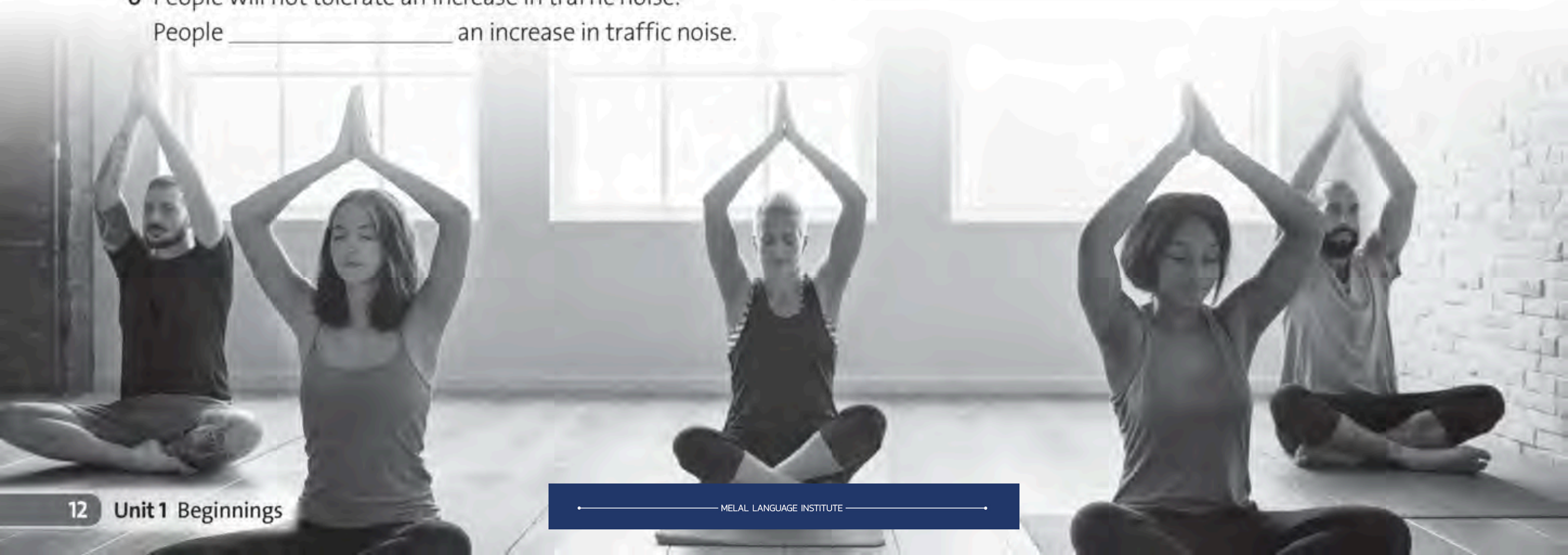
\_\_\_\_\_

- 2 I haven't seen this film. Don't give the ending away!

\_\_\_\_\_

- 3 She dropped out of university in her second year.

\_\_\_\_\_





# Bad beginnings

*I can understand a text about overcoming obstacles.*

**Revision:** Student's Book page 14

## Reading Strategy

When you are looking for information in a text with several sections:

- 1 skim read the whole text quickly to get an overall sense of the information it contains.
- 2 go through the questions one by one. For each question, use your knowledge of the text to locate where the information you need is.
- 3 scan the relevant part of the text for the information you need. If it is not there, scan other parts of the text until you find it.

**1 Read point 1 of the Reading Strategy. Then skim read the text and answer the questions.**

- 1 Which person left their home and later returned?  
\_\_\_\_\_
- 2 Which person thought they had succeeded but soon faced disappointment?  
\_\_\_\_\_
- 3 Which two people have helped to create successful films?  
\_\_\_\_\_

**2 Read points 2 and 3 of the Reading Strategy. Then match people A–D with questions 1–10. Each person can be matched with more than one question.**

**Which person ...**

- 1 founded two companies? \_\_\_\_\_
- 2 temporarily gave up? \_\_\_\_\_
- 3 left education before reaching university age? \_\_\_\_\_
- 4 was badly affected by a natural disaster? \_\_\_\_\_
- 5 helped a family member with their business? \_\_\_\_\_
- 6 was persuaded by a family member to try again? \_\_\_\_\_
- 7 was prepared to work for no pay? \_\_\_\_\_
- 8 did not achieve success under their real name? \_\_\_\_\_
- 9 was rejected because of their appearance? \_\_\_\_\_
- 10 did not get a place at their first-choice university? \_\_\_\_\_

## If at first you don't succeed ...

### A Stephen King

Stephen King's novels have sold more than 350 million copies and many have been made into films, including *The Shining* and *Pet Cemetery*. But his career had a difficult beginning. Having graduated from the University of Maine, King worked as a teacher while also writing his first novel. At one point, he became so frustrated that he threw the manuscript in the bin. His wife, Tabitha, found it, read it and convinced her husband that it was worth finishing. Eventually, he sent the completed work to a publisher and they agreed to publish it. The novel, which was called *Carrie*, went on to become a best-seller and was made into a successful film of the same name.

### B Lady Gaga

At the age of nineteen, Stefani Germanotta dropped out of stage school to focus on her music career, but record label after record label rejected her. Some said she did not look right; others told her that the songs she'd written would never be hits. Finally, one company, Island Def Jam records, offered her a recording contract under her new name, Lady Gaga. She was thrilled. But only three months later, her joy turned to despair when the company dropped her. It took her two years to secure another deal, but when her first album, *The Fame*, was released in 2008, it was a huge hit.

### C Steven Spielberg

As a director, Spielberg's box-office hits include *E.T. The Extra-Terrestrial*, *Jurassic Park*, *Jaws* and the Indiana Jones movies. But when, as a teenager, Spielberg left high school and applied to the University of Southern California's film school, they rejected him because his grades were not high enough. He eventually found a place at a different university and, more importantly, took an unpaid job at Universal Studios. This eventually led to a contract there, at which point Spielberg dropped out of university and began his career as a film-maker.

### D Soichiro Honda

Soichiro Honda, born in a small village in Japan in 1906, learned about mechanics as a child by helping his father with his bicycle-repair business. Having dropped out of school at fifteen with no qualifications, Honda moved to Tokyo to work as a mechanic before returning to his home region and starting his own business. But luck was not on his side. His factory was destroyed by bombs during World War II, and again by a huge earthquake in 1945. Honda sold the remains of his business to Toyota and started again. His new company, which initially made motorised bicycles, eventually grew into one of the world's largest car and motorbike manufacturers.





## Interview

*I can talk about myself and my opinions in an interview.*

## Speaking Strategy

Avoid speaking in short, simple sentences. Try to use complex sentences and include explanations and examples. Use a variety of conjunctions and other expressions for extending your sentences.

**1 Read the Speaking Strategy. Then match the two halves of the sentences. Pay attention to the highlighted phrases.**

- 1 It's been a very busy summer, **what with** ... \_\_\_\_\_
- 2 During my gap year, I'll need to work, **seeing as** ... \_\_\_\_\_
- 3 Our team had quite a good season, **bearing in mind** ... \_\_\_\_\_
- 4 He decided not to study medicine, **owing to** ... \_\_\_\_\_
- 5 Expecting everyone to cycle to work is unrealistic, **given that** ... \_\_\_\_\_
- 6 I've decided not to spend long in Central Africa, **in view of** ... \_\_\_\_\_

- a two of our best players had left.
- b many people have to commute long distances.
- c moving house and organising a family party.
- d the dangers of travelling alone in that region.
- e I'll have to pay rent at university.
- f disappointing results in his science exams.

**2 Choose the correct ending (a or b) for these sentences. Pay attention to the highlighted conjunctions.**

- 1 I was happy at my primary school, **even though**
  - a I had few friends.
  - b the teachers were kind.
- 2 I'd like to spend a year in France **whether or not**
  - a I study French at university.
  - b I spend it in Spain instead.
- 3 Running is my favourite way to relax, **unless**
  - a I can listen to music while I run.
  - b the weather is very bad.
- 4 I usually choose the vegetarian option when I eat out, **provided that**
  - a I occasionally allow myself to eat bacon.
  - b it is not too spicy.
- 5 I think of myself as a confident person, **whereas**
  - a most of my friends are quite shy.
  - b I'm happy to chat to people I've only just met.

**3  1.05 Listen to a student answering questions. Which four questions does she answer, and in what order? Number them.**

- A How would you describe your diet? \_\_\_\_\_
- B What is the best film you've ever seen? \_\_\_\_\_
- C What are the best and worst things about your own personality? \_\_\_\_\_
- D What sports or activities do you most enjoy? \_\_\_\_\_
- E Can you tell me about a friend you've known for a long time? \_\_\_\_\_
- F What do you plan to do after you finish your education at school? \_\_\_\_\_

**4  1.05 Listen again. Complete the missing words in these extracts.**

- 1 \_\_\_\_\_ employment, I really don't have much idea ...
- 2 \_\_\_\_\_ snacks \_\_\_\_\_, I try to go for healthy things ...
- 3 \_\_\_\_\_ negative qualities, I can be impatient ...
- 4 \_\_\_\_\_ sports, I'm not very good at ...

**5 Read the examiner's questions and make notes. Think about which ideas could be joined together into complex sentences.**

- 1 Where in the world would you most like to live?  
\_\_\_\_\_
- 2 How important is it to be physically active?  
\_\_\_\_\_
- 3 What are the best and worst things about smartphones?  
\_\_\_\_\_
- 4 Do you need to do well at school in order to be successful in life?  
\_\_\_\_\_
- 5 Who do you argue with most often and why?  
\_\_\_\_\_

**6 Now answer the questions from exercise 5. Use highlighted words and phrases from exercise 1 and 2 to join your ideas.**



## Opinion essay

I can write an opinion essay.

## 1 Complete the personality adjectives with the words below.

effacing minded narrow self skinned tempered

- 1 self-\_\_\_\_\_ 4 \_\_\_\_\_-assured  
 2 \_\_\_\_\_-minded 5 broad-\_\_\_\_\_  
 3 thick-\_\_\_\_\_ 6 quick-\_\_\_\_\_

## 2 Complete the definitions with the personality adjectives below.

gullible placid punctual reserved shrewd spontaneous

- 1 A \_\_\_\_\_ person is always on time.  
 2 A \_\_\_\_\_ person is clever and perceptive.  
 3 A \_\_\_\_\_ person remains calm.  
 4 A \_\_\_\_\_ person does not show their feelings.  
 5 A \_\_\_\_\_ person believes anything you tell them.  
 6 A \_\_\_\_\_ person acts on impulse and shows their feelings.

## Writing Strategy

When you write an opinion essay, remember to:

- avoid informal words and expressions.
- link your ideas together in a logical way using appropriate adverbs and conjunctions.
- divide your essay into clear paragraphs.
- state your conclusion in the final paragraph.

## 3 Read the Writing Strategy. Then read the essay and answer the questions.

- 1 Which word or phrase in paragraph 1 is too informal? What should replace it?  
 \_\_\_\_\_
- 2 Which of these linking adverbs best fits the gap in paragraph 2? \_\_\_\_\_  
 however indeed instead nonetheless

## 4 Paragraph 3 should be two paragraphs. Where should the final paragraph begin? Write the first four words.

Do role models help to shape your personality as you grow up?

## 5 Read the task and think about your opinions. Plan an essay with these four paragraphs:

- 1 introduction  
 2 points relating to one side of the argument  
 3 points relating to the other side of the argument  
 4 conclusion, including your overall opinion

## Can a difficult childhood sometimes have a positive effect on your personality?

Although some aspects of your personality are present from birth, the things you experience during childhood undoubtedly have an effect on your character. So if you have loads of bad experiences, what effect does that have?

Sometimes, having to face problems when you are young can make you more thick-skinned. \_\_\_\_\_, children who never encounter any difficulties or challenges cannot develop the strength of character they will need as adults. In other words, you only become self-assured by discovering that you can cope when things go wrong. If nothing ever goes wrong, how can you become self-confident?

However, while certain challenges in your childhood may help to build a strong character, very traumatic or upsetting events may cause lasting damage. For example, a child who suffers violence at the hands of adults may grow up to distrust everyone. Consequently, they might be unable to form normal relationships or lead a happy life. For people like this, a difficult childhood would certainly not have a positive effect on their personality. So to sum up, I believe that a certain amount of difficulty during childhood can have a positive effect on your personality by making you more confident and determined. However, a traumatic childhood would probably cause damage to your personality and make it difficult to become a happy, well-balanced adult.

## 6 Write your essay (220–260 words) using your notes from exercise 5.

## CHECK YOUR WORK

## Have you ...

- ☐ used appropriate language in your essay?  
☐ checked your spelling and grammar?  
☐ included conjunctions and linking adverbs to connect your ideas in a logical way?



## Vocabulary

## 1 Complete the text with the correct form of the words below.

blot evoke lasting mind nostalgia recall recollection remind

Have you ever smelt something and suddenly <sup>1</sup> \_\_\_\_\_ a particular moment in your past? You're not alone: many people report that some smells <sup>2</sup> \_\_\_\_\_ strong <sup>3</sup> \_\_\_\_\_ of the past – sometimes even of memories that our <sup>4</sup> \_\_\_\_\_ has tried to <sup>5</sup> \_\_\_\_\_ out. Humans process smells in an organ called the olfactory bulb, which is very close to two parts of the brain involved in memory formation. It's therefore not surprising that certain smells can become linked to particular moments in our lives – <sup>6</sup> \_\_\_\_\_ us of when we smelled them and creating <sup>7</sup> \_\_\_\_\_ memories of the event and the smell. This creates feelings ranging from <sup>8</sup> \_\_\_\_\_ to discomfort decades after the association was formed.

Mark:  / 8

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

- Returning to my old college so many years later was a real **jog / trip** down memory lane.
- The girl in that photo **rings a bell / comes flooding back**, but I can't quite remember who she is.
- I know that poem by **rack / heart**. Should I recite it?
- This used to be one of my favourite songs. Hearing it again really **racks my brains / takes me back**.
- Joshua had **pleasant / bitter** memories of wonderful summers spent by the beach when he was a boy.
- My memory of that day is so **vivid / vague** that it feels like it all happened yesterday.
- The mind can suppress **fond / traumatic** memories so that they don't cause us too much pain.

Mark:  / 7

## Word skills

## 3 Complete the sentences using the correct form of the verbs below and one or two prepositions.

account bring come fit get put sign turn

- I don't want to \_\_\_\_\_ you \_\_\_\_\_ entering the competition, but I don't think you'll win.
- I \_\_\_\_\_ some old photos when I was tidying the house. Looking at them really took me back.
- Are you going to \_\_\_\_\_ the trip?
- Kelly applied for a scholarship, but they \_\_\_\_\_ her \_\_\_\_\_.
- Ryan was often bullied about her name. That probably \_\_\_\_\_ her tough personality.
- You'll never \_\_\_\_\_ lying to the teacher. She can easily tell when we're lying.

- I don't really \_\_\_\_\_ well in my summer school because everyone in the class is older than me.
- The protestors are hoping to \_\_\_\_\_ a change in the law.

Mark:  / 8

## 4 Match the metaphors below to the definitions.

a cloud hanging over (sb's) future a kick in the teeth  
follow a different path go off the rails  
set sb on the right track

- a sudden problem which affects you badly
- to suddenly start behaving unacceptably or criminally
- to help a person to improve their life
- something which threatens to stop someone from achieving what they could
- to aim for different goals from other people

Mark:  / 5

## 5 Write 1–2 suitable words to complete the phrases to introduce reasons and explanations.

- In \_\_\_\_\_ of the fact that you've been ill, I'll give you more time to do your essay.
- \_\_\_\_\_ as the weather isn't very good, I think we should change our plans for the weekend.
- It's been a really busy week, \_\_\_\_\_ with revising for exams and my family moving house.
- \_\_\_\_\_ that you usually get good marks, I don't understand why you failed this test.
- There are long delays on the motorway today, \_\_\_\_\_ to construction work.
- \_\_\_\_\_ mind how young your baby sister is, she's very well behaved.

Mark:  / 6

## 6 Match the quotes to the personality adjectives below.

broad-minded gullible introvert self-effacing shrewd  
spontaneous trustworthy

- 'You didn't really believe that story about a ghost in our cellar, did you? We were only joking.'
- 'Let's pack a bag, then go to the airport with our passports and get the first cheap ticket we find – to anywhere!'
- 'I really didn't do anything very brave. In fact, I don't know why they gave me a bravery award.'
- 'OK, I'll help you to finish your essay. But what will you do for me in return?'
- 'All people are equally important. It doesn't matter who they are, what they believe or where they are from.'
- 'Thanks for inviting me but I'm not really very good at parties. I'd rather stay at home with a good book.'
- 'Samuel would never tell anyone your secret. You can rely on him.'

Mark:  / 7



## Grammar

- 7 Match the statements 1–8 and replies a–h and complete the replies with the words below.

Did she Then who did Wasn't it Well who has  
Were you Why do that Why go Why not

- 1 I don't like this film. \_\_\_\_\_
- 2 It was Carrie's birthday last Saturday. \_\_\_\_\_
- 3 I've given up my summer job. \_\_\_\_\_
- 4 Suzie split up with Andrew last weekend. \_\_\_\_\_
- 5 Penny didn't spread the gossip about you and Ruth. \_\_\_\_\_
- 6 Of course I was at your band's concert on Friday. \_\_\_\_\_
- 7 I haven't got your tablet. \_\_\_\_\_
- 8 I had to carry the heavy box home from the shop. \_\_\_\_\_
- a \_\_\_\_\_? That's a big surprise! I thought they were made for each other.
- b \_\_\_\_\_? Only a few people knew about us going out.
- c \_\_\_\_\_? Someone must have taken it.
- d \_\_\_\_\_? The acting is pretty good, and the special effects are brilliant.
- e \_\_\_\_\_? Mike said you didn't come.
- f \_\_\_\_\_ to all that trouble when you could have ordered it online?
- g \_\_\_\_\_? You enjoyed doing it, and you were saving up to buy a new laptop.
- h \_\_\_\_\_ the week before? She posted her party photos on Facebook.

Mark:  / 8

- 8 Tick (✓) the correct sentences and rewrite the others, correcting 1–2 words.

- 1 When I was a child, my parents forever took me to the zoo.  
\_\_\_\_\_
- 2 My dog wouldn't hurt anyone, but he would bark.  
\_\_\_\_\_
- 3 Dan's always arrive late when we agree to meet.  
\_\_\_\_\_
- 4 You've become very rude. You used not be like this.  
\_\_\_\_\_
- 5 People will gossip – it's human nature.  
\_\_\_\_\_
- 6 We used live there. I wonder who lives there now.  
\_\_\_\_\_
- 7 Ana would always borrowing my things when we were kids.  
\_\_\_\_\_
- 8 Helen is reminding continually people that I used to fancy Josh. It's really embarrassing.  
\_\_\_\_\_

Mark:  / 8

## Use of English

- 9 Complete the second sentence so that it has a similar meaning to the first. Use 3–6 words, including the word in brackets.

- 1 Ian and Fran are good friends, despite being very different. (although)  
Ian and Fran are good friends \_\_\_\_\_ very different.
- 2 Rachel is often late for class. (tendency)  
Rachel \_\_\_\_\_ late for class.
- 3 I think gene editing is wrong. (concerned)  
\_\_\_\_\_, gene editing is wrong.
- 4 How about coming to London with me? (why)  
\_\_\_\_\_ to London with me?
- 5 Mandy always gossips about people. (keep)  
Mandy \_\_\_\_\_ about people.
- 6 Josh often gets into trouble. (continually)  
Josh \_\_\_\_\_ into trouble.
- 7 We'll come to your party unless we have an exam the next day. (provided)  
We'll come to your party \_\_\_\_\_ have an exam the next day.
- 8 Going on the course will be a good experience even if I don't need the qualification. (whether)  
Going on the course will be a good experience \_\_\_\_\_ need the qualification.

Mark:  / 8

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                            | ★ | ★★ | ★★★★ |
|------------------------------------------------------------|---|----|------|
| I can describe childhood memories.                         |   |    |      |
| I can use high-level question forms correctly.             |   |    |      |
| I can understand a debate about gene editing.              |   |    |      |
| I can talk about habitual actions in the past and present. |   |    |      |
| I can recognise and use phrasal verbs correctly.           |   |    |      |
| I can understand a text about overcoming obstacles.        |   |    |      |
| I can discuss myself and my opinions in an interview.      |   |    |      |
| I can write an opinion essay.                              |   |    |      |



## Vocabulary

## A

## Talking about stories

*I can talk about books and stories.*

- 1 Complete the email with the words below. There are two extra words.

believable dialogue evocative happy humour identify intriguing love mystery pace

To: casey@email.com

Hi Casey,

Thanks for the book. I like novels with a fast <sup>1</sup> \_\_\_\_\_ and an <sup>2</sup> \_\_\_\_\_ plot, and that novel had both. And even though I don't usually like a <sup>3</sup> \_\_\_\_\_ ending, it wasn't sentimental at all. There was a lot of <sup>4</sup> \_\_\_\_\_ in it too – I laughed out loud several times!

Anyway, it's my turn and I'm sending you *Parallel*, by Lauren Miller. It's about a girl who wakes up one day in a different life and then has to solve the <sup>5</sup> \_\_\_\_\_ of how she got there. The character of the girl (Rory) is very <sup>6</sup> \_\_\_\_\_, and you can easily <sup>7</sup> \_\_\_\_\_ with her. Her <sup>8</sup> \_\_\_\_\_ interest is a handsome but slightly annoying boy called North. I really hope you enjoy it – I'm putting it in the post today.

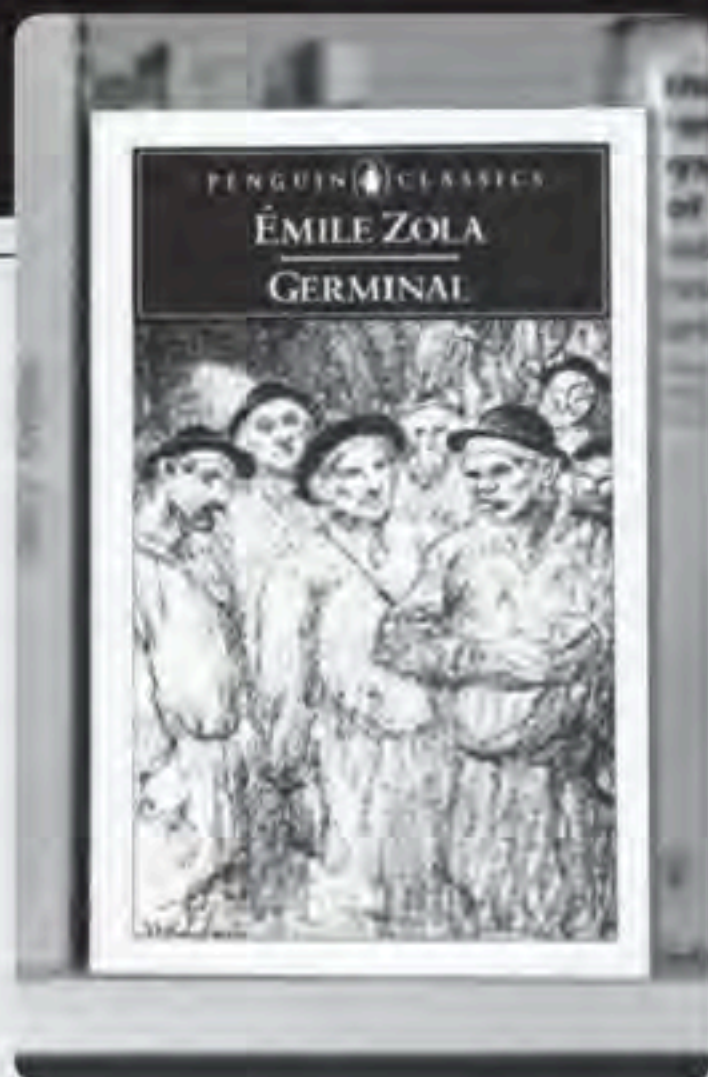
Happy reading!

Katerina

- 2 Choose the correct words to complete the book review.

## GERMINAL

Émile Zola's masterpiece *Germinal* is <sup>1</sup>**set / written** in the poor French mining village of Montsou in the mid-1800s. The novel <sup>2</sup>**hinges / opens** as a young man, Étienne Lantier, arrives one cold March day. He stays, and soon feels outrage at the poor villagers' desperate lives. As the story <sup>3</sup>**unfolds / is written**, Étienne leads a miners' strike, which is brutally repressed. <sup>4</sup>**Central / Drawn** to the plot is the theme of how the poor are exploited by the powerful, but the novel has many interesting <sup>5</sup>**points of view / twists and turns**, and the characters are beautifully <sup>6</sup>**set / drawn**. Although the <sup>7</sup>**action / narrative** is written in the third person, Zola's <sup>8</sup>**portrayal / point of view** of Étienne is vivid and memorable.



- 3 Match the adjectives below with the words and phrases. There are two extra words.

chilling compelling evocative humorous predictable slow-moving thought-provoking unconvincing

- 1 'Nasty and frightening.' \_\_\_\_\_  
 2 'Unbelievable.' \_\_\_\_\_  
 3 'Unsurprising.' \_\_\_\_\_  
 4 'Amusing.' \_\_\_\_\_  
 5 'Addictive reading.' \_\_\_\_\_  
 6 'It really makes you think.' \_\_\_\_\_

- 4 Complete the idioms and set phrases.

- 1 The illustration on the front is awful, but don't judge a book \_\_\_\_\_.  
 2 It's a real page-\_\_\_\_\_. I couldn't put it down.  
 3 The book is at first heavy \_\_\_\_\_, but it speeds up later.  
 4 Jack's a real \_\_\_\_\_ – he spends all his money in bookshops.  
 5 It isn't good \_\_\_\_\_ because it's scary and it'll keep you awake.  
 6 He doesn't say he hates the government, but you understand that if you read \_\_\_\_\_.

- 5 1.06 Listen to four people talking about books. Which literary form does each speaker talk about?

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

- 6 1.06 Listen again. Match the descriptions A–E with the speakers 1–4. There is one extra sentence.

This speaker ...

- A says that the book has both humorous and macabre moments. \_\_\_\_\_  
 B thinks the work is unconvincing in places but has good descriptions. \_\_\_\_\_  
 C says that the story has a lot of suspense and likes the way the plot contains some red herrings. \_\_\_\_\_  
 D says that the work is light-hearted but not shallow. \_\_\_\_\_  
 E finds the story very touching and compares it to another type of literature. \_\_\_\_\_



## Conditionals

*I can use a range of conditional sentences.*

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

- I would have slept much better last night if you **hadn't told** / **didn't tell** me that horror story.
- If Jack had found out about the party, he **would** / **will** be here.
- If you **had read** / **read** this book, you'd really like it.
- We **would have enjoyed** / **would enjoy** the film more if the characters had been more believable.
- We'd **have** / **'ll have** nicer costumes for the play if we'd spent a little more money on them.
- The novel would be too sentimental if it **would have** / **had** a happier ending.

## 2 Write sentences using mixed conditionals.

- we / have / an easier time in Paris last month if we / speak / French

\_\_\_\_\_

- I / not have to / fix your computer all the time if you / buy / an anti-virus programme

\_\_\_\_\_

- if people / not invent / cars, trains / still be / the main form of transport

\_\_\_\_\_

- if Toby / apologise / for what he said, I / not be / so angry with him

\_\_\_\_\_

- if you / check / Facebook more often, you / know / about the Literature Festival

\_\_\_\_\_

## 3 Tick (✓) the correct sentences and rewrite the incorrect ones.

- Should Claire phone I'd tell her that you're busy.

\_\_\_\_\_

- You'd do well, were it not for your lazy attitude.

\_\_\_\_\_

- Had you not come, I wouldn't know anyone here.

\_\_\_\_\_

- Was I more confident, I'd ask Darren out.

\_\_\_\_\_

- Had you have asked me, I would have helped you.

\_\_\_\_\_

## 4 Match the parts of the sentences and complete them with the words below. Use the words more than once.

**in case provided supposing unless**

- Take some money with you ...
- \_\_\_\_\_ they ask me why I want the job, ...
- \_\_\_\_\_ you need to contact me, ...
- Max will come to the cinema with us, ...
- I won't forgive you \_\_\_\_\_ ...
- a \_\_\_\_\_ that he doesn't have to work late.
- b here's my email address.
- c what shall I say?
- d \_\_\_\_\_ they don't accept credit cards.
- e you apologise for what you said.

## 5 Choose the correct words to complete the text.

## A world without the internet

Tim Berners-Lee is usually credited with inventing the world wide web in the 1980s, but <sup>1</sup>\_\_\_\_\_ for many other people, today's internet would not exist. If computer technology <sup>2</sup>\_\_\_\_\_ advanced rapidly after World War II, we wouldn't have had the infrastructure needed to build the internet. The computer revolution <sup>3</sup>\_\_\_\_\_ taken place without the work of Alan Turing, who built the first modern computer in the 1940s. And <sup>4</sup>\_\_\_\_\_ people hadn't used binary code for centuries in smoke signals, Morse code and textile machines – would we have thought of using it to write computer programmes?



It's difficult to imagine what the world would be like today if we <sup>5</sup>\_\_\_\_\_ the internet, because the technology is so interwoven with our daily lives. But <sup>6</sup>\_\_\_\_\_ the internet suddenly stopped working? Some scientists think this <sup>7</sup>\_\_\_\_\_ one day – if the energy from a big solar storm hits Earth, it <sup>8</sup>\_\_\_\_\_ electronic devices worldwide. <sup>9</sup>\_\_\_\_\_ we protect computer networks better, we <sup>10</sup>\_\_\_\_\_ one day be in big trouble!

- |                     |                   |                 |
|---------------------|-------------------|-----------------|
| 1 a wouldn't it     | b had it not been | c were it       |
| 2 a wouldn't        | b hadn't          | c didn't        |
| 3 a hadn't had      | b didn't have     | c wouldn't have |
| 4 a provided        | b in case         | c supposing     |
| 5 a hadn't invented | b wouldn't invent | c won't invent  |
| 6 a as long as      | b provided that   | c what if       |
| 7 a would happen    | b happens         | c could happen  |
| 8 a disabled        | b disables        | c may disable   |
| 9 a As long as      | b Unless          | c Supposing     |
| 10 a may            | b would           | c can           |



## Investigative journalism

*I can predict the kind of information I need to listen for.*

**Revision:** Student's Book page 23

**1 Complete the text with the words below.**

dig around ethics gruesome gutsy infiltrate  
revelations scandal tip-off

In 2014, Singaporean investigative journalist Zaihan Mohamed Yusof published a book called *Foul!* It contained startling <sup>1</sup> \_\_\_\_\_ about how criminals were paying footballers to 'fix' matches by playing badly. This helped the criminals to win money by betting on the other side. The book caused a big <sup>2</sup> \_\_\_\_\_ in Singapore when it came out, and it called into question the <sup>3</sup> \_\_\_\_\_ of the billion-dollar sports betting industry.



It all started when Zaihan received a <sup>4</sup> \_\_\_\_\_ about the problem and decided to <sup>5</sup> \_\_\_\_\_ for more information. In the end, he managed to <sup>6</sup> \_\_\_\_\_ a Singaporean criminal network that was fixing matches in places as far away as South Africa. Zaihan's car was vandalised twice by criminals during his investigation, and he also received <sup>7</sup> \_\_\_\_\_ death threats – but he's a <sup>8</sup> \_\_\_\_\_ individual, and the threats didn't deter him from investigating. His book and newspaper articles have led to many arrests, but sadly the problem of match fixing continues.

**Listening Strategy**

Read the task carefully and try to predict the type of information you need to listen for. This is especially important in sentence-completion tasks.

**2 Read the Listening Strategy. Then look at sentences 1–4. What kind of information do you think you will need to complete them?**

**Investigative reporters and the paparazzi**

- 1 Famous people expect to be photographed occasionally, but would like part of their lives to remain \_\_\_\_\_.
- 2 Some celebrities use \_\_\_\_\_ to ruin paparazzi photos.
- 3 A photographer says that having good \_\_\_\_\_ is more important than waiting for people for hours.
- 4 Photographers couldn't sell photos of Daniel Radcliffe because of his \_\_\_\_\_.

**3** **1.07** Listen to four people talking about celebrity photographers. Complete the sentences in exercise 2 with a word or short phrase.



**4 You are going to listen to a person talking about an undercover FBI agent. Read sentences 1–8 and think about what kind of information you need to listen for.**

**The Real Donnie Brasco**

- 1 When Pistone joined the FBI, most agents relied on \_\_\_\_\_ to do their job.
- 2 He invented a \_\_\_\_\_ for himself when he was undercover.
- 3 Pistone became friends with a criminal called Benjamin Ruggiero, and Ruggiero \_\_\_\_\_ him.
- 4 Ruggiero gave the FBI a lot of \_\_\_\_\_, but he didn't know it.
- 5 Nobody \_\_\_\_\_ Pistone's identity because he looked and acted like a member of the Mafia.
- 6 Eventually the Mafia wanted Pistone to \_\_\_\_\_ for them.
- 7 Some people are worried about the \_\_\_\_\_ of an agent working with criminals for so long.
- 8 Because of Pistone, New Yorkers learned about \_\_\_\_\_ who took money from the Mafia.

**5** **1.08** Listen to the recording and complete each sentence in exercise 4 with a word or short phrase.





# Inversion of subject and verb

*I can use adverbials at the start of the sentence.*

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

- No longer / Not since** the summer after leaving school had we all met.
- Only if / So** you train really hard will you be ready for the competition.
- Such / So** surprised were we to meet by chance after all these years that we couldn't quite believe it.
- Never / No longer** were they married, but they remained good friends.
- Had / Would** I known you were in town last week, I would have invited you to dinner.
- There / Had** we sat on the summit of the mountain, tired but happy.

## 2 Complete the sentences. Use the cues below.

crash / go hardly / the prime minister / arrive  
in no way / should / you little / we / know  
never / I / witness seldom / he / state his opinion up / go

- \_\_\_\_\_ such a terrible sight as those poor, hungry people.
- \_\_\_\_\_ feel responsible – it wasn't your fault.
- \_\_\_\_\_ when reporters wanted to speak to him.
- \_\_\_\_\_ how meeting Jess would change our lives on the day when she appeared at our door.
- \_\_\_\_\_ the red flag, and we were given a penalty.
- \_\_\_\_\_ but this time he told us exactly what he felt.
- \_\_\_\_\_ the vase as it hit the floor and broke.

## 3 Correct the sentences.

- Nowhere we could see Kelly.  
\_\_\_\_\_
- No sooner we saw Jake's face than we realised that something was wrong.  
\_\_\_\_\_
- Not until I knew I was safe I stopped running.  
\_\_\_\_\_
- Under no circumstances you should touch that cable.  
\_\_\_\_\_
- Not for one second we didn't believe Sue was guilty.  
\_\_\_\_\_
- Not only he was rude when we arrived after our journey, but he didn't offer us anything to eat.  
\_\_\_\_\_

## 4 USE OF ENGLISH Rewrite the sentences using the words in brackets so that the meaning stays the same.

- There are some DVDs in the cupboard if you get bored. (should)  
\_\_\_\_\_, there are some DVDs in the cupboard.
- I sat down, and the phone rang. (hardly)  
\_\_\_\_\_ when the phone rang.
- It's forbidden for you to enter the building. (circumstances)  
Under \_\_\_\_\_ enter the building.
- You aren't ready to take the exam. (way)  
In \_\_\_\_\_ ready for the exam.
- We never believed Mike's story. (moment)  
Not \_\_\_\_\_ we believe Mike's story.
- People didn't learn the truth for decades. (until)  
Not \_\_\_\_\_ people learn the truth.
- We were late and our clothes were wet. (only)  
\_\_\_\_\_ late, but our clothes were wet.
- It didn't often rain so hard. (seldom)  
\_\_\_\_\_ so hard.

## 5 Complete the extract from a story using the correct form of the words in brackets. Add pronouns where necessary.



A man out walking his dog had heard a commotion and called us to the house. <sup>1</sup> \_\_\_\_\_ (no sooner / arrive) than we noticed something was wrong. <sup>2</sup> \_\_\_\_\_ (not only / be) the patio doors open, but the glass was broken. A pair of curtains flapped in the wind. Although I was an experienced detective with the South African Police Service, <sup>3</sup> \_\_\_\_\_ (seldom / feel) in much danger – but I did then. Everywhere, there were the signs of a struggle – broken ornaments and furniture. <sup>4</sup> \_\_\_\_\_ (at our feet / lie) the remains of a vase – <sup>5</sup> \_\_\_\_\_ (crunch / go) the pieces underfoot. <sup>6</sup> \_\_\_\_\_ (no sooner / reach) the stairs than we heard strange sounds upstairs.

Two baboons came crashing out of a bedroom and down the stairs. <sup>7</sup> \_\_\_\_\_ (rarely / these apes / come) near the centre of town, but there they were – baring their fearsome teeth at us. <sup>8</sup> \_\_\_\_\_ (not for one moment / hesitate) – one glimpse of them was enough to make us turn and run!



## Compounds

*I can use a variety of compounds.*

## 1 Complete the compounds with the words below.

break crack hand last lift strong tax tip twenty warm

- |                 |                |
|-----------------|----------------|
| 1 _____-hearted | 6 _____-off    |
| 2 _____-free    | 7 _____-down   |
| 3 _____-off     | 8 _____-storey |
| 4 _____-made    | 9 _____-willed |
| 5 _____-minute  | 10 _____-down  |

## 2 Complete the compounds in the mini-dialogues.

**Mandy** Greg's a very <sup>1</sup> \_\_\_\_\_-going person. He never gets angry at anyone.

**Josh** Yes, and he's very broad-<sup>2</sup> \_\_\_\_\_ too. He doesn't have any prejudices.

**Ricky** Is that book good?

**Seth** Well, it's a <sup>3</sup> \_\_\_\_\_-selling novel by an award-<sup>4</sup> \_\_\_\_\_ writer, but I don't like it much. It's full of never-<sup>5</sup> \_\_\_\_\_ descriptions that go on and on. I prefer a book with more action.

**Man** This machine is very <sup>6</sup> \_\_\_\_\_-friendly.

**Woman** Yes – you don't need to read the 300-<sup>7</sup> \_\_\_\_\_ guide that came with it to work it out.

## 3 Complete the sentences. Use the verbs below and a suitable preposition to make compound nouns.

break check make rip take warm

- Megan's left her boyfriend. He's very upset about the \_\_\_\_\_.
- We were standing at the \_\_\_\_\_ desk when the flight was cancelled.
- Do a \_\_\_\_\_ before you go for a run, or you'll hurt yourself.
- The electrician was only here for five minutes, but he tried to charge me £200. What a \_\_\_\_\_!
- There's nothing in the fridge, so let's get some \_\_\_\_\_ food on the way home.
- The actress is still in the dressing room, putting on her \_\_\_\_\_.

## 4 Complete the compounds in the text with the words below.

award educated made respected three-minute well world worldwide

## FAMOUS HOAXES

In 1912, an archaeologist called Charles Dawson presented some human-like bones at a meeting of the <sup>1</sup> \_\_\_\_\_-famous Royal Geological Society, in London. He claimed they were a fossil from Piltdown, England. Highly <sup>2</sup> \_\_\_\_\_ scientists examined the bones, and decided that they belonged to a new species – an ancient ancestor of humans. But in fact, the fossil was a hoax. Dawson had made it out of modern human and orang-utan bones.

In April 1957 many people watched a <sup>3</sup> \_\_\_\_\_ report on British TV about how spaghetti was 'grown' on a farm in Switzerland. It was broadcast on the <sup>4</sup> \_\_\_\_\_-winning BBC *Panorama* programme, and was very believable. Spaghetti wasn't a <sup>5</sup> \_\_\_\_\_-known food in Britain at the time, so many people believed the report. But it was broadcast on 1 April – April Fool's Day!

The tree octopus, which lives in the north-west United States has a <sup>6</sup> \_\_\_\_\_ internet following, and there are campaigns to save this 'endangered creature'. You can watch well-<sup>7</sup> \_\_\_\_\_ videos about the tree octopus, and read all about it. The information is good enough to fool well-<sup>8</sup> \_\_\_\_\_ people, but it's just a joke. All octopus species live in the sea.

## VOCAB BOOST!

A hyphen can indicate that two words form a compound adjective and are not unrelated words. The hyphen can change the meaning of the sentence.

5 Read the *Vocab Boost!* box What is the difference between sentences A and B? Complete the sentence which follows with the sentences below.

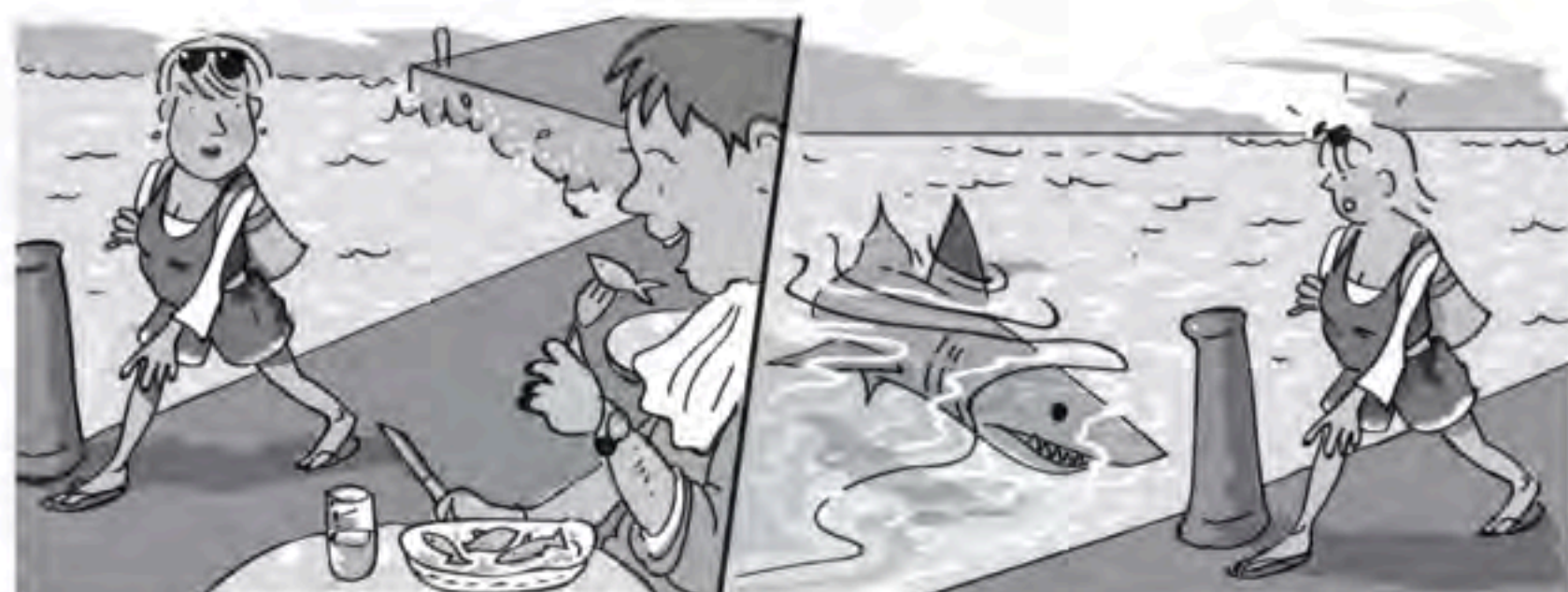
But we don't know who many undercover agents are.  
Do I have to pay for it? He's very famous.  
His meal looked delicious. I think it was a shark.  
I don't want to buy beauty products with aluminium in them.

- A I saw a man eating fish. \_\_\_\_\_

B I saw a man-eating fish. \_\_\_\_\_
- A Is this aluminium free? \_\_\_\_\_

B Is this aluminium-free? \_\_\_\_\_
- A Donnie Brasco is one of the best-known undercover agents. \_\_\_\_\_

B Donnie Brasco is one of the best known undercover agents. \_\_\_\_\_





# The Woman in White, by Wilkie Collins

I can understand and react to an extract from a 19th-century novel.

## Revision: Student's Book page 26

- 1 Rewrite the sentences, replacing the underlined literary words with more modern equivalents.
- Those doors lead to the King's private chambers.
  - Pray tell us all what you're thinking.
  - Why did you steal out of the house late last night?
  - Her eyes had a bluish-grey hue.
  - We would be happy to receive you at our house.
  - It's hard to explain my sensations at that moment.
  - I couldn't hear his words, but I could tell from his earnestness that it was a serious matter.

## 2 Read the text. Are the sentences true or false? Find evidence in the text for your answers.

- The narrator feels that he understands the woman and her motives. \_\_\_\_\_
- She asks him a question which surprises him. \_\_\_\_\_
- The woman and the narrator have a common acquaintance. \_\_\_\_\_
- The narrator is unhappy with his own social status. \_\_\_\_\_
- The woman loses her trust of him during the extract. \_\_\_\_\_

We set our faces towards London, and walked on together in the first still hour of the new day – I, and this woman, whose name, whose character, whose story, whose objects in life, whose very presence by my side, at that moment, were fathomless mysteries to me. It was like a dream. I was too bewildered – too conscious also of a vague sense of something like self-reproach – to speak to my strange companion for some minutes. It was her voice again that first broke the silence between us.

'I want to ask you something,' she said suddenly. 'Do you know many people in London?'

'Yes, a great many.'

'Many men of rank and title?' There was an unmistakable tone of suspicion in the strange question. I hesitated about answering it.

'Some,' I said, after a moment's silence.

'Many' – she came to a full stop, and looked me searchingly in the face – 'many men of the rank of Baronet?' Too much astonished to reply, I questioned her in my turn.

'Why do you ask?'

'Because I hope, for my own sake, there is one Baronet that you don't know.'

'Will you tell me his name?'

'I can't – I daren't – I forget myself when I mention it.' She spoke loudly and almost fiercely, raised her clenched hand in the air, and shook it passionately; then, on a sudden, controlled herself again, and added, in tones lowered to a whisper 'Tell me which of them YOU know.'

I could hardly refuse to humour her in such a trifle, and I mentioned three names. Two, the names of fathers of families whose daughters I taught; one, the name of a bachelor who had once taken me on a cruise in his yacht, to make sketches for him.

'Ah! you DON'T know him,' she said, with a sigh of relief. 'Are you a man of rank and title yourself?'

## 3 Read the extract again and answer the questions.

- What are the narrator's feelings at the beginning?
- Why does he hesitate before answering the woman?
- How does the narrator meet people 'of rank and title'?
- What does the narrator speculate about the baronet?
- Why does the woman want him to walk ahead?

## Reading Strategy

Being able to summarise a text will enhance your awareness of how texts are organised and improve your ability to pinpoint the main ideas or events.

- Start by dividing the text into sections. Mark the points where there is a clear change of ideas or events.
- Underline the key points or events within each section.
- Rewrite the key points or events in your own words. Be brief, keeping within the word limit if there is one.

## 4 Read the Reading Strategy. Then write a short summary of the extract. Write no more than 50 words.



'Far from it. I am only a drawing-master.'

As the reply passed my lips – a little bitterly, perhaps – she took my arm with the abruptness which characterised all her actions.

'Not a man of rank and title,' she repeated to herself. 'Thank God! I may trust HIM.'

I had hitherto contrived to master my curiosity out of consideration for my companion; but it got the better of me now.

'I am afraid you have serious reason to complain of some man of rank and title?' I said. 'I am afraid the baronet, whose name you are unwilling to mention to me, has done you some grievous wrong? Is he the cause of your being out here at this strange time of night?'

'Don't ask me: don't make me talk of it,' she answered. 'I'm not fit now. I have been cruelly used and cruelly wronged. You will be kinder than ever, if you will walk on fast, and not speak to me. I sadly want to quiet myself, if I can.'

## GLOSSARY

**fathomless** = deep and impossible to understand

**baronet** = the title of one type of member of the English upper class

**humour** (v) = oblige, grant someone their wish

**trifle** (n) = something unimportant



## Photo comparison

*I can compare and contrast photos.*



**1 Complete the sentences about photos A and B with the words below and your own ideas.**

common contrast difference hand obvious whereas

- The most \_\_\_\_\_ similarity between the photos is that \_\_\_\_\_.
- Another thing they have in \_\_\_\_\_ is that \_\_\_\_\_.
- In \_\_\_\_\_ to the second photo, the people in the first photo are \_\_\_\_\_.
- The clearest \_\_\_\_\_ between the photos is that one shows a \_\_\_\_\_.
- The first photo shows a group of friends. On the other \_\_\_\_\_ the second photo shows \_\_\_\_\_.
- There is a conversation in photo 1, \_\_\_\_\_ in photo 2 people \_\_\_\_\_.

**2 1.09 Listen to a student comparing the photos in exercise 1.**

Does the student have similar answers to your sentences in exercise 1? \_\_\_\_\_

**3 Complete the second sentences about photos A and B so that it means the same as the first. Use 3–5 words, including the word in brackets.**

- This isn't the first time that they've met. (can't)  
This \_\_\_\_\_ they've met.
- They look relaxed. (appear)  
They \_\_\_\_\_ relaxed.
- I think the person speaking is telling a joke. (as if)  
It \_\_\_\_\_ person speaking is telling a joke.
- I think they are at a conference of some kind. (seem)  
They \_\_\_\_\_ at a conference of some kind.
- Someone certainly invited the presenter to speak. (must)  
Someone \_\_\_\_\_ to speak.
- Perhaps it took the speaker a long time to prepare for this event. (might)  
It \_\_\_\_\_ the speaker a long time to prepare for this event.

**4 Complete the phrases to express opinions.**

- Off the \_\_\_\_\_ of my head, I'd say that most people don't like public speaking. \_\_\_\_\_
- We \_\_\_\_\_ to think that speaking to large groups is more difficult than speaking to a small group. \_\_\_\_\_
- As I \_\_\_\_\_ it, it depends on the people that you're speaking to. \_\_\_\_\_
- I'm of the \_\_\_\_\_ that some people are very shy. \_\_\_\_\_
- I think it's true to \_\_\_\_\_ that nobody likes a conversation like a job interview. \_\_\_\_\_
- All things \_\_\_\_\_, most people are most relaxed when they're in informal situations. \_\_\_\_\_
- It would be \_\_\_\_\_ to argue that everyone is the same, because we aren't. \_\_\_\_\_

**Speaking Strategy**

The examiner might ask you a question about the photos which the other student has just compared. Listen carefully while the other student is speaking, and at the same time think about the photos and what you might say about them.

**5 1.10 Read the Speaking Strategy. Then listen to the examiner's follow-up question. Tick (✓) the statements from exercise 4 that you hear.**



**6 Look at photos C and D and make notes.**

Compare two pictures. Say what the people are doing, and how they might be feeling.

- What do both photos have in common?
- What is the main difference between the photos?
- How do you think the people are feeling? Why?

**7 Do the exam task in exercise 6, then answer the follow-up question below.**

When is it wrong to stop a stranger in the street and ask them something?



## Film review

I can write a film review.

- 1 Read the Writing Strategy and the review. What kind of audience is the TV series suitable for?

a all ages    b teenagers    c adults

## Writing Strategy

When you write a film review, you aren't being asked to write a straightforward description but to evaluate the film from a particular point of view, e.g. its suitability for a particular audience, how it affected you, or how it exceeded or failed to meet your expectations.

- 2 Read the review and match paragraphs A–E with descriptions 1–5.

- 1 the main idea behind the series, and its influences \_\_\_\_\_
- 2 an overall impression and a note to readers \_\_\_\_\_
- 3 casting and the main characters \_\_\_\_\_
- 4 introducing the series and giving some basic facts \_\_\_\_\_
- 5 information about the setting and plot \_\_\_\_\_

- 3 Replace the underlined words in the review with the correct form of the words and phrases below.

be disappointed by    enhance    rave reviews    short-listed    superbly cast

- 4 Complete the sentences with the **highlighted** words in the review.

- 1 The character of Jack in your play is \_\_\_\_\_. He behaves just like all detectives in films.
- 2 Dreamworks' latest \_\_\_\_\_ film cost \$65 million to produce.
- 3 The view from here is wonderful. It's just \_\_\_\_\_!
- 4 It isn't a \_\_\_\_\_ film – there isn't much action at all.
- 5 In the cinema this week there's a \_\_\_\_\_ new horror story by the director of *Watching from the Shadows*.
- 6 The film is a very \_\_\_\_\_ emotional drama. It makes a lot of people cry.

A language school wants to buy DVDs of a popular TV series for students to borrow and watch in their free time. Write a review of a TV series that you like, mentioning why it's a good series and who it would and wouldn't appeal to.

- 5 Read the task, then plan your review. Make notes.

- 1 From what point of view are you writing the review?
- 2 What kind of TV series would be suitable?
- 3 What are the strong and weak points of the TV series?
- 4 Who would it appeal to?



## Something for everyone in CREEPY new sci-fi series

- **A** The second season of American TV series *Stranger Things* has just begun. The first season received <sup>1</sup>a lot of praise from critics after it was released in 2016. It has won several awards, including a Screen Actors Guild Award, and was <sup>2</sup>considered for many others.
- **B** The series is set in the 1980s in a small town called Hawkins, Indiana. This very ordinary setting <sup>3</sup>increases the tension by providing a contrast to the weird events that take place there. The first season begins with the disappearance of a teenage boy. Disturbing events begin to unfold when friends and family dig around for clues, taking us on a nail-biting journey into the unknown.
- **C** The series concept is designed to appeal to a broad range of viewers, with its mix of gripping investigative drama, chilling supernatural horror and a touch of sci-fi. The formula owes a lot to film directors like Stephen Spielberg and John Carpenter, but it nicely avoids copying them.
- **D** Many of the leading actors are teenagers, so younger viewers have characters to identify with. Also, most of the teenage and adult actors are <sup>4</sup>very well chosen – particularly Winona Ryder as the tortured mother of the missing boy. However, I <sup>5</sup>didn't like the character of the sheriff, who appears very clichéd.
- **E** To sum up, it's a well-made, big-budget TV series with a powerful concept, a fast-paced plot and some breathtaking special effects. I can recommend the series to both adult and teen viewers – as long as they are prepared for a fright!

- 6 Write your review.

## CHECK YOUR WORK

## Have you ...

- ☐ organised your review into clear paragraphs?
- ☐ given readers a good idea of what the series is about and who it might appeal to?
- ☐ introduced and concluded the review?



## Vocabulary

## 1 Complete the book review.

**THE ROAD HOME**, by Rose Tremain, doesn't have a particularly fast-moving <sup>1</sup>p\_\_\_\_\_, but it captivates you from the start. The protagonist – a migrant worker called Lev – is a <sup>2</sup>b\_\_\_\_\_ character, and you can easily <sup>3</sup>i\_\_\_\_\_ with him and his struggle to adapt to life in a new land. The <sup>4</sup>i\_\_\_\_\_ interest is a kind-hearted young chef, and she's also realistic. The <sup>5</sup>d\_\_\_\_\_ between the main characters is very natural, and reveals Lev's increasing grasp of English. There are sad moments in the <sup>6</sup>n\_\_\_\_\_, but there's also a fair amount of <sup>7</sup>h\_\_\_\_\_. All in all, it's a really good read.

Mark:  / 7

## 2 Match the literary forms below with the definitions.

fable fantasy graphic novel myth play poem

- 1 a piece of writing – often in verses – where the sound and rhythm of the words is important
- 2 a novel where the pictures are as important as the text
- 3 a traditional short story that teaches a lesson
- 4 a story from ancient times, often explaining ancient people's beliefs about the world
- 5 actors perform this story in a theatre
- 6 a story for adults or children that has magic or unreal characters

Mark:  / 6

## 3 Choose the correct words to complete the extracts.

*The Divide* is a <sup>1</sup>**compelling** / **chilling** novel – I couldn't put it down! Nicholas Evans's <sup>2</sup>**set** / **portrayal** of his characters is faultless. (*Launchester Herald*)

A <sup>3</sup>**thought-provoking** / **lightweight** book which made me reassess my own <sup>4</sup>**narrative** / **point of view** on the ecology versus industry debate. (*Daily Review*)

An intriguing plot with many <sup>5</sup>**red herrings** / **twists and turns**, which ultimately <sup>6</sup>**opens** / **hinges** on the idea of broken trust. (*Waitangi News*)

Mark:  / 6

## 4 Complete the idioms.

- 1 I don't like the artwork on the front, but it's best not to judge a book \_\_\_\_\_.
- 2 I just couldn't \_\_\_\_\_ into the book, so I stopped reading it.
- 3 Reading between \_\_\_\_\_, you can tell that his biographer doesn't really approve of his actions.
- 4 That book's a real \_\_\_\_\_ – you won't be able to put it down.
- 5 Waterstones' bookshop is a great place to visit if you're a bit of \_\_\_\_\_!

Mark:  / 5

## Word skills

## 5 Complete the sentences with the compound nouns below.

award best crack easy lift take  
away down going off selling winning

- 1 The police are \_\_\_\_\_ on people who drive fast.
- 2 This computer game is our \_\_\_\_\_ title.
- 3 There's nothing to eat at home, so let's get a \_\_\_\_\_.
- 4 Nothing ever bothers Martin – he's very \_\_\_\_\_.
- 5 I know it's an \_\_\_\_\_ novel, but I just didn't like it.
- 6 \_\_\_\_\_ is scheduled for 20.00 local time.

Mark:  / 6

## 6 Complete the sentences.

- 1 Off the top \_\_\_\_\_, I'd say you're right.
- 2 As I \_\_\_\_\_, it's good to have friends.
- 3 What both photos have \_\_\_\_\_ is that they show people doing things outdoors.
- 4 All things \_\_\_\_\_, I'd say that it's sometimes OK to lie.
- 5 In \_\_\_\_\_ to photo 1, photo 2 shows a formal situation.
- 6 The people in photo 2 seem tense. On the \_\_\_\_\_, the people in photo 1 are relaxed.

Mark:  / 6

## 7 Complete the film review with the correct words.

*Finest Hours* tells the <sup>1</sup>**powerful** / **far-fetched** true story of a <sup>2</sup>**two-dimensional** / **nail-biting** rescue at sea that took place in 1952. The action never lets up in this <sup>3</sup>**fast-paced** / **slow-moving** movie, as the coast guard braves 70-foot waves to rescue thirty sailors on a sinking ship. This is a no-expense-spared, <sup>4</sup>**low-budget** / **big-budget** movie. Some of the characters aren't as <sup>5</sup>**ground-breaking** / **well-rounded** as they could be, but Eric Bana puts in a great performance. And anyway, the real protagonist in this film is the wild, unforgiving Atlantic ocean!

Mark:  / 5



## Grammar

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

- We \_\_\_\_\_ (not be) at the back of the queue right now if we \_\_\_\_\_ (arrive) a few minutes earlier.
- Supposing people \_\_\_\_\_ (not discover) antibiotics, \_\_\_\_\_ (doctors / be able to) treat infections?
- I \_\_\_\_\_ (take) a book to read in case I \_\_\_\_\_ (need) to wait a long time for my appointment.
- If it \_\_\_\_\_ (not be) for that traffic jam, we \_\_\_\_\_ (not miss) our flight.
- We \_\_\_\_\_ (enjoy) last week's holiday in Ibiza more if it \_\_\_\_\_ (not rain) so much.
- You \_\_\_\_\_ (not have) a bad stomach now if you \_\_\_\_\_ (not eat) that out-of-date pizza for lunch.
- As long as we \_\_\_\_\_ (leave) in the next few minutes, we \_\_\_\_\_ (not be) late.
- What if I \_\_\_\_\_ (tell) you Jake was coming to the party?

Mark:  / 8

9 Rewrite the sentences. Use the words below to start.

hardly in front of little ... know no longer  
not for one moment should so under no circumstances

- We never thought you were guilty of the crime.  
\_\_\_\_\_
- The match had only just started when they scored.  
\_\_\_\_\_
- It's totally forbidden for you to enter that building.  
\_\_\_\_\_
- Please call me if you need a lift home.  
\_\_\_\_\_
- I don't have to do that terrible job any more.  
\_\_\_\_\_
- I was totally unaware of how close I'd been swimming to a three-metre shark.  
\_\_\_\_\_
- I called the police because I was very worried.  
\_\_\_\_\_
- There was a tall, thin man standing in front of the house.  
\_\_\_\_\_

Mark:  / 8

## Use of English

10 Complete the second sentence so that it means the same as the first. Use 3–6 words, including the word in brackets.

- Did Ryan fall asleep on the bus because he was very tired? (so)  
Was Ryan \_\_\_\_\_ he fell asleep on the bus?
- If my plane is delayed, I'll send you a text message. (should)  
I'll send you a text message \_\_\_\_\_ delayed.
- If I didn't have to revise, I'd come shopping with you. (fact)  
If it \_\_\_\_\_ I have to revise, I'd come shopping with you.
- I got home and turned on the football match straight away. (sooner)  
No \_\_\_\_\_ I turned on the football match.
- To sum up, I think the proposal is a good one. (considered)  
\_\_\_\_\_, I think the proposal is a good one.
- We didn't meet again for years. (until)  
Not \_\_\_\_\_ we meet again.
- I didn't help Kelly with her presentation because she didn't ask me. (had)  
If Kelly \_\_\_\_\_, I would have helped her with her presentation.
- You can go out if you finish your homework. (provided)  
\_\_\_\_\_ your homework, you can go out.

Mark:  / 8

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                     | ★ | ★★ | ★★★★ |
|---------------------------------------------------------------------|---|----|------|
| I can talk about books and stories.                                 |   |    |      |
| I can use a range of conditional sentences.                         |   |    |      |
| I can predict the kind of information I need to listen for.         |   |    |      |
| I can use adverbials at the start of the sentence.                  |   |    |      |
| I can use a variety of compounds.                                   |   |    |      |
| I can understand and react to an extract from a 19th-century novel. |   |    |      |
| I can compare and contrast photos.                                  |   |    |      |
| I can write a film review.                                          |   |    |      |



## Reading

**Strategy**

Read the gapped text first to gain an overall idea of the structure and meaning. To decide which paragraph fits in a gap, read the paragraphs before and after each gap to identify the context. Then read the paragraphs that have been removed, looking out for paraphrasing of vocabulary and connections between people, places and things.

- 1 Read the Strategy above and the gapped text in exercise 2. Follow the instructions in the Strategy to find the paragraph that fits gap 1. What references to 'paper' are made in the missing paragraph? What connections exist between the missing paragraph and the paragraph after the gap?

- 2 Read the text. Match paragraphs A–F with gaps 1–6.

**The story of paper**

The Gutenberg printing press is regarded by many as the most important invention of the last millennium. Developed in Germany in the 1440s, the new machine revolutionised printing and brought about far-reaching changes in Europe. However, the press would never have existed were it not for a much earlier invention: paper.

1 \_\_\_\_\_

Paper soon spread to the Arab world from Asia, but it did not take off in Europe because of a preference for parchment. Made from animal skin, parchment was rather expensive, but as there were so few people who could read and write at the time, this was not considered a problem.

2 \_\_\_\_\_

The first paper was made from cotton soaked in water and chemicals to release cellulose from its fibres. This process is known as pulping, with pulp being the liquid in which the cellulose floats around. Once the cellulose was extracted from the pulp, it was left to dry in long flat sheets that were later cut into pieces.

3 \_\_\_\_\_

But then disaster struck. The demand for paper in the West caused the supply of cotton and rags to dry up. So short of raw material were the paper mills that they used the bloodstained uniforms taken from dead soldiers on the battlefield to boost production. It was clear that an alternative to cotton was needed.

4 \_\_\_\_\_

Today, the main raw material is paper itself, due to the practice of recycling. Aptly enough, much of the world's paper recycling takes place in China, the country of its birth. It's a hugely successful process which has helped to keep paper affordable and sustainable. However, new technologies have posed another threat to paper.

5 \_\_\_\_\_

But then the printer came along, an invention that put paid to the idea. Recipients chose to print out important information on paper as a back-up instead of just saving it on their computers. Paper sales continued to boom and for a while it seemed that paper would be safe.

6 \_\_\_\_\_

Old habits die hard, however, and some people prefer to read hard copy rather than text on a screen. For this reason, the demise of paper books seems extremely unlikely in the near future. For the time being, paper production will continue, although it will never be as profitable as it was in the past.

- A Over the centuries, paper manufacturing was innovated time and time again with the aim of increasing efficiency and lowering costs. New machines were invented for pulping the cotton and different chemicals were added to the pulp. When paper was at its cheapest in 1702, the first daily newspaper, *The Daily Courant*, appeared.
- B The 'paperless office' was first predicted in the 19th century by Thomas Edison. The concept gained momentum in the 1970s with the advent of computers, which would make it possible to visualise documents on a screen. Thanks to the new machines, paper appeared to be doomed.
- C Developed by the Chinese around 2,000 years ago, this material was originally conceived for a very different purpose: to cover and protect valuable possessions. Once its potential as a writing medium was discovered, it soon replaced the much heavier bamboo and costlier silk that had previously been used for writing on.
- D Not for long. In 2013, paper sales reached their peak and since then they have been falling due to the expansion of digital technologies. Lower prices have encouraged many to abandon paper books and newspapers in favour of cheaper online versions. It would seem that history is repeating itself, and digital is doing to paper what paper did to parchment at the end of the Middle Ages.
- E At first, paper makers in Europe were blind to the solution in front of their eyes. The Chinese had been using wood to make paper for centuries, and as early as 1719, a French botanist had observed wasps making paper nests by chewing wood. It took another 130 years for wood to become an important source for paper production in Europe.
- F The attraction of paper did not become apparent until the start of the Commercial Revolution in the late 13th century, when a cheaper medium for drawing up contracts and keeping accounts was required. As trade and commerce expanded, parchment was gradually replaced by paper, and Europeans began to manufacture it in earnest.



## Listening

## Strategy

In a multiple-choice listening task, you should read through the questions before you listen in order to identify what you are being asked to listen for, e.g. a speaker's purpose or attitude or opinion, the gist of an argument or a disagreement.

- 3 Read the Strategy above. Identify what you are listening for in questions 1–4 in exercise 4.

- 4  1.11 You will hear two different extracts. For questions 1–4, choose the answer (A, B or C) which fits best according to what you hear.

You hear a woman telling a friend about a book she's read.

- What is she doing during the conversation?  
A expressing her admiration for the author  
B complaining about the unsatisfactory ending  
C admitting her ignorance of the book's theme
- What is the man's criticism of moral issues in a novel?  
A Readers get an unbalanced view.  
B Authors are abusing their position of power.  
C It interrupts the flow of the narrative.

You hear two friends discussing ways of keeping up-to-date with the news.

- Which aspect of TV news do they disagree about?  
A how tedious the programmes are  
B how biased the news is on different channels  
C how talented newsreaders are
- What does the boy think of online newspapers?  
A They aren't very user-friendly.  
B The content is aimed at older readers.  
C They would benefit from fewer photos.

## Use of English

## Strategy

In sentence transformation tasks, you may need to change the form of a word in the first sentence so that it collocates with the key word. Identify the word and use suffixes and prefixes, e.g. *tempt* (v) + *-ation* = *temptation* (n).

- 5 Read the Strategy and question. Which words need changing so that they collate with the key word?

As long as I explain the activity clearly, they will know what to do. **GIVE**

If I \_\_\_\_\_ the activity, they will know what to do.

- 6 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- We need to decide how we're going to the theatre. **MAKE**  
We need to \_\_\_\_\_ get to the theatre.
- There needs to be a thorough revision of the guidelines for the treatment of bullies. **BE**  
The guidelines for the treatment of bullies \_\_\_\_\_.
- By the end of the meeting, the workers had agreed on the next step. **REACHED**  
By the end of the meeting, an \_\_\_\_\_ about what to do next.
- We didn't intend to return home until the building work had been finished. **HAD**  
We \_\_\_\_\_ until the building work had been finished.
- There has been a gradual rise in car sales as the economy improves. **HAVE**  
Car sales \_\_\_\_\_ as the economy improves.
- Shona expected a lot more of her new car. **LIVE**  
Shona's new car did not \_\_\_\_\_.

## Speaking

## Strategy

In the interview, try to use a variety of advanced tenses, structures and vocabulary to create a good impression and give yourself confidence.

- 7 Answer questions 1–4 using a variety of advanced language.

- Have you read a good book lately?
- What stories are in the news at the moment?
- How often do you go to the cinema?
- Do you think you'd be happy if you were famous?

## Writing

## Strategy

In the review task, the target reader and the point of view for which the review should be written will always be specified in the question.

- 8 Read the Strategy above and the writing task below. Identify the target reader and the point of view in the task.

You see this advert on an entertainment website for young adults:

*We're looking for reviews about a performance that you've seen recently. Tell us how suitable the performance was for people your age and make suggestions for how it could be improved.*

- 9 Write the review (220–260 words) for the task above.



## Vocabulary

## A

## Friendships

*I can talk about different kinds of relationships.*

**1 USE OF ENGLISH** Complete the second sentence so that it means the same as the first. Write no more than six words and include the word in brackets.

- Sarah developed a strong friendship with Alison because of their passion for hockey. (bonded)  
Sarah \_\_\_\_\_ their passion for hockey.
- Katie continues to know about her former classmates through social media. (track)  
Katie \_\_\_\_\_ through social media.
- We used to be friends, but now our relationship has ended. (drifted)  
We used to be friends, but now we \_\_\_\_\_.
- I met an old friend by chance while I was queuing up at the box office. (ran)  
I \_\_\_\_\_ while I was queuing up at the box office.
- Paul became friends with Ben when he joined the drama club. (struck)  
Paul \_\_\_\_\_ when he joined the drama club.
- My sister has argued with her boyfriend because of his friends. (fallen)  
My sister \_\_\_\_\_ over his friends.

**2 Read the sentences and choose the correct answer.**

- The police were **baffled** / **honoured** by the crime. They had no idea of the motive.
- Roseanna was **gobsmacked** / **gutted** when she got the job. It was exactly what she wanted.
- Owen was **perturbed** / **devastated** when he didn't get into university. It had been his greatest dream.
- My brother was **impervious** / **perplexed** to the noise the car was making and carried on driving.
- The reason why we were **aggrieved** / **elated** was that we were completely ignored at the party.
- I feel **gutted** / **privileged** to have so many good friends – not everyone is so lucky.
- I was **unconcerned** / **stunned** when I heard about the wedding. I didn't even know they were going out together!
- Doctors are **outraged** / **troubled** by the speed at which the new disease is spreading.

**3 Complete the relationships idioms.**

- They don't see eye to \_\_\_\_\_ over something.
- They get on like a house on \_\_\_\_\_.
- They go back a long \_\_\_\_\_.
- Despite their different backgrounds, they hit it \_\_\_\_\_.
- They know each other inside \_\_\_\_\_.
- They stick together through thick and \_\_\_\_\_.
- They're like chalk and \_\_\_\_\_ at the start.
- They talk about someone behind their \_\_\_\_\_.

**4**  **1.12** Listen to two students talking about friendships in films. Number the films 1–5 in the order they are mentioned. Which film does the girl choose to write about?



**5**  **1.12** Listen again. Match the films in exercise 4 with sentences A–H in exercise 3. There are three sentences you do not need.

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |



## Reporting structures

*I can report direct speech in a variety of ways.*

## 1 Put the words in the correct order.

1 offered / home / to / me / Mandy / take

2 study / encouraged / medicine / to / They / him

3 denied / Leo / having / for / I / feelings

4 having / I / to / not / book / read / confessed / the

5 laptop / blamed / breaking / Callum / She / for / her

6 the / recommended / Luc / we / fish / order

7 were / us / staying / They / where / asked / we

## 2 Read the sentences and choose the correct answer(s). One, two or three of the options may be correct.

1 The police officer insisted on \_\_\_\_\_ a statement.

a me making    b I make    c my making

2 My sister refused \_\_\_\_\_ me her new leather jacket.

a lend    b to lend    c lending

3 They enquired \_\_\_\_\_ we needed a taxi.

a if    b that    c whether

4 His lawyer warned him \_\_\_\_\_ anything to anybody.

a against say    b against to say    c against saying

5 Martin admitted \_\_\_\_\_ to Jessica.

a lying    b to lie    c having lied

6 I suggested \_\_\_\_\_ a different restaurant for a change.

a we try    b trying    c that we should try

7 The teacher reminded \_\_\_\_\_ for the exam.

a to study    b us to study    c studying

## 3 Complete the sentences with the past simple form of the verbs below.

accuse    advise    apologise    mention    propose    threaten    wonder

1 He \_\_\_\_\_ us to go to the police.

2 He \_\_\_\_\_ they meet again the following week.

3 She \_\_\_\_\_ me of copying the homework.

4 I \_\_\_\_\_ having seen her the day before.

5 I \_\_\_\_\_ if she would be staying for dinner.

6 They \_\_\_\_\_ to arrest him if he didn't cooperate.

7 We \_\_\_\_\_ for not calling in advance.

4  1.13 Complete the dialogue. Write one word in each space. Then listen and check.

**Becky** Rosie, what happened between you and Ben last night?

**Rosie** Well, it all started when I arrived at the club where he'd taken his friends.

**Becky** What happened?

**Rosie** He didn't like it. He asked me <sup>1</sup> \_\_\_\_\_ made me think he'd be happy to see me, and demanded to know why I'd insisted <sup>2</sup> \_\_\_\_\_ following him.

**Becky** So, what did you say?

**Rosie** Well, it wasn't true, so I <sup>3</sup> \_\_\_\_\_ following him.

**Becky** And what did he say?

**Rosie** He accused me <sup>4</sup> \_\_\_\_\_ spying on him.

**Becky** That's not fair!

**Rosie** I know. Anyway, I confessed <sup>5</sup> \_\_\_\_\_ being upset that he'd gone out with his friends, not me, and I told him I just felt like seeing him. Then I apologised <sup>6</sup> \_\_\_\_\_ being so jealous, but he <sup>7</sup> \_\_\_\_\_ to accept my apology.

**Becky** What then?

**Rosie** He said he'd warned me <sup>8</sup> \_\_\_\_\_ trying to stop him seeing his friends and that he regretted ever <sup>9</sup> \_\_\_\_\_ met me. He blamed me <sup>10</sup> \_\_\_\_\_ having to split up and he said he never wanted to see me again.

**Becky** Oh Rosie, I'm sorry!

## 5 Write the highlighted reported speech 1–10 in exercise 4 as direct speech.

1 What \_\_\_\_\_?

2 Why \_\_\_\_\_?

3 I \_\_\_\_\_!

4 You \_\_\_\_\_!

5 I \_\_\_\_\_.

6 I'm \_\_\_\_\_.

7 I won't \_\_\_\_\_.

8 I \_\_\_\_\_.

9 I wish \_\_\_\_\_.

10 It's your fault \_\_\_\_\_.



# Successful business partnerships

*I can understand and react to a radio programme about successful business partnerships.*

**Revision:** Student's Book page 33

## 1 Match 1–8 with a–h.

- 1 Our potential partners pulled out \_\_\_\_\_
  - 2 Their new product took \_\_\_\_\_
  - 3 Somehow, we got off on the \_\_\_\_\_
  - 4 Karen and Nikki share a \_\_\_\_\_
  - 5 Last year, the directors witnessed a \_\_\_\_\_
  - 6 Tony dropped \_\_\_\_\_
  - 7 I'm toying with the \_\_\_\_\_
  - 8 My boss has talked \_\_\_\_\_
- a out of university to take over his father's business.
  - b wrong foot, so I wonder if we can start again.
  - c me into working late on Friday night.
  - d of the deal at the last moment.
  - e off almost as soon as it was launched.
  - f passion for vintage clothes.
  - g milestone when their company reached its tenth anniversary.
  - h idea of setting up my own company.

## Listening Strategy

To help you choose the correct answer, remember that the words in the options in the task will be paraphrased in the recording. This means that the speakers will use different words to express the same idea.

## 2 Read the Listening Strategy. Then look at the question below. Rewrite options a–d, paraphrasing the meaning of the sentence.

How does the speaker feel about her business partner?

a She's devastated at her decision.

\_\_\_\_\_

b She's troubled by her lack of commitment.

\_\_\_\_\_

c She's aggrieved at her demands.

\_\_\_\_\_

d She's baffled by her behaviour.

\_\_\_\_\_

## 3 1.14 Listen to a woman talking about a bad experience with a business partner. Look at exercise 2 again and choose the correct answer. How was the option phrased in the recording?

\_\_\_\_\_

\_\_\_\_\_

## 4 1.15 Listen to a radio programme about how to create a successful business partnership. Choose the best answer a–d.

- 1 According to Hilary, the only people who should be considered as business partners are those with
  - a a large fortune to invest.
  - b an extraordinary talent to offer.
  - c an essential contribution to make.
  - d a list of contacts to exploit.
- 2 Hilary suggests you shouldn't go into business with someone
  - a you can't speak your mind to.
  - b you don't share the same qualities with.
  - c you haven't worked with before.
  - d you've never learned anything from.
- 3 What does Hilary think business partners should agree on from the outset?
  - a How they will go about selling their products.
  - b Which of their skills will be required.
  - c Who will be responsible for money matters.
  - d How they envisage the venture developing.
- 4 Hilary thinks that business partnerships between husband and wife can succeed if
  - a they keep out of each other's way.
  - b they separate their business and private lives.
  - c they each have their own space.
  - d they divide responsibilities equally.
- 5 Hilary believes that a partnership agreement
  - a should be flexible.
  - b should concentrate on financial issues only.
  - c should outline the growth of a company.
  - d should be made for a fixed amount of time.
- 6 Hilary explains that the main purpose of exit clauses is to specify
  - a how much money each of the partners should get if they leave.
  - b how to proceed if there is a change in the partnership.
  - c who should take over the partnership if both partners pull out.
  - d how the profits should be shared at each stage of the partnership.





# Comparative and superlative structures

*I can compare partners-in-crime from the past.*

## 1 Correct the sentences.

- 1 They took longer that planned.  
\_\_\_\_\_
- 2 Your bag isn't half as heavier as mine.  
\_\_\_\_\_
- 3 It's as a reliable car as you'll ever have.  
\_\_\_\_\_
- 4 It's getting more difficult and more difficult to find a job.  
\_\_\_\_\_
- 5 This exam was ten times harder as last year's.  
\_\_\_\_\_
- 6 He isn't such good a player as he thinks.  
\_\_\_\_\_
- 7 We spent more on drinks than we are on food.  
\_\_\_\_\_
- 8 The further you walk, fewer people you'll meet.  
\_\_\_\_\_

## 2 Complete the sentences with *as* or *like*. Sometimes both answers are possible.

- 1 I failed the last exam, \_\_\_\_\_ did most of my class.
- 2 Andy hopes to become an architect, \_\_\_\_\_ his sisters did before him.
- 3 \_\_\_\_\_ her brothers and sisters, Amelia is bilingual.
- 4 \_\_\_\_\_ a doctor, my father is expected to treat medical emergencies whenever they occur.
- 5 \_\_\_\_\_ you, I'm looking forward to the holidays.
- 6 \_\_\_\_\_ a student, her scholarship only covers her tuition fees.
- 7 We could get a taxi home together \_\_\_\_\_ we did last time.
- 8 My dad's an excellent cook, \_\_\_\_\_ is my grandad.

## 3 Complete the second sentence so that it means the same as the first. Write no more than six words and include the word in brackets.

- 1 She gradually became less interested in her old friends as her fame spread. (and)  
As her fame spread, she became \_\_\_\_\_ in her old friends.
- 2 Both the thief and his accomplice served ten years in prison. (did)  
The thief served ten years in prison, \_\_\_\_\_ accomplice.
- 3 Matt thinks he's a good driver, but he isn't. (as)  
Matt isn't \_\_\_\_\_ he thinks he is.
- 4 Holly arrived late yesterday, but she arrived even later today. (than)  
Holly arrived \_\_\_\_\_ yesterday.
- 5 A guesthouse in Brighton is half the price of a hotel. (expensive)  
A hotel in Brighton \_\_\_\_\_ as a guesthouse.
- 6 Daisy and nearly all her friends are political activists. (most)  
Daisy is a political activist, \_\_\_\_\_ her friends.
- 7 My brother has to wear a uniform because he's in the police. (officer)  
\_\_\_\_\_, my brother has to wear a uniform.
- 8 I've never experienced a more frightening ride. (as)  
It's \_\_\_\_\_ I've ever experienced.

## 4 USE OF ENGLISH Complete the text. Write one word in each gap.



# THE NEWTON BOYS

1 \_\_\_\_\_ the Wild Bunch, the Newton Boys were a popular group of outlaws operating in the American West, though 20 years later. They weren't 2 \_\_\_\_\_ a famous gang as the one led by Butch and Sundance, but the members were much easier to coordinate, four of the five being brothers. Butch and Sundance's crimes consisted mainly of robberies, 3 \_\_\_\_\_ did those of the Wild Bunch, but the brothers' speciality was banks. They were ten 4 \_\_\_\_\_ more effective than other gangs, because the fifth member was an expert at opening safes. 5 \_\_\_\_\_ more experience the brothers gained, the more effective their raids became. Targeting nearly 90 banks in total, there were no bank robbers in history 6 \_\_\_\_\_ prolific as the Newton Boys. They were finally caught in 1924, and given much lighter sentences 7 \_\_\_\_\_ those stipulated by the law. All four brothers died much older than Butch and Sundance 8 \_\_\_\_\_, the last one being 88 when he passed away in 1989.



# Metaphors and similes

I can use metaphors and similes to make comparisons.

## 1 Complete the metaphors with the words below.

broken heart bumpy ride disaster area mirror  
plain sailing prison

- Once we'd got through the rush hour traffic, it was all \_\_\_\_\_.
- When his wife passed away, my elderly neighbour died of a \_\_\_\_\_.
- Her house was a \_\_\_\_\_ until she had fully recovered from the accident and could walk again.
- The surface of the water is a \_\_\_\_\_ in which the palace and its surroundings are reflected.
- No wonder you can't find anything in your room – it's a \_\_\_\_\_!
- He had a \_\_\_\_\_ through his first year at university because he split up from his girlfriend.

## 2 Complete the sentences with similes made from the words and pictures below.

blind cry eat fit light quiet



- I was \_\_\_\_\_ when I came in so as not to wake anybody up.
- These shoes are extremely comfortable. They \_\_\_\_\_.
- My niece is \_\_\_\_\_, so I don't mind carrying her.
- Sad films really upset me. I always \_\_\_\_\_ at the end.
- I don't know why you're so slim – you \_\_\_\_\_.
- You need to get your eyes tested – you're \_\_\_\_\_.

## 3 Complete the second sentence so that it means the same as the first. Use similes. Write no more than six words and include the word in brackets.

- Last night I had a very good sleep. (like)  
I \_\_\_\_\_ last night.
- My grandad is very hard of hearing. (post)  
My grandad is \_\_\_\_\_.
- Your mum looks really angry. (face)  
Your mum's got \_\_\_\_\_.
- That woman is always on the go. (busy)  
That woman is \_\_\_\_\_.
- My twin brothers are very similar. (pod)  
My twin brothers are \_\_\_\_\_.
- He seemed calm, despite his arrest. (cool)  
He was \_\_\_\_\_ despite his arrest.

### VOCAB BOOST!

Most metaphors, similes and idioms are listed in a dictionary under the first word in the phrase, e.g. **plain sailing**, (as) **cool as a cucumber**, **sleep like a log**. Expressions with very common words, such as *good* or *run*, are listed under the other important word, e.g. (as) **good as gold**, **run like the wind**.

## 4 Read the Vocab Boost! box and the dictionary extract. Then replace the words in bold with an idiom in the correct form.

**IDM** **at 'heart** used to say what sb is really like even though they may seem to be sth different: *He's still a socialist at heart.* **break sb's 'heart** to make sb feel very unhappy: *She broke his heart when she called off the engagement.* **By 'heart** (BrE also **off by 'heart**) using only your memory: *I've dialled the number so many times I know it by heart.* **close/dear/near to sb's 'heart** having a lot of importance and interest for sb **from the (bottom of your) 'heart** in a way that is sincere: *I beg you, from the bottom of my heart, to spare his life.* **Give sb (fresh) 'heart** to make sb feel positive, especially when they thought that they had no chance of achieving sth **give your 'heart to sb** to give your love to one person **have a 'heart!** (informal) used to ask sb to be kind and/or reasonable

From Oxford Advanced Learner's Dictionary 9e, 2015.

- She thanked him **very sincerely** for all he'd done for her.
- Paul told Holly that he **loved only** Amelia.
- Women's rights is an issue that is **of great importance to her**.
- The warm soup **made the hikers feel more positive**.
- Be reasonable!** We don't need to get up at 6 a.m. on a Saturday!
- He told us to learn our lines **using our memories** before the next rehearsal.
- My sister's boyfriend **made her very unhappy** when he finished with her.
- She may seem quite sweet, but she's **really a radical**.



# Animal partnerships

*I can understand and react to an article about symbiosis.*

**Revision:** Student's Book page 36

- 1 Replace the standard adjectives in bold with six of the emphatic adjectives below.  
 captivating daunting doomed frenetic miniscule  
 profound rigid startling
- There's a **tiny** crack in that glass. \_\_\_\_\_
  - Adolescence is a period of **great** change. \_\_\_\_\_
  - Zumba can be quite **energetic**. \_\_\_\_\_
  - He came to an **astonishing** conclusion. \_\_\_\_\_
  - They have a **strict** exercise regime. \_\_\_\_\_
  - He fell for her **attractive** smile. \_\_\_\_\_

## Reading Strategy

When you are doing a gapped-paragraph task, read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read the paragraphs before and after the gap carefully to find out what the topic of the missing paragraph is. Read through the options A–G to find the paragraphs about that topic. Try each paragraph in the gap until you find the one that fits grammatically.

- Read the Reading Strategy. Then read the first two paragraphs of the text and decide what the topic of the missing paragraph should be.
- Read through options A–E. Which is the correct option?

- Read the text. Match paragraphs A–E with the gaps 2–4. There is one extra paragraph. Remember to follow the procedure in the Reading Strategy.

- While the dogs and their owners experienced a significant rise in what is known as the 'happiness' chemical, no change at all was detected in the wolves or their owners. This could explain the attachment that humans feel for dogs, sometimes treating them like children.
- The researchers found that all the dogs displayed more brain activity when faced with the reward stimuli than the control. This suggests that dogs actively seek the companionship of humans, probably as a result of their evolution together.
- Dogs are certainly one of the first animals to ever interact with humans, although at the time as a species of wolf. The first contact was probably made between 30,000 and 40,000 years ago, when a group of Eurasian grey wolves approached a human settlement in search of food.
- More than 2,300 dogs around the country are helping children to improve their reading. Children who are uncomfortable reading aloud to people are able to practise with a companion who will not judge them, and are more likely to practise words they do not immediately recognise.
- Much research has been done into the extent of this bond. One study conducted by Emory University in the US has succeeded in demonstrating the sociability of dogs in relation to humans.

## Man's best friend

Humans have collaborated with all kinds of animals throughout history, from cows as livestock to horses for transport. So why is it the dog that has gained the title of man's best friend?

1 \_\_\_\_\_

The modern dog appeared around 20,000 years later. By this stage, a mutual understanding had developed between the two, by which humans provided shelter and protection in return for the animals' help with hunting. From then on, humans and dogs continued evolving together and became increasingly dependent on each other.

2 \_\_\_\_\_

In the experiment, thirteen dogs were trained to associate three different objects with different outcomes. A blue toy knight signalled verbal praise, a pink toy truck signalled a treat, and a hairbrush signalled no reward, and was a control. During the study, each dog was tested 32 times to monitor its neural activity.

3 \_\_\_\_\_

No less fascinating is the effect that dogs have had on humans. Scientists at Azabu University in Japan have recently shown that looking into a dog's eyes activates the same hormonal response that bonds us to human babies. Dogs and wolves were used in the research, which involved the owners and the animals staring into each other's eyes for a set amount of time while their levels of oxytocin were monitored.

4 \_\_\_\_\_

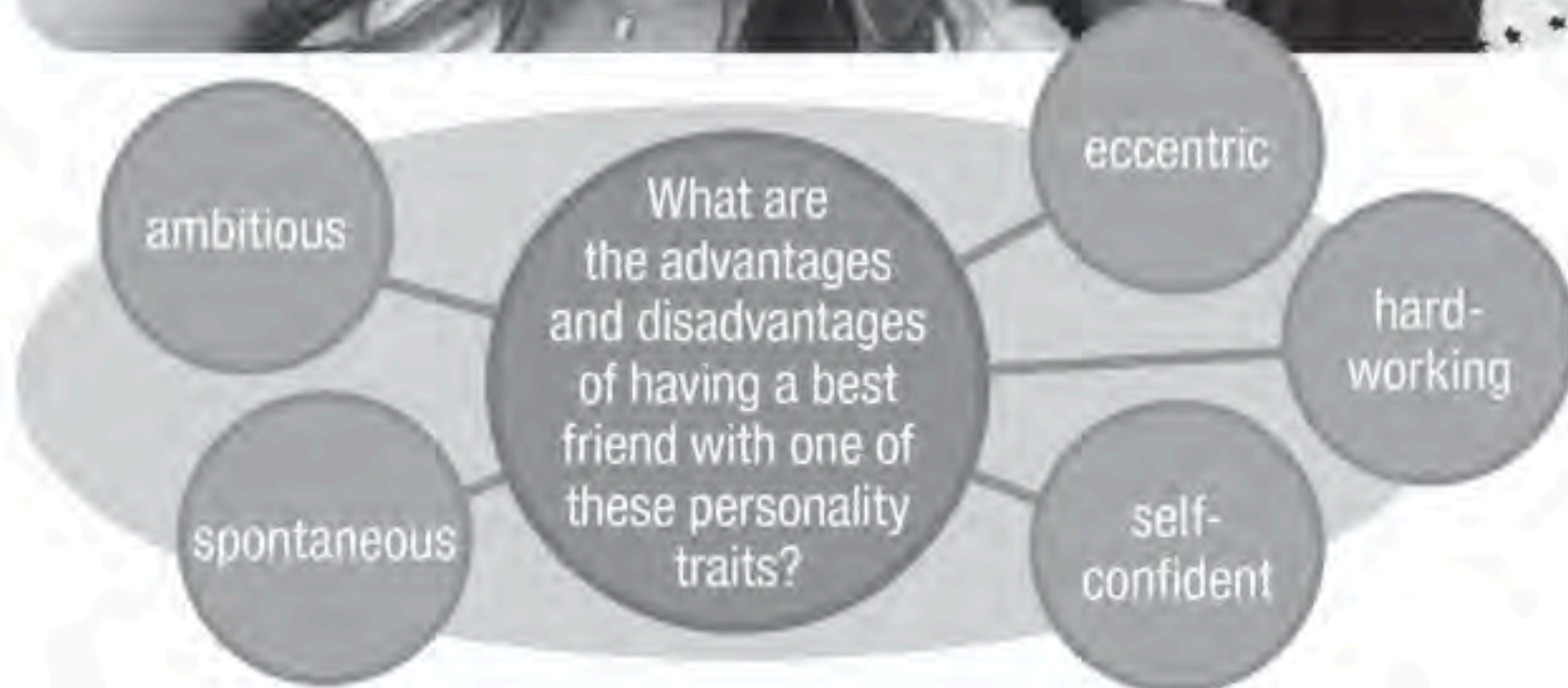
Today, dogs are not just companions, but assistance animals too, helping children with learning difficulties and adults with mental-health issues. In this way, they most definitely fulfil the role of a best friend.





# Collaborative task

I can maintain the interaction in a collaborative task and reach an agreement.



- 1 1.16 Read the task and listen to two students doing the task. Which qualities do they talk about? In general, do they find the quality more positive (+) or more negative (-)?

| Quality | more + or -? |
|---------|--------------|
|         |              |
|         |              |
|         |              |

## Speaking Strategy (1)

In the discussion phase of a collaborative task, avoid repeating the words in the question. For example, when you are asked to discuss advantages and disadvantages, use synonyms for these words:

*It's a plus for me having a friend to study with.*

*I find it difficult to stay focused when I study with a friend, so for me, it's a minus.*

- 2 Read the Speaking Strategy. Then choose the best word below to replace *advantage(s)* / *disadvantage(s)*.

benefits bonus downside drawback plus pros

- Weighing up the advantages and the cons.
- The disadvantage of ... is ... (while the upside could be ...)
- There are many other advantages to the plan.
- For me, it's a(n) advantage (but for others it may be a minus).
- One major disadvantage is ...
- The added advantage of ... would be ...

- 3 1.16 Listen again and tick (✓) the phrases you hear.

Which personality trait would affect a friendship the most?

- 4 1.17 Read the question above and listen to the same students doing the second part of the task. Which quality do they choose? Why?

## Speaking Strategy (2)

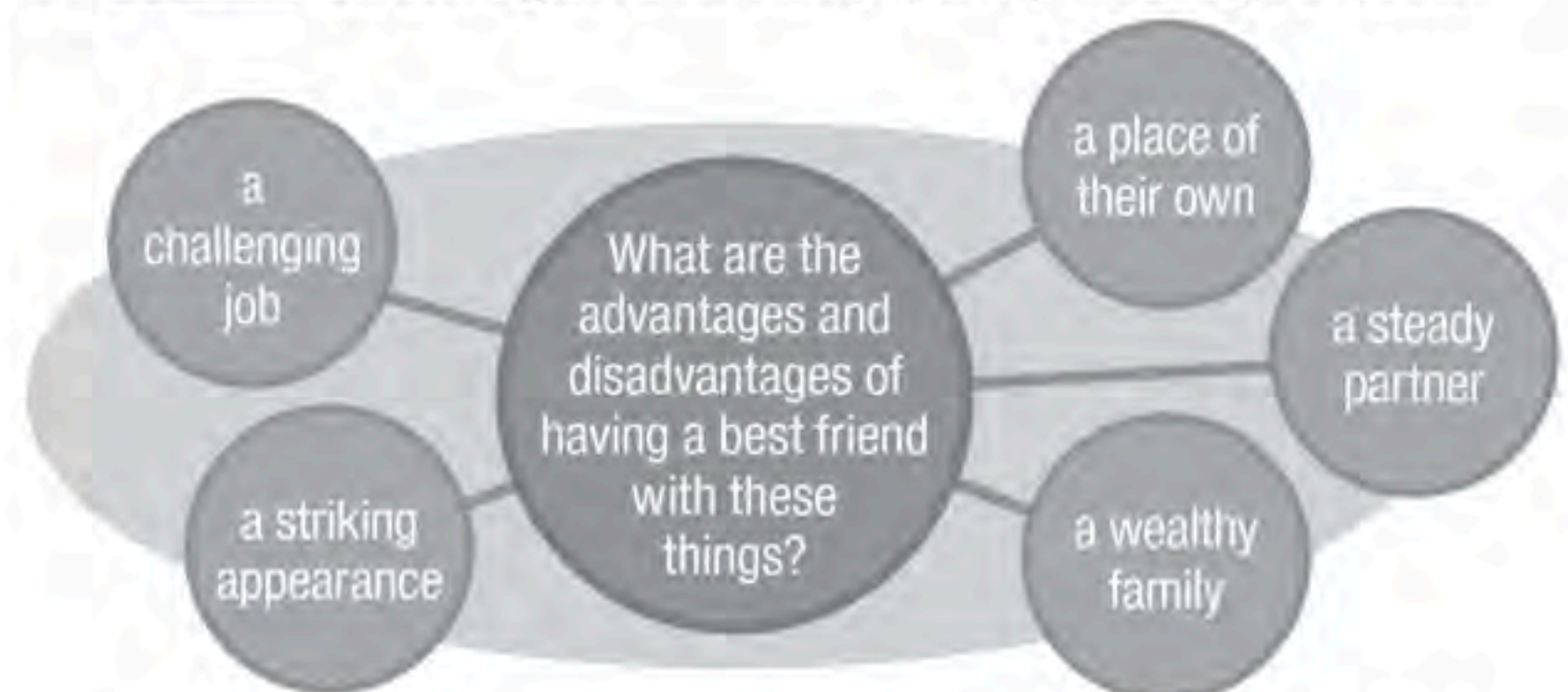
When you are discussing the different options in this task, you and your partner may not share the same opinions. In this case, you should negotiate to try to reach an agreement. You can:

- disagree politely and justify your opinion.
- ask for a reaction to the new justification.
- concede a point.
- conclude the discussion.

- 5 Read the Speaking Strategy. Match phrases 1–12 with categories a–d in the Strategy.

- Would you be happier if ...
- I can't help thinking that ...
- Let's wrap this up, shall we?
- Yes, I suppose you're right.
- Would you go along with that?
- That's one way of looking at it, I suppose, but ...
- Fair enough. I can accept that.
- So, have we come to a decision?
- Maybe, but I just wonder if ...
- Good point. I hadn't thought of that.
- Which one are we going for, then?
- You wouldn't disagree with that, would you?

- 6 1.17 Listen again and tick (✓) the phrases you hear.



- 7 Look at the task. Make notes about the advantages and disadvantages of each option.

| option | advantage | disadvantage |
|--------|-----------|--------------|
|        |           |              |
|        |           |              |
|        |           |              |
|        |           |              |
|        |           |              |

Which characteristic would affect the friendship the most?

- 8 Read the question above. Make a note of your choice and your reasons.

- 9 Now do the task using your notes from exercises 7 and 8.



## A proposal

*I can write a proposal.*

You and your classmates feel that your school does not offer sufficient opportunities for students to practise the foreign language they are studying. Write a proposal to the head teacher, describing what opportunities currently exist, suggesting further opportunities for practising the language and saying how your suggestions might benefit the rest of the school community.

- 1 Read the task and the proposal below. How many opportunities to practise a foreign language does the writer suggest?

## Speak up!

## Introduction

This proposal is intended to outline the possibilities students have to speak their chosen foreign language, make some recommendations as to how the situation could be improved and explain how the improvements might be good for the whole school.

## Current situation

Comments made during focus groups show that students do not feel confident about speaking the foreign language they are learning. They mentioned that the only chance they had to practise was when answering their teachers' questions in class.

## Key needs to be addressed

Students learning a foreign language should have the opportunity to listen to and repeat new vocabulary to perfect their pronunciation. It would also help if they could practise with a native speaker. What would motivate them even more, however, is the opportunity to interact with foreign students of their own age.

## Recommendations

I would like to suggest the following:

- Some language classes should be held in the IT department so that students can use computer software to improve their pronunciation.
- At least one native speaker should be employed in our school to help students with speaking.
- The school should start an exchange programme to give students the opportunity of speaking a foreign language with people of their own age. This would benefit the whole school as it would give all the students a chance to learn about another culture. Also, the teachers could refresh their own knowledge of the language by travelling once a year to the country concerned.

If these recommendations are carried out, the integration of new students is bound to be smoother.

- 2 Put the phrases in the correct group.

Following a survey of ... it was revealed that ...

I recommend that ... There ought to be ...

If these recommendations are carried out ...

In this proposal, I will present ...

## Stating the purpose

1 The main aim of this proposal is to ...

2 This proposal is intended to ...

3 \_\_\_\_\_

## Background information

4 Comments made during focus groups show that ...

5 Feedback from ... suggests that ...

6 \_\_\_\_\_

## Making recommendations and suggestions

7 \_\_\_\_\_

8 \_\_\_\_\_

9 ... need / should + passive infinitive

## Final recommendation

10 Unless these ideas are implemented, it is unlikely ...

11 The results of ... suggest that ... would be the best option.

12 \_\_\_\_\_

- 3 Which of the phrases in exercise 2 are in the proposal?

## Writing Strategy

A proposal follows a clear structure. It has a title and four paragraphs each with a sub-heading.

Paragraph 1: states the purpose of the proposal.

Paragraph 2: gives background information.

Paragraph 3: describes the existing problems.

Paragraph 4: suggests improvements to be made.

- 4 Read the Writing Strategy and the task. Make notes under the headings: Current opportunities, Further opportunities and Benefits to the wider school community.

You and your classmates feel that your school does not offer sufficient opportunities for students to do sport. Write a proposal to the head teacher, describing what opportunities currently exist for students, suggesting further opportunities for them to do sport and saying how your suggestions might benefit the rest of the school community.

- 5 Write your proposal (220–260 words) using your notes from exercise 4.

## CHECK YOUR WORK

## Have you ...

- ☐ followed the structure in the Writing Strategy?
- ☐ included phrases for writing proposals?
- ☐ checked the spelling and grammar?



## Vocabulary

## 1 Complete the text with the words below.

bonded drift fall inseparable keep going stay in touch  
struck wreck

It's easy to <sup>1</sup> \_\_\_\_\_ out with friends. Stupid arguments can <sup>2</sup> \_\_\_\_\_ a good friendship, and people who were once <sup>3</sup> \_\_\_\_\_ can develop different interests and social circles, and slowly <sup>4</sup> \_\_\_\_\_ apart. If people move to different areas and don't regularly <sup>5</sup> \_\_\_\_\_ with each other, then it can be hard to maintain a friendship. In short, friendship dies if some of the reasons why you <sup>6</sup> \_\_\_\_\_ up the friendship in the first place go away. A team at an Ohio university who interviewed hundreds of people found three things that make the difference between a passing acquaintance and a friendship that will <sup>7</sup> \_\_\_\_\_ for life. According to the study, a life-long friend is someone that you can always talk to, depend on and enjoy being with. If you can describe your friend in these terms then the chances are that you have <sup>8</sup> \_\_\_\_\_ with that person for life.

Mark:  / 8

2 Replace the underlined words with the feelings below. There are two extra words.

aggrieved ecstatic gobsmacked gutted impervious  
perturbed privileged unconcerned

- I feel quite upset that Harry lied to me. \_\_\_\_\_
- We were totally amazed when we heard the news. It was hard to believe at first. \_\_\_\_\_
- Mandy was desperately upset when Gary broke up with her. \_\_\_\_\_
- I feel very fortunate to be friends with a great musician, who has helped to kick-start my career. \_\_\_\_\_
- Sally was overjoyed when she won the gold medal. \_\_\_\_\_
- Josh seemed to be deaf to the criticism. \_\_\_\_\_

Mark:  / 6

## 3 Complete the idioms in the mini-dialogues.

**Leo** Kelly and Simon are so different. They're like <sup>1</sup> \_\_\_\_\_, but they're great friends. They get on like a <sup>2</sup> \_\_\_\_\_.

**Ali** Yes, they <sup>3</sup> \_\_\_\_\_ a long way – they've known each other since primary school.

**Jen** You and my new boyfriend didn't really <sup>4</sup> \_\_\_\_\_ off very well, did you?

**Sam** I just think we aren't on the same <sup>5</sup> \_\_\_\_\_ really.

**Jen** No, probably not. I don't think you'd see <sup>6</sup> \_\_\_\_\_ on a lot of issues.

Mark:  / 6

## Word skills

## 4 Complete the sentences. Write 1–3 words.

- The fire spread quickly because – after weeks without rain – the forest was as dry \_\_\_\_\_.
- All relationships have their up and downs. It's never always plain \_\_\_\_\_.
- You need to put on some weight, Keira. You're as light \_\_\_\_\_.
- The company had a \_\_\_\_\_ ride for a year or two, and nearly went out of business. But now it's OK.
- Detectives tried to scare Beth into talking. But she sat there as cool \_\_\_\_\_ and refused to speak.
- Athletes have their running shoes specially made for their feet, so they fit \_\_\_\_\_.
- I'm not surprised the band broke up after all the arguments they had. They used to fight like \_\_\_\_\_.

Mark:  / 7

## 5 Complete the emphatic adjectives in the sentences.

- Tom gave up his summer job at a busy restaurant because he couldn't cope with the f\_\_\_\_\_ pace of work.
- It was s\_\_\_\_\_ that the climber fell 80 metres and somehow survived.
- The beauty of the place was c\_\_\_\_\_ – it took my breath away.
- Safety rules at the factory must be very r\_\_\_\_\_ to protect people. There can't be any flexibility.
- The deer had no way to escape the hungry lions. It was d\_\_\_\_\_.
- Walking right across Antarctica was a d\_\_\_\_\_ task, but they managed to reach the South Pole on foot.

Mark:  / 6

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

- Weighing up the **pros and cons** / **drawbacks and benefits**, I'd say that this is the best thing to do.
- The advantages of this proposal clearly **benefit** / **outweigh** the disadvantages.
- Let's **wrap** / **end** this discussion up, shall we?
- Have we **reached** / **got to** a decision?
- The main **recommend** / **purpose** of this proposal is to improve recycling at school.
- When developing its new product, the company held **focus** / **survey** groups with ordinary consumers.
- Your idea has a lot of advantages, but the main **benefit** / **drawback** is the high cost.
- If the recommendations in this proposal are **revealed** / **implemented**, we think they will benefit all students.

Mark:  / 8



## Grammar

7 Report the sentences using the past simple of the verbs in brackets. If more than one option is possible, use the more formal option.

- 1 'I haven't done anything wrong.' (deny)  
Jane \_\_\_\_\_.
- 2 'I'm sorry that I'm late.' (apologise for)  
Rob \_\_\_\_\_.
- 3 'Yes, I have changed my mind.' (confess)  
The minister \_\_\_\_\_.
- 4 'The team should practise more.' (suggest)  
Chloe \_\_\_\_\_.
- 5 'I won't help the boys tidy up after their party.' (refuse)  
Gary \_\_\_\_\_.
- 6 'Don't go into that building.' (order / them)  
The policeman \_\_\_\_\_.
- 7 'To be honest, I've lied to you.' (admit / us)  
Lucy \_\_\_\_\_.
- 8 'It's your fault that we missed the film, Rick.' (blame / Rick)  
Mel \_\_\_\_\_.

Mark:  / 8

8 Choose the correct words to complete the text.

In 2015, husband and wife Joseph and Jenny Carrier robbed five banks in five US states in just one month. Jenny comes from Quincy, Massachusetts, <sup>1</sup>**so / as** does her husband, and in October they began what would become a series of <sup>2</sup>**more and more / more than** daring robberies, committed up and down the East Coast. Despite the fact that they drove a known car, stolen from Jenny's former workplace, it was harder to track down the couple <sup>3</sup>**than you would / like you** think – perhaps because they moved around so much.

The <sup>4</sup>**longest / longer** the robberies went on, <sup>5</sup>**more than / the more** the media began to compare the Carriers to that famous 1920s outlaw couple, Bonnie and Clyde. The Carrier's exploits quickly became <sup>6</sup>**by far / as much as** the most reported crime story of the year. In the end, of course, <sup>7</sup>**as / like** Bonnie and Clyde, their luck ran out. The fugitive couple were finally captured after a high-speed police chase on the outskirts of Philadelphia. Joseph could now be in prison for up to 20 years, <sup>8</sup>**as could / more like** Jenny.

Mark:  / 8

## Use of English

9 Complete the text with one word in each gap.

It's quite hard to <sup>1</sup>\_\_\_\_\_ track of the Zhou brothers' astounding creative output, which ranges from huge paintings and innovative sculptures to stunning live art performances. The multi-talented brothers have become two of the art world's biggest celebrities.

ShanZou and DaHuang Zhou were born in the 1950s and studied art in Shanghai and Beijing. The brothers produced their first work together, *The Wave*, in 1973. Critics loved it, and suggested <sup>2</sup>\_\_\_\_\_ the Zhou brothers were rising talents to watch. Although working together probably had its pros and <sup>3</sup>\_\_\_\_\_, the benefits have far outweighed any disadvantages. And the <sup>4</sup>\_\_\_\_\_ the brothers worked and exhibited together, the more daring and innovative their art became. By the mid-eighties they were national heroes in China. But then they took by <sup>5</sup>\_\_\_\_\_ the biggest risk of their careers – they moved to the USA, where nobody knew them or their art.

Finding their feet in America proved to be easier than the brothers <sup>6</sup>\_\_\_\_\_ feared. They soon began to receive awards and critical acclaim, and they also got acquainted <sup>7</sup>\_\_\_\_\_ many American artists, celebrities and politicians. Today, the brothers live and work in Chicago and Beijing. They are inseparable, and they claim to have never seriously fallen <sup>8</sup>\_\_\_\_\_.

Mark:  / 8Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                                | ★ | ★★ | ★★★ |
|--------------------------------------------------------------------------------|---|----|-----|
| I can talk about different relationships.                                      |   |    |     |
| I can report direct speech in a variety of ways.                               |   |    |     |
| I can understand and react to a radio programme.                               |   |    |     |
| I can compare partners-in-crime from the past.                                 |   |    |     |
| I can use metaphors and similes to make comparisons.                           |   |    |     |
| I can understand and react to an article.                                      |   |    |     |
| I can maintain the interaction in a collaborative task and reach an agreement. |   |    |     |
| I can write a proposal.                                                        |   |    |     |



## Vocabulary

## A

## Changing world

*I can talk about global issues.*

## 1 Complete the sentences with the words below.

armed conflicts climate change epidemics famine  
global capitalism life expectancy poverty refugees



- Most scientists attribute the rising number of violent storms to \_\_\_\_\_.
- In 2015, scientists battled to control the spread of two global \_\_\_\_\_, Ebola and Zika.
- In the UK, average \_\_\_\_\_ is 81.
- Although \_\_\_\_\_ has made some countries richer, widespread inequality remains.
- The number of \_\_\_\_\_ has fallen in recent years, but more people are killed in them.
- Education offers these children a chance to escape the \_\_\_\_\_ they were born into.
- When violence erupted, thousands of \_\_\_\_\_ were forced to flee.
- In this region, another year without rain has made \_\_\_\_\_ almost inevitable.

## 2 Circle the word which has a completely different meaning from the other three.

- tumble nose-dive crash mushroom
- outpace plateau surpass outstrip
- level off fluctuate plateau flatline
- surge rocket mushroom plunge

## 3 Circle the word which makes better sense in these verb phrases.

- gradually **evolve** / revise
- make a tiny **adjustment** / conversion
- completely **adjust** / transform
- adapt** / vary widely
- undergo genetic **amendments** / mutations
- make an **accidental** / ingenious modification

4  1.18 Listen to six speakers. Complete each summary with the correct form of the verb phrases from exercise 3.

- Speaker 1 says that reactions to his invention have \_\_\_\_\_ but he is still hopeful.
- Speaker 2 says that the village she lives in is \_\_\_\_\_ into a tourist resort.
- Speaker 3 says that the new head teacher has \_\_\_\_\_ his school.
- Speaker 4 says that she has saved a lot of money by \_\_\_\_\_ to the heating in her home.
- Speaker 5 says that he has \_\_\_\_\_ to his son's wheelchair.
- Speaker 6 says that, over millions of years, this cave-dwelling fish \_\_\_\_\_ which led to its loss of sight.

5 **USE OF ENGLISH** Choose the correct words (a–d) to complete the text.

**IN 2000**, the United Nations set out some ambitious goals which they hoped the world would achieve over the next few decades. One of these was that the number of people living in poverty in the developing world should <sup>1</sup> \_\_\_\_\_ from 43% to 21% by 2015 – a 50% reduction. In fact, the number <sup>2</sup> \_\_\_\_\_ so quickly that this target was met in 2010. Having <sup>3</sup> \_\_\_\_\_ everyone's expectations, the United Nations has now <sup>4</sup> \_\_\_\_\_ its goal. Its new aim is to eradicate world poverty completely by 2030. This is certainly very ambitious, but many experts believe it is achievable. Over the past three decades, economic growth has been the main driving force behind the reduction in poverty. In China, for example, poverty rates have <sup>5</sup> \_\_\_\_\_ from 84% to 10% since the 1980s. Provided growth does not <sup>6</sup> \_\_\_\_\_, the number of people living in poverty worldwide should continue to <sup>7</sup> \_\_\_\_\_. However, equality is also an important factor. As economies grow, governments must make sure that the poorest in society do not <sup>8</sup> \_\_\_\_\_ the rest.



- |                |             |             |                |
|----------------|-------------|-------------|----------------|
| 1 a soar       | b overtake  | c plateau   | d plummet      |
| 2 a outpaced   | b plunged   | c rocketed  | d mounted      |
| 3 a mushroomed | b surpassed | c crashed   | d levelled off |
| 4 a evolved    | b varied    | c converted | d revised      |
| 5 a plateaued  | b tumbled   | c mounted   | d soared       |
| 6 a flatline   | b overtake  | c surpass   | d escalate     |
| 7 a dwindle    | b outstrip  | c mushroom  | d rocket       |
| 8 a fluctuate  | b level off | c crash     | d lag behind   |



# Compound future tenses

*I can use compound future tenses for predictions and suppositions.*

## 1 Choose the correct compound future tense in these sentences.

- At the end of this month, I'll **be** / **have been** looking for a job for exactly one year.
- By the time my brother leaves school, I'll **have finished** / **have been finishing** university.
- In fifty years, nobody will **be using** / **have been using** cash any longer.
- If Chelsea win the final, how many times will they **have won** / **be winning** the FA Cup?
- You can take my bike in the morning. I won't **be using** / **have used** it tomorrow.
- Sam's train will **be arriving** / **have been arriving** at 4 p.m.; let's meet him at the station.
- There won't be any food left if you arrive at 9 p.m. – we'll **be eating** / **have eaten** it all by then.
- I'll be tired when I reach the hotel, as I'll **have been travelling** / **be travelling** since 5 a.m.

## 2 Read about the 'eco village'. Then use the prompts to write sentences in the future perfect simple or continuous or the future continuous.

### ECO VILLAGE

- ☐ **2028**  
Designs finalised
- ☐ **2030**  
Building work starts
- ☐ **2035**  
Half the homes finished
- ☐ **2036**  
First residents arrive
- ☐ **2040**  
All homes finished



- (2029 / start building work)  
In 2029, they won't have started the building work.
- (2033 / build / three years)  
\_\_\_\_\_
- (2036 / half the homes / be finished)  
\_\_\_\_\_
- (2036 / first residents / arrive)  
\_\_\_\_\_
- (2038 / the whole village / be built / yet)  
\_\_\_\_\_
- (2042 / the project / be complete)  
\_\_\_\_\_

## 3 USE OF ENGLISH Complete the second sentence so that it means the same as the first. Include a compound future tense.

- I expect my brother has arrived in Spain by now.  
My brother \_\_\_\_\_ in Spain by now.
- I don't imagine Luke is enjoying the camping trip.  
Luke \_\_\_\_\_ the camping trip.
- I doubt they've been able to find the thieves.  
They \_\_\_\_\_ the thieves.
- I expect all the students have been sent home.  
All the students \_\_\_\_\_ home.
- I imagine she's studying hard for her exams.  
She \_\_\_\_\_ her exams.
- I don't expect this bike has been used much.  
This bike \_\_\_\_\_ much.

## 4 Complete the dialogue. Use the future continuous, future perfect simple or future perfect continuous of the verbs in brackets. Include the adverbs, where given.



- Sarah** I can't believe Owen missed the train. Now we  
1 \_\_\_\_\_ (spend) the night here in Milan while he's still stuck in Bergamo.
- Ted** It doesn't matter. He can get a train in the morning. We 2 \_\_\_\_\_ (definitely / not leave) for the airport until the afternoon.
- Sarah** He was in the café next to the station. What happened? Did he forget the time?
- Ted** I guess so. He 3 \_\_\_\_\_ (most likely / read) his book. You know what he's like ...
- Sarah** Now he's all alone.
- Ted** I'm sure he's fine. He 4 \_\_\_\_\_ (no doubt / find) a hostel in Bergamo by now.
- Sarah** But why isn't he replying to my messages?
- Ted** Oh, he 5 \_\_\_\_\_ (turn off) his phone by now. He always turns it off when he goes to bed.
- Sarah** That's so annoying. Now I 6 \_\_\_\_\_ (probably / worry) about him all night.
- Ted** Relax! Owen 7 \_\_\_\_\_ (not worry); he  
8 \_\_\_\_\_ (sleep) peacefully!



## Revision: Student's Book page 45

## Listening Strategy

Sometimes information can be implied rather than clearly stated. For example, a subsequent contrast or concession can make the speaker's opinion clear:

*We spent the morning shopping for souvenirs, but then we had a relaxing afternoon at the beach.* (Implication: the morning was not relaxing.)

1  1.19 Read the Listening Strategy. Then listen to six speakers and decide which of the two options (a or b) is being implied.

- Speaker 1 implies that the campsite they stayed at last month
  - did not have very good facilities.
  - was not near the sea.
- Speaker 2 implies that her visit to Hyde Park yesterday
  - was not the first time she has been there.
  - was not as enjoyable as her first visit.
- Speaker 3 implies that his Thai meal
  - was nicer than he'd expected.
  - was spicier than he'd expected.
- Speaker 4 implies that her attitude to running
  - has changed since meeting her husband.
  - is more negative than her husband's.
- Speaker 5 implies that he doesn't usually
  - go to bed early.
  - watch TV in the evenings.
- Speaker 6 implies that she would prefer not to
  - stay very late at Misha's party.
  - walk home after Misha's party.

2 Circle the correct verb in these phrases.

- put / reduce taxes so that ...
- bring / reverse the trend towards ...
- bring / initiate a project to ...
- bring / initiate in legislation ...
- cut / reverse the red tape surrounding ...
- make / provide funding for ...
- make / raise it illegal for people to ...
- provide / put a stop to ...

3 Read the text. Complete the gaps with four of the phrases from exercise 2.

Founded in July 2015, the UK Parliament petitions website allows people to create petitions which may, if enough signatures are collected, be debated in Parliament. One successful petition persuaded the government to <sup>1</sup> \_\_\_\_\_ related to sugar levels in processed food and drinks. But most petitions fail – like the one which wanted the government to <sup>2</sup> \_\_\_\_\_ every family in the UK to buy a piano, or another which aimed to <sup>3</sup> \_\_\_\_\_ talk in a 'quiet' carriage on trains. Some are rejected before they are even published, because they relate to personal rather than national issues. For example, one petition demanded direct flights from Birmingham Airport to Sibiu in Romania, because 'we're going there next year'. Another e-petition wanted to <sup>4</sup> \_\_\_\_\_ e-petitions completely, on the grounds that too many of them were not serious.

4  1.20 Listen to five people talking about e-petitions. Which speakers started their own petition?

5  1.20 Listen again. For questions 1 and 2, choose from the list (A–H). There are three extra sentences. Write your answers below.

- What is the aim of the petition each speaker refers to?
  - to improve the local transport provision
  - to save an important building
  - to allow year-round access to a communal facility
  - to ban dangerous substances used in buildings
  - to force dog-owners to act responsibly
  - to protect a wild animal
  - to increase the number of people with internet access
  - to prevent the building of a new facility

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |

- How does each speaker explain the failure of the petition to attract many signatures?
  - a lack of concern for 20th-century architecture
  - a prejudice against people who can't drive
  - a lack of interest beyond the local community
  - the misleading wording of the petition
  - the selfish nature of the petition
  - people's aversion to the animal concerned
  - the fact that the petition was not publicised
  - people's concerns about wasting energy

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |



## Quantity

*I can use articles and quantifiers correctly.*

**1 Complete the sentences with *some*, *any* or *no*.**

- Scientists have struggled to find \_\_\_\_\_ evidence that this type of particle even exists.
- \_\_\_\_\_ experts believe hypnosis is effective, but others dispute this.
- Nobody has \_\_\_\_\_ reason to doubt the results of the study.
- The match did not take place because \_\_\_\_\_ suitable venue was available.
- This essay is very good, considering you hardly spent \_\_\_\_\_ time on it!
- \_\_\_\_\_ university would offer you a place if you failed all of your exams.

**2 Complete the second sentence so that it means the same as the first. Use the quantifiers below.**

all both either every many neither no none very few

- Nearly all of the applicants were women.  
\_\_\_\_\_ of the applicants were men.
- Neither of his parents has a job.  
\_\_\_\_\_ of his parents are unemployed.
- We found both of the hotels unsatisfactory.  
We didn't find \_\_\_\_\_ of the hotels satisfactory.
- Both of his parents were out last night.  
\_\_\_\_\_ of his parents was at home last night.
- There aren't any good reasons to stay here.  
There are \_\_\_\_\_ good reasons to stay here.
- He sends birthday cards to each of his cousins.  
He sends birthday cards to \_\_\_\_\_ cousin.
- He spent the whole holiday staring at his phone!  
He spent \_\_\_\_\_ holiday staring at his phone!
- A large number of his projects have failed.  
\_\_\_\_\_ of his projects have failed.
- They didn't publish any of his poems during his lifetime.  
\_\_\_\_\_ of his poems was published during his lifetime.

**3 Circle all of the quantifiers that can go with these nouns.**

- a good deal of / each / lots of / no messages
- a little / much / several / some people
- each / either / much / no classroom
- a large amount of / each / less / a little / lots of confidence
- a lot of / half / any / many bread
- every / both / no / little emails
- none of / either / a few / the whole film
- loads of / little / many / a large number of time
- a great deal of / many / half of / no work
- few / each / all of the / several lawyers

**4 Complete the text with the correct option, a or b.**



The Behavioural Insights Team (BIT) in the UK has investigated <sup>1</sup> \_\_\_\_\_ different techniques for encouraging people to make better choices. <sup>2</sup> \_\_\_\_\_ their studies have led to <sup>3</sup> \_\_\_\_\_ changes in policy. For example, in the past, <sup>4</sup> \_\_\_\_\_ offenders were sent letters to remind them that they owed fines, but <sup>5</sup> \_\_\_\_\_ of them responded – only about 5%. The BIT discovered that when offenders received personalised text messages instead, <sup>6</sup> \_\_\_\_\_ responded.

The team has also discovered <sup>7</sup> \_\_\_\_\_ general truths about people's behaviour. For example, <sup>8</sup> \_\_\_\_\_ people react better to more positive messages. Telling them <sup>9</sup> \_\_\_\_\_ benefits they will get from exercise is more effective than warning them about <sup>10</sup> \_\_\_\_\_ dangers of inactivity, even though <sup>11</sup> \_\_\_\_\_ messages essentially mean the same.

People also seem to attach <sup>12</sup> \_\_\_\_\_ importance to the behaviour of the people around them. In one study, <sup>13</sup> \_\_\_\_\_ home-owners were advised that cutting energy use could save them <sup>14</sup> \_\_\_\_\_ money, while others were told how it would benefit the environment. <sup>15</sup> \_\_\_\_\_ of the messages was very effective. But a third message which said, '16 \_\_\_\_\_ your neighbours are taking steps to save energy,' did have an impact.

- |                        |                     |
|------------------------|---------------------|
| 1 a a large amount of  | b a large number of |
| 2 a Any of             | b Some of           |
| 3 a several            | b several of the    |
| 4 a all                | b every             |
| 5 a a few              | b few               |
| 6 a a third of them    | b third of them     |
| 7 a a few              | b few               |
| 8 a most               | b most of the       |
| 9 a all of the         | b the whole         |
| 10 a all               | b all the           |
| 11 a both              | b either            |
| 12 a a great deal of   | b a large number of |
| 13 a some              | b some of the       |
| 14 a a large amount of | b much              |
| 15 a Neither           | b None              |
| 16 a Most              | b Most of           |



## Binomial pairs

I can use a two-part set phrase correctly.

## 1 Complete the binomial expressions with the words below.

aches born by hard here high ins make more pick  
short sooner thick touch trial wear

- |                   |                    |
|-------------------|--------------------|
| 1 _____ and large | 9 _____ and choose |
| 2 _____ and sweet | 10 _____ and dry   |
| 3 _____ and go    | 11 _____ and thin  |
| 4 _____ and fast  | 12 _____ and tear  |
| 5 _____ or break  | 13 _____ and there |
| 6 _____ and bred  | 14 _____ or less   |
| 7 _____ and error | 15 _____ and pains |
| 8 _____ and outs  | 16 _____ or later  |

## 2 Complete the text with nine of the expressions from exercise 1. Choose expressions which have a similar meaning to the words in brackets.



**THE YEAR WAS 1944.** World War II had been raging for five years. <sup>1</sup> \_\_\_\_\_ (at some point) it had to end, but the outcome was still <sup>2</sup> \_\_\_\_\_ (uncertain). The British were preparing a <sup>3</sup> \_\_\_\_\_ (crucial) invasion of northern France, but wanted the Germans to believe they were planning to invade from the south instead. Their plan to deceive the Germans involved an Australian-born soldier called ME Clifton James, who looked <sup>4</sup> \_\_\_\_\_ (almost) identical to Bernard Montgomery, one of the most senior officers in the British Army. James spent a few days with Montgomery learning the <sup>5</sup> \_\_\_\_\_ (details) of his behaviour. He then travelled to Algeria, where, acting as Montgomery, he toured the region, appearing <sup>6</sup> \_\_\_\_\_ (in various places) with senior officers. A few days later, the Allied invasion of northern France began. <sup>7</sup> \_\_\_\_\_ (in general), the mission was a success, in that nobody guessed James was an impostor. However, it seems that James's starring role in the war was <sup>8</sup> \_\_\_\_\_ (brief). When the invasion began, he was apparently left <sup>9</sup> \_\_\_\_\_ (abandoned) in an Algerian hotel and never received the credit he deserved.

## 3 Complete the sentences with the expressions below.

rant and rave dos and don'ts peace and quiet  
through and through neat and tidy fair and square  
sick and tired live and learn

- My grandfather has a tendency to \_\_\_\_\_ whenever somebody mentions the local council.
- I'm \_\_\_\_\_ of finding litter in our garden.
- I didn't realise you could reserve seats on this train. Oh well, you \_\_\_\_\_.
- Unlike her brother, Milly always keeps her bedroom \_\_\_\_\_.
- You can't complain – I won, \_\_\_\_\_.
- He may live in Spain but he's Irish \_\_\_\_\_.
- Before we were allowed into the cave, we had to read a list of \_\_\_\_\_.
- After a week in New York, I'm ready for some \_\_\_\_\_ in the mountains.

## 4 What part of speech are the expressions from exercise 3: noun, verb, adjective or adverb? There are two of each part of speech.

|                       | noun | verb | adjective | adverb |
|-----------------------|------|------|-----------|--------|
| 1 rant and rave       |      |      |           |        |
| 2 dos and don'ts      |      |      |           |        |
| 3 peace and quiet     |      |      |           |        |
| 4 through and through |      |      |           |        |
| 5 neat and tidy       |      |      |           |        |
| 6 fair and square     |      |      |           |        |
| 7 sick and tired      |      |      |           |        |
| 8 live and learn      |      |      |           |        |

## VOCAB BOOST!

When you come across new binomial expressions, write them as part of a sentence, not on their own. It is easier to understand and learn these phrases in context. Make sure the sentences help to show the meaning of the phrases.

Mistakes are **part and parcel** of learning languages.

We used some old bricks to make a **rough and ready** barbecue.

5 Read the *Vocab Boost!* box. Then write sentences that include the expressions below.

cut and dried hit and miss safe and sound ups and downs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# How time changes us

*I can understand a text about how personality changes over time.*

**Revision:** Student's Book page 48

- 1 Read the text. Find words in the text which match the definitions below.

- a believe without proof
- b weaken
- c affect, influence
- d likely to show or possess
- e receive advantage, profit, improve
- f be permanent and not change

## Reading Strategy

Remember that multiple-choice questions about a text:

- always follow the order of the text.
- sometimes specify what part of the text they refer to by mentioning a paragraph.
- may relate to the overall meaning of the text rather than to a specific part. (If so, this will be the final question.)

- 2 Read the Reading Strategy. Then look at questions 1–5. Which questions refer to a specific paragraph? Which question refers to the text as a whole?

## Your true self

1 Most of us consider our personality to be an integral and unchanging part of who we are, and for decades psychologists have more or less assumed that our main personality traits are fixed by the age of 30. But now mounting evidence is undermining that notion; personality is far more mutable than we thought. That may be a little unsettling, but it's also good news for the almost 90% of us who wish our personalities were at least a little different.

2 There's no doubt that personality is partly genetic, but experiences in childhood also shape our personalities. Research shows that young children become more extroverted and work harder when surrounded by other kids with these traits. Parental behaviour has an impact, too. Jerome Kagan at Harvard University has found that if parents encourage timid infants to be sociable and bold, they grow up to be less shy and fearful.

3 Genes and environment interact in complex ways to shape our personality, and this process doesn't stop when we reach adulthood. It's becoming clear that major life events can have long-lasting impacts on personality at any age. For example, going through a divorce makes women more extroverted and more open to experience, while men become less conscientious, according to one US study.

4 Becoming unemployed can have a dramatic effect on well-being. 'It's probably the life event that has the biggest impact,' says Christopher Boyce at the University of Stirling, UK. And he has found that the impact on personality is twice as big, tending to

- 3 Read the text. Choose the correct option (a–d).

- 1 The idea that our personality does not change much after the age of 30 is one which
  - a psychologists have always doubted.
  - b most people find uncomfortable.
  - c has been undermined by advances in genetics.
  - d is not supported by the results of research.
- 2 According to the study mentioned in paragraph 3, the experience of getting divorced tends to
  - a affect men and women differently.
  - b have a bigger effect than genetics.
  - c make people generally more outgoing.
  - d affect people differently depending on their age.
- 3 The effect on your personality of losing your job is
  - a less dramatic than moving house.
  - b as profound as its effect on your well-being.
  - c the same as the effect of moving to New York.
  - d far bigger than its effect on your well-being.
- 4 The research in paragraph 5 suggests that your personality
  - a becomes more unstable as you get older.
  - b is different at different points in your life.
  - c is more affected by environment when you are young.
  - d only becomes fixed when you reach your seventies.
- 5 Overall, the main point of the text is that
  - a you cannot escape the personality that you are genetically destined to have.
  - b scientists still know very little about how our personalities are formed.
  - c your personality can change during adulthood and you may be able to affect the process.
  - d people are becoming generally more neurotic than they used to be.

make people less conscientious and less agreeable. Moving to a new town or country might influence your personality too – people living in New York tend to be highly neurotic, for example, while Londoners score low on agreeableness.

5 The extent to which environmental factors shape our characters over a lifetime is remarkable. In work published last year, psychologist Wendy Johnson and her colleagues at the University of Edinburgh compared results from personality tests taken by people when they were aged 14 and again at 77. 'We couldn't find any evidence for stability in individual personality characteristics,' she says.

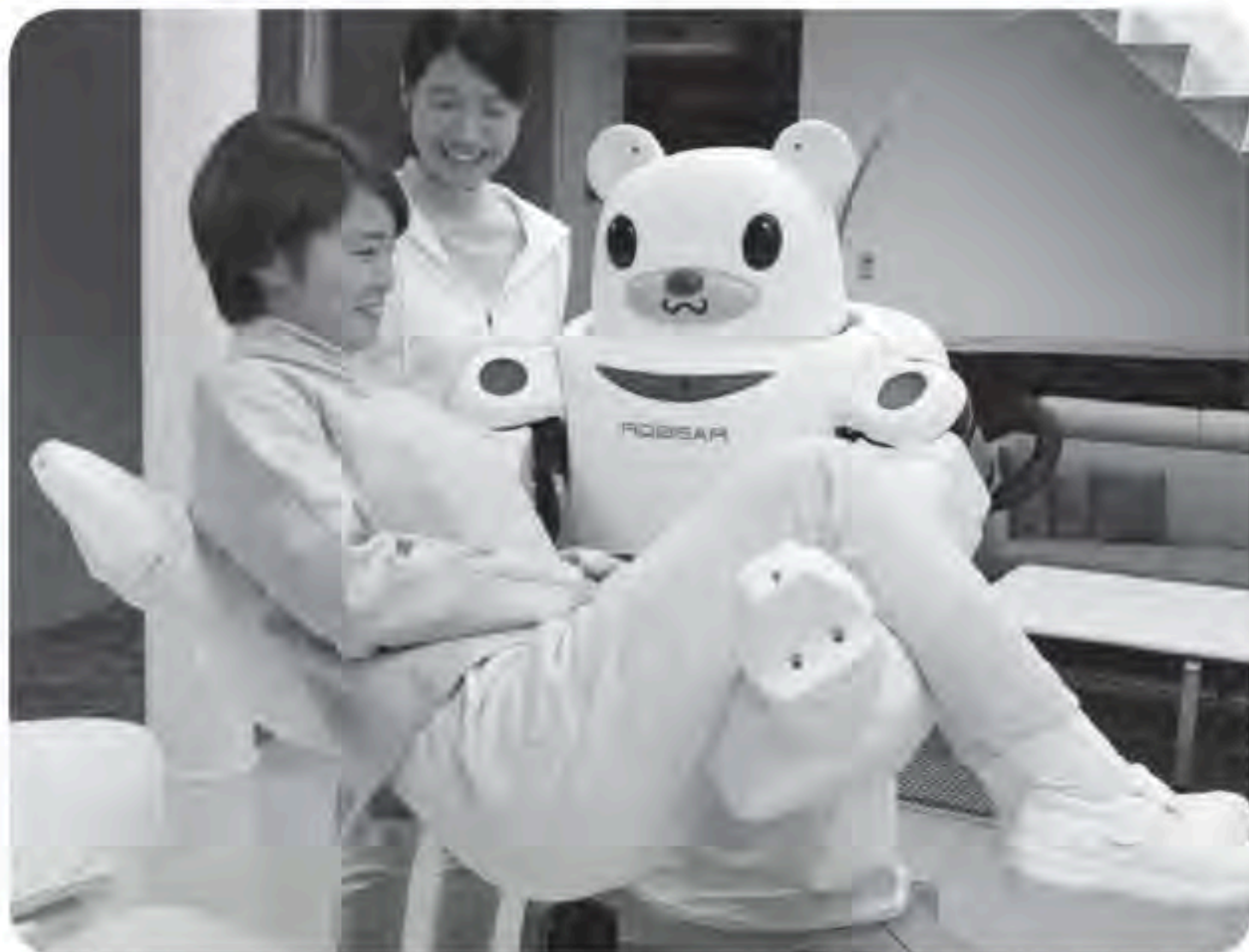
6 There is also growing evidence that we can actively shape our own personality – and would benefit from doing so. Psychologists continue to debate the extent to which personality is plastic in adulthood, but there is now no doubt that it can and does change. And that's good news for all of us. Knowing that you are not 'set' by 30 is empowering. You can think: 'I'm not stuck with who I am. I can change,' says Boyce.



## Discussion

*I can discuss a topic and express opinions.*

- 1 Circle the adjective which has a different meaning from the other two.



- Intelligent robots will cause **dramatic** / **marginal** / **momentous** changes in society.
- Robots will lead to a **drastic** / **marked** / **minimal** reduction in people's fitness.
- For disabled people who want to live independently, robots will bring about a **cosmetic** / **profound** / **radical** improvement.
- Robots would make a **radical** / **subtle** / **sweeping** difference to how much time people have for leisure activities.
- There is only a **marginal** / **minimal** / **fundamental** risk that robots will cause accidents in the home.

- 2 Match the beginnings and endings of the key phrases for acknowledging a point.

- That's a fair ... \_\_\_\_\_
  - True, but what it really ... \_\_\_\_\_
  - Maybe so, but what it really boils ... \_\_\_\_\_
  - Perhaps, although in ... \_\_\_\_\_
  - I see what you mean, but at ... \_\_\_\_\_
  - That may be the case, but ... \_\_\_\_\_
- a my view ...  
b comes down to is ...  
c the end of the day ...  
d point, but I still think ...  
e for me, it's more about ...  
f down to is ...

- 3 1.21 Listen to two students and answer the questions.

- Which opinion from exercise 1 (1–5) does each student express?  
girl: \_\_\_\_\_ boy: \_\_\_\_\_
- Which phrases from exercise 2 (1–6) do the students use?  
girl: \_\_\_\_\_ boy: \_\_\_\_\_

- 4 1.21 Read the Speaking Strategy. Then listen again and complete the rhetorical questions used by the students. Write the implied answers.

- But *who wants to clean toilets?*  
*Nobody.*
- I mean, \_\_\_\_\_ pets in the house?  
\_\_\_\_\_
- But \_\_\_\_\_ to go wrong?  
\_\_\_\_\_
- How \_\_\_\_\_ the future?  
\_\_\_\_\_

## Speaking Strategy

When you are expressing opinions, you can use rhetorical questions to emphasise your points. Remember:

- rhetorical questions do not require answers, but you can sometimes add an answer in order to emphasise your view. If you do not give an answer, it must be clear what answer you have in mind:  
*What have you done to help today? (Nothing!)*  
*Would you let a child watch that video? (Of course not!)*  
*How much time do people waste on the internet? (Far too much!)*
- do not over-use rhetorical questions.

- 5 Read the task and the questions. Then make notes.

How will intelligent robots affect what jobs people can do?  
Will the effect be positive or negative?

What types of jobs will robots be able to do?

Will robots make it harder for some people to find work? Why / Why not?

Are there certain jobs that nobody wants to do? Will robots be able to do them?

Are there some jobs that robots will never be able to do, in your opinion? What are they? Why won't robots be able to do them?

Would it be dangerous to make robots that are more intelligent than humans? Why / Why not?

- 6 Now do the task using your notes from exercise 5.



## Letter to an editor

*I can write a letter about a local improvement scheme.*

**1 Read the task and letter below. In which paragraph (1–5) does the writer:**

- a mention a point in favour of the proposal? \_\_\_\_\_
- b sum up their opinion? \_\_\_\_\_
- c explain the reason for writing the letter? \_\_\_\_\_
- d talk about leisure activities? \_\_\_\_\_
- e mention environmental concerns? \_\_\_\_\_

You have read about plans to redevelop an area of woodland near your home as a large housing estate. Write a letter to the editor of a magazine explaining your objections to this proposal.

To the editor,

- 1 After reading in your magazine about the proposal to build 1,500 new homes on a site which is currently woodland, I felt compelled to write in order to express my opposition to the scheme. Not only is the proposal unnecessary, but it would also prove very unpopular with the local community, I reckon.
- 2 I do recognise that there is a housing shortage in this part of the country and that a degree of development is inevitable. But important as new homes are, I firmly believe that there are loads of sites in this area which would be better suited to redevelopment.
- 3 The proposed site is a valuable piece of woodland which is extremely popular with off-road cyclists and dog-walkers. At no point have local people had the opportunity to express how much they appreciate this communal facility. It is particularly important to those in the area who are a bit short of money to spend on leisure pursuits.
- 4 I am also pretty concerned about the impact which the proposed development would have on the environment. Cutting down so many trees to make way for housing is sure to have a negative impact both on wildlife and on air quality. Only by protecting our woodlands can we ensure a healthy and attractive environment for generations to come.
- 5 To sum up, I feel that this proposal is entirely unsuitable, and the sooner it is abandoned the better. In no way does it meet the needs of the local community, nor is it sensitive to the local environment. In short, it is rubbish.

**Writing Strategy**

In a formal letter, in addition to avoiding inappropriately colloquial language, you should:

- avoid using rhetorical questions.
- use inversion to add emphasis: *Only rarely have they allowed the public to visit.*
- include passive forms to make the style more impersonal.
- emphasise your opinions using formal expressions like *What is clear / undeniable is that ... , I have no doubt that ... and I firmly believe that ...*

**2 Read the Writing Strategy. Then, for each paragraph of the letter (1–5):**

- 1 underline one example of inversion.
- 2 find a word or phrase which is inappropriately colloquial and suggest a more formal alternative.

You have read about plans to redevelop a riverside area and popular open-air swimming location into a luxury hotel. Write a letter to the editor of a newspaper explaining why you are strongly against this proposal.

**3 Read the task above and think about your objections to the proposal, and one or two points in its favour. Make notes using the prompts below to help you.**

Loss of a communal facility

Environment – pollution, etc.

Job opportunities

Tourism – local economy

**4 Plan your letter using the letter in exercise 1 to help you.**

**5 Write your letter (220–260 words), using your notes and plan from exercises 3 and 4.**

**CHECK YOUR WORK**

**Have you ...**

- ☐ written 220–260 words?
- ☐ used appropriately formal language, including syntax?
- ☐ checked the spelling and grammar?



## Vocabulary

1 Choose the correct words to complete the news stories.

### New car-maker implicated in emissions scandal

Shares in Chrysler <sup>1</sup>**crashed** / **skyrocketed** today, losing \$2.3 billion, after it emerged that the company had concealed the true amount of polluting gases emitted by its cars. The revelations come months after a similar scandal at Volkswagen, which saw their sales <sup>2</sup>**mushroom** / **flatline** as consumers refused to buy new models. Car companies are now coming under <sup>3</sup>**tumbling** / **mounting** pressure to alter the way that they measure emissions.

### REFUGEE CRISIS – TURKEY STRUGGLING TO COPE

The number of refugees entering Turkey from Iraq and Syria recently <sup>4</sup>**escalated** / **tumbled** as more people have been forced to flee the intense fighting. An estimated 3.5 million refugees are now in the country – and in border towns like Kilis, refugee numbers will soon <sup>5</sup>**plateau** / **overtake** the local population. Economic problems – a wildly <sup>6</sup>**fluctuating** / **mushrooming** currency and <sup>7</sup>**mounting** / **plummeting** exports – are adding to the pressure on the government, making it harder to cope with the huge influx of people.

Mark:  / 7

2 Write the words to match the definitions.

- 1 when people don't have enough money to pay for basic needs like food and housing: p\_\_\_\_\_
- 2 how long the average person in any community will live: l\_\_\_\_\_ e\_\_\_\_\_
- 3 when an infectious disease spreads through a community: e\_\_\_\_\_
- 4 a change in global or regional weather patterns: c\_\_\_\_\_ c\_\_\_\_\_
- 5 when people attack and kill civilians for political or religious reasons: t\_\_\_\_\_
- 6 when a lot of people have very little food to eat: f\_\_\_\_\_

Mark:  / 6

3 Complete the sentences with the correct form of either the verbs below, or nouns made from those verbs.

adapt alter amend evolve mutate transform

- 1 Genetic \_\_\_\_\_ happen by accident, but they can change the way an animal develops.
- 2 In 20 years, Belfast has been \_\_\_\_\_ from a depressed city to a lively tourist destination.
- 3 As the world's weather changes, many animals will either \_\_\_\_\_ to the changing environment or die out.
- 4 The government illegally \_\_\_\_\_ the figures to make unemployment look lower than it really was.

5 We have proposed an \_\_\_\_\_ to the constitution to allow people aged over sixteen to vote.

6 The works at the Picasso Museum show how Picasso's style gradually \_\_\_\_\_ over many decades.

Mark:  / 6

## Word skills

4 Replace the underlined words in the sentences using a two-part set phrase. Use the words in brackets.

- 1 I have some problems at work, but generally I like my job. (large) \_\_\_\_\_
- 2 If you drive that fast, eventually you'll have an accident. (sooner) \_\_\_\_\_
- 3 Mandy has gone travelling, stopping in some places to do temporary jobs. (here) \_\_\_\_\_
- 4 I'm glad that the things I ordered online arrived in one piece, without any damage. (sound) \_\_\_\_\_
- 5 Before you abseil for the first time, I'll explain some safety rules. (dos) \_\_\_\_\_
- 6 You have to choose from Menu A or Menu B – you can't mix them up. (pick) \_\_\_\_\_

Mark:  / 6

5 Choose the correct words to complete the sentences.

- 1 It's the same product. We've just made some small **radical** / **cosmetic** changes to make it look newer.
- 2 The government has begun a **sweeping** / **cosmetic** review of health policy, covering all aspects of the health system.
- 3 Unless we make **fundamental** / **marginal** changes to the way we live, global warming will get worse.
- 4 I photographed the same scene twice. The two pictures are nearly the same, but with **sweeping** / **subtle** differences.
- 5 This discovery will affect us in a **profound** / **minimal** way. Life will never be the same again.
- 6 A fairly small change in the climate could have a **minimal** / **drastic** effect, creating a global catastrophe.

Mark:  / 6

6 Complete the sentences with the correct form of the words below.

come down end even so mean point view

- 1 Yes, globalisation creates jobs – that's a good \_\_\_\_\_. But it also exploits poor people.
- 2 I see what you \_\_\_\_\_, but I don't agree with you completely about this issue.
- 3 At the \_\_\_\_\_ of the day, poverty will continue because people are unwilling to share resources equally.
- 4 In my \_\_\_\_\_, most armed conflicts are about competition for resources, not ideology.



5 What population growth really \_\_\_\_\_ to is the fact that more and more people are living longer.

6 Life expectancy has increased a lot, but \_\_\_\_\_, many people still die of preventable diseases.

Mark:  / 6

## Grammar

7 Choose the correct words to complete the text.

Two hundred years from now, humans will <sup>1</sup>**have lived / be living** in a very different world. By the year 2220 we will <sup>2</sup>**be using / have been using** computers for over 250 years, and they will <sup>3</sup>**have developed / be developing** beyond recognition. Self-aware computers will probably <sup>4</sup>**be doing / have done** many of the jobs that people do today. We'll no doubt have <sup>5</sup>**found / been finding** cures to many diseases too, and I imagine that someone will <sup>6</sup>**be discovering / have discovered** a way to copy the trillions of connections in a human brain. This procedure will allow people to live on after the death of their physical bodies. However, only rich people will probably be able to afford to have their brains copied. It's unlikely that human nature will <sup>7</sup>**have changed / be changing** much, so there will still be huge inequality – and we will still <sup>8</sup>**have fought / be fighting** wars. I expect that in the future many people will <sup>9</sup>**be / have been** struggling to survive, while the lucky few enjoy huge wealth.

Mark:  / 9

8 Choose the correct quantifiers to complete the text.

## A simple way to improve your memory

Do you wish you were <sup>1</sup>**enough / a little** better at remembering things? <sup>2</sup>**Many / Half** people forget names a <sup>3</sup>**few / lot of** minutes after hearing them, and can't remember a(n) <sup>4</sup>**all / whole** shopping list unless they write it down. There are <sup>5</sup>**several / few** techniques which you can use to improve your memory without <sup>6</sup>**much / many** effort, but perhaps the easiest of these is placing the items to remember in a well-known location. Imagine walking into your living room and seeing <sup>7</sup>**more / all** of the furniture covered with spaghetti, then watching <sup>8</sup>**some / any** oranges roll down the stairs. Such vivid mental images are hard to forget. Using the location technique, people who previously remembered less than <sup>9</sup>**enough / half** of a shopping list were easily able to recall nearly <sup>10</sup>**every / each** item without any difficulty.

Mark:  / 10

## Use of English

9 Choose the correct words to complete the text.

- |            |            |            |
|------------|------------|------------|
| 1 a evolve | b alter    | c amend    |
| 2 a deal   | b lot      | c type     |
| 3 a any    | b much     | c some     |
| 4 a be     | b have     | c want     |
| 5 a lot    | b many     | c whole    |
| 6 a marked | b cosmetic | c sweeping |
| 7 a Much   | b Every    | c Most     |
| 8 a later  | b after    | c better   |
| 9 a be     | b have     | c being    |

The technology of neural implants involves attaching computer chips to brain or nerve cells in order to <sup>1</sup>\_\_\_\_\_ the way they function. A good <sup>2</sup>\_\_\_\_\_ of research has been done into this technology, which has already been used in <sup>3</sup>\_\_\_\_\_ people with medical problems like epilepsy, paralysis or blindness. Soon doctors will <sup>4</sup>\_\_\_\_\_ using neural implants to treat a <sup>5</sup>\_\_\_\_\_ array of medical conditions. But what about using them to give healthy people <sup>6</sup>\_\_\_\_\_ improvements in their abilities? Imagine a future where neural implants gave us better memories, or the ability to find our way by sensing the Earth's magnetic field. <sup>7</sup>\_\_\_\_\_ scientists avoid this kind of research for ethical reasons, but the chances are that sooner or <sup>8</sup>\_\_\_\_\_, someone will try it. Perhaps in a hundred years' time, humans will <sup>9</sup>\_\_\_\_\_ evolved into a super species – part man and part machine.

Mark:  / 9

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                                                   | ★ | ★★ | ★★★★ |
|---------------------------------------------------------------------------------------------------|---|----|------|
| I can talk about global issues.                                                                   |   |    |      |
| I can use compound future tenses for predictions and suppositions.                                |   |    |      |
| I can infer information which is implied rather than overtly stated.                              |   |    |      |
| I can use articles and quantifiers correctly.                                                     |   |    |      |
| I can use a two-part set phrase correctly.                                                        |   |    |      |
| I can understand texts about languages and the brain and about how personality changes over time. |   |    |      |
| I can discuss a topic and express opinions.                                                       |   |    |      |
| I can write a letter about a local improvement scheme.                                            |   |    |      |



## Reading

**Strategy**

In the cross-text multiple-matching task, you should read the texts first to determine the general attitude of each writer. As you read, underline parts of the text which give an opinion or an attitude and look for agreement and disagreement between the texts.

- 1 Read the strategy above and the question below. Follow the instructions in the strategy to answer the question.

Which expert has a different view from B about the possibility of producing enough meat in the future?

- 2 You are going to read four extracts from articles in which experts give their opinions on what would happen if the world decided to go meat free. For questions 1–4, choose from the experts A–D. The experts may be chosen more than once.

**Which expert**

- expresses a different view to A about the range of vegetarian food available.
- shares C's opinion about the impact of giving up meat on one of the world's natural resources?
- has a different view from the others about the effect of global vegetarianism on health?
- has a different view from D about the repercussions on air quality of not keeping farm animals?

**Meat-free world**

*Four experts comment on the consequences if the world suddenly went vegetarian*

**A** Becky Thomas *nutritionist*

First and foremost, I think we have to bear in mind the health benefits of a meat-free diet. While consuming meat in moderation isn't necessarily bad for you, too much can have a detrimental effect. The World Health Organisation has warned that consuming 50g of processed meat a day greatly increases the risk of cancer. Moreover, a change in the world's eating habits would be good for the environment. We could use our valuable water supply for human consumption rather than having to reserve so much for the cattle we keep. Turning to more practical issues, supermarkets stock a variety of meat-free options these days, and it's much easier to eat out. In general, the pros of giving up meat far outweigh the cons, so I fail to understand why more people don't do it.

**B** Nigel Bentley *environmentalist*

While it's clear that a vegetarian diet can prevent harmful medical conditions, a meat-free diet might become a necessity in the future. World population is set to exceed nine billion by 2050, which would entail having to produce 200 million tonnes of meat, which would be completely impossible to produce. If the current rate of population growth continues, we will be obliged to reduce our meat

intake and we may have to become vegetarians, because the meat industry will become unsustainable. Of course, a smaller amount of livestock would also have a far-reaching effect on the planet: there would be a massive fall in greenhouse gas emissions, because there would be fewer cows releasing huge quantities of methane into the air.

**C** Kiera Reed *anthropologist*

What concerns me most about a meat-free world is the effect it would have on our ability to resist illness. A vegetarian diet would not necessarily give people the nutrients they have until now obtained from meat, which would lead to more sickness and disease in the world. At the very least, people would require education about where to find these nutrients elsewhere. There are an estimated two billion undernourished people in the world today, but that figure would only grow if we all became vegetarians. Having said that, keeping fewer animals would help us save water. Apparently, giving up meat for one day saves the same amount of water used daily by nine people. There are so many different aspects to world vegetarianism, that it is difficult to say whether it would benefit us or not.

**D** Michael Townsend *chef*

While I accept that a meat-free diet may reduce the chances of developing certain illnesses, I wonder whether people might be exaggerating the effect it would have on the environment. Regarding the pollution generated by agriculture, surely, the fumes from a greater number of harvesting and processing machines would outweigh the lack of gases produced by cows? As for struggling to produce enough meat to feed the world's population, there are several cultures that have a meat-free diet, so less meat would be needed than certain figures suggest. I am sure the food industry could cope with the increase in meat production. The thing that worries me most is the lack of choice at mealtimes. For me, the pleasure of dining is in contemplating the variety of wonderful dishes available. If the world became vegetarian, there would only be salad on the menu!

## Listening

**Strategy**

In the sentence-completion task, the answers are usually the exact words you hear on the recording. However, the wording of the questions paraphrases the actual recording. Read the question carefully and listen for what they are paraphrasing to help you identify the correct answer.

- 3 Read the Strategy and the short extract and complete the sentence below. How are the words around the gap paraphrased in the extract?

The Dead Sea has not lost its appeal for tourists, despite the fact that it is shrinking. However, hotels that were built on the lake in the 1980s now lie around 2 km from its banks. To reach the current water level, visitors have to climb down



some rocks, cross a busy main road, make their way through a line of marshy plants and pass over a vast mud flat.

Hotel guests must negotiate a number of obstacles to arrive at the Dead Sea, including a wide expanse of \_\_\_\_\_.

- 4  1.22 You will hear a talk about the changes experienced by the Aral Sea. For questions 1–8, complete the sentences with a word or short phrase.

### A Changing World

Covering parts of Kazakhstan and Uzbekistan, the Aral Sea used to be roughly half as big as <sup>1</sup>\_\_\_\_\_. Before it began to disappear, fish from the lake were distributed all over what used to be <sup>2</sup>\_\_\_\_\_. The water supply to the Aral Sea was interrupted when the rivers were redirected for the <sup>3</sup>\_\_\_\_\_ crop. A system of dams, reservoirs and <sup>4</sup>\_\_\_\_\_ was built to irrigate the land. As the level of water in the lake dropped, the amount of <sup>5</sup>\_\_\_\_\_ rose. Part of what used to be the South Aral Sea has turned into a <sup>6</sup>\_\_\_\_\_. The North Aral Sea has been saved by the construction of a new <sup>7</sup>\_\_\_\_\_. Today, the North Aral Sea offers nearby residents more <sup>8</sup>\_\_\_\_\_ and jobs than in recent years.

## Use of English

### Strategy

In the open cloze task, some gaps can be filled by referring just to the immediate phrase or sentence surrounding the gap. However, others require understanding of the paragraph or whole text. Always read through the text before you attempt the task to make sure you understand the story or message.

- 5 Read the Strategy above and the text in exercise 6. Choose the sentence which best summarises the message of the text.
- a Scientists have found a less painful method for diabetes sufferers to obtain blood for testing.
  - b A new technique has been developed which will improve the lives of diabetes patients.
  - c A recent medical discovery is likely to prolong the lives of people with diabetes.

- 6 Complete the text with one word in each space.

### A medical breakthrough

Diabetes is a medical condition patients can live with <sup>1</sup>\_\_\_\_\_ that they check their blood sugar levels regularly. This is usually done by pricking a finger and placing a drop of blood on a testing strip attached <sup>2</sup>\_\_\_\_\_ a meter. But now, a team of researchers at Harvard and MIT have come <sup>3</sup>\_\_\_\_\_ with an alternative method for checking the blood. Using a special

ink, they have developed a kind of tattoo that will make the process much <sup>4</sup>\_\_\_\_\_ invasive in the long term. Not <sup>5</sup>\_\_\_\_\_ does the ink detect the presence of sugar in the blood, but it is also able to track other substances. Too much glucose and the tattoo turns brown; an excess of sodium and it goes green. Pinks and purples indicate a change <sup>6</sup>\_\_\_\_\_ pH levels.

The main advantage of the new method is that diabetes patients won't have to <sup>7</sup>\_\_\_\_\_ extracting blood for testing any more. For this reason the tattoos will probably catch <sup>8</sup>\_\_\_\_\_ quickly once they have passed all the necessary medical trials.

## Speaking

### Strategy

In the collaborative task, you may need to use the following techniques to speculate about the prompts:

- use synonyms of 'think': *I reckon, I suppose*
- use modal verbs of speculation: *must, might*
- use verbs that indicate impression: *look, appear*
- use set phrases: *there's a chance, in all probability*

- 7 Read the Strategy and add examples to the techniques.

- 8 Work in pairs. Do the task below. Use the ideas in the Strategy to speculate about the prompts.

How might these changes affect a teenager's life?

- going to school abroad for a year
- acquiring a motorbike
- having a new baby brother or sister
- inheriting some money
- starting a new school

## Writing

### Strategy

When you write a proposal, you will be expected to demonstrate appropriate use of two or more functions in your answer, such as describing, expressing opinion, giving reasons, persuading, or recommending. These functions will be specified in the task.

- 9 Read the Strategy above and the task below. Which functions from the Strategy are specified in the task?

Your local council is concerned about the rising number of young people hanging around the streets at night in your town. Write a proposal for the council in which you outline the current facilities available for young people, make suggestions for new facilities, and explain how your suggestions might affect people of other ages in your town.

- 10 Write the proposal (220–260 words) for the task in exercise 9.



## Vocabulary

## A

## War and conflict

*I can talk about military conflicts.*

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

- |                        |              |                        |
|------------------------|--------------|------------------------|
| 1 a troops             | b guerrillas | c terrorists           |
| 2 a guerrilla          | b occupation | c special              |
| 3 a allies             | b terrorists | c troops               |
| 4 a security           | b atrocities | c coalition            |
| 5 a asymmetric warfare | b invasion   | c insurgency           |
| 6 a leader             | b government | c coalition            |
| 7 a allies             | b leaders    | c civilian governments |
| 8 a insurgency         | b occupation | c security             |
| 9 a border             | b security   | c civilian government  |
| 10 a terrorists        | b civilians  | c forces               |
| 11 a invasion          | b atrocity   | c guerilla raid        |
| 12 a insurgency        | b ally       | c asymmetric warfare   |



## HOTEL SIEGE OVER

Malian government <sup>1</sup>\_\_\_\_\_, assisted by elite <sup>2</sup>\_\_\_\_\_ forces from other countries, have retaken the Radisson Blu Hotel in Bamako, Mali. 170 hostages were rescued nearly three days after two <sup>3</sup>\_\_\_\_\_ entered the building and began shooting. Many of the hostages were foreign aid workers, and this attack brings into question the <sup>4</sup>\_\_\_\_\_ of aid organisations in the country.

## Rebuilding Proves Difficult in Iraq

More than fifteen years after the <sup>5</sup>\_\_\_\_\_ of their country by the United States and a <sup>6</sup>\_\_\_\_\_ of its <sup>7</sup>\_\_\_\_\_, life is still very difficult for the people of Iraq. The military <sup>8</sup>\_\_\_\_\_ of Iraq has now ended, but the <sup>9</sup>\_\_\_\_\_ is very weak, and many people still lack jobs and basic amenities.

## ELN Guerrillas Attack in Colombia

ELN guerrillas have ambushed a police convoy, injuring five police officers and three <sup>10</sup>\_\_\_\_\_, Colombian television reports. The well-planned <sup>11</sup>\_\_\_\_\_ took place late last night on a busy road in the capital, Bogotá. The government has been fighting the ELN <sup>12</sup>\_\_\_\_\_ on and off since 1964.

## 2 Complete the sentences with the correct form of a verb and a noun below.

come deploy go launch lie withdraw  
ambush attack force force power war

- Police caught the terrorists as they \_\_\_\_\_ in \_\_\_\_\_ outside an army base, ready to attack.
- Our army has \_\_\_\_\_ a new \_\_\_\_\_ on the rebel-held city.
- The Prime Minister \_\_\_\_\_ to \_\_\_\_\_ last year, after winning the election.
- Britain is going to \_\_\_\_\_ a small \_\_\_\_\_ of military police to Jordan to help train local recruits.
- 'We don't want to \_\_\_\_\_ to \_\_\_\_\_,' the Defence Minister said, 'but we have to defend ourselves.'
- America has \_\_\_\_\_ all of its \_\_\_\_\_ from Iraq.

## 3 2.02 Listen to a talk about a war in Liberia. Complete the sentences with a word or short phrase.

- Liberia was a democracy until a soldier called Samuel Doe \_\_\_\_\_ in 1980.
- There were many \_\_\_\_\_ when fighting broke out after troops loyal to Charles Taylor attacked the capital, Monrovia.
- In 1999, another civil war started when a number of groups \_\_\_\_\_.
- An international UN force of 15,000 \_\_\_\_\_ to Liberia between 2003 and 2013.
- Their role was to secure Liberia's borders and provide training to its \_\_\_\_\_.
- Many people witnessed awful \_\_\_\_\_ during the war.

## 4 Complete the sentences with the correct form of the verbs below.

break inflict occupy put up stage station supply

- The army \_\_\_\_\_ heavy casualties in the operation.
- Foreign troops \_\_\_\_\_ the country ten years ago.
- A surprise attack finally \_\_\_\_\_ the stalemate.
- Our company \_\_\_\_\_ arms to the security forces.
- Troops \_\_\_\_\_ on this island to protect it.
- People \_\_\_\_\_ a protest about the government's plans.
- Our troops \_\_\_\_\_ a lot of resistance right now, but we may have to withdraw from the city.



## Passive structures

I can use passive structures.

## ARGO – THE REAL STORY

In 1979, during the Iranian Revolution, the American embassy in Tehran <sup>1</sup> \_\_\_\_\_ (occupy) by revolutionaries, and embassy staff became hostages. America <sup>2</sup> \_\_\_\_\_ (see) as an enemy by the new government, and any American <sup>3</sup> \_\_\_\_\_ (caught) on the streets could <sup>4</sup> \_\_\_\_\_ (arrest). Five diplomats managed to escape and hide after <sup>5</sup> \_\_\_\_\_ (help) by citizens of Canada and other countries. Then the CIA came up with a rescue plan.

Fake Canadian passports <sup>6</sup> \_\_\_\_\_ (produce) for the diplomats, along with a story to explain why they were in Iran: they were a Canadian film crew in Tehran to find locations for a new film. For their story <sup>7</sup> \_\_\_\_\_ (believe), Hollywood writers <sup>8</sup> \_\_\_\_\_ (ask) to produce a real film script for the operation. They came up with a science-fiction film called *Argo*, <sup>9</sup> \_\_\_\_\_ (set) in an alien city that looked exactly like Tehran – the story was probably too strange <sup>10</sup> \_\_\_\_\_ (doubt)!



On 27 January 1980, the diplomats used their fake identities to get through security at Tehran's airport and board a flight to Switzerland. After months in hiding, they were free!

## 1 Complete the text with the correct passive forms.

## 2 Write passive sentences from the cues.

- 1 I / never like / be / tell / what to do by others  
\_\_\_\_\_
- 2 years ago, Tom / give / a small part in a Bond movie  
\_\_\_\_\_
- 3 today Amy Adams / regard / as a great actress  
\_\_\_\_\_
- 4 the film / direct / by JJ Abrams / cost / \$50 million  
\_\_\_\_\_
- 5 give / a role in any film / you / need / audition  
\_\_\_\_\_
- 6 we / wake up / this morning by a loud noise outside  
\_\_\_\_\_

## 3 Rewrite the sentences using a passive form of the verbs in brackets.

- 1 They presented the film at the film festival. (show)  
\_\_\_\_\_
- 2 Undercover CIA agents often risk death. (kill)  
\_\_\_\_\_
- 3 People say that Josh is getting divorced. (rumour)  
\_\_\_\_\_
- 4 People invented that story – it's not true. (make up)  
\_\_\_\_\_
- 5 If you want them to select you for the Olympic team, you need to train harder. (choose)  
\_\_\_\_\_
- 6 A reporter was talking to me when we heard the explosion. (interview)  
\_\_\_\_\_

## 4 Complete the sentences using the auxiliary passive and the phrases below.

a medal / ~~present~~ a strange package / deliver  
bag / steal my phone / confiscate my bank card / take  
our army boots / give the trick / explain  
our wedding dinner / cook

- 1 The soldier *had a medal presented* to her for bravery in battle.
- 2 I \_\_\_\_\_ because I was using Whatsapp in class.
- 3 We \_\_\_\_\_ for us by a celebrity chef.
- 4 Tessa \_\_\_\_\_ to her, but she still couldn't work out how the magician had done it.
- 5 I \_\_\_\_\_ from me by the cash machine. Maybe I used the wrong pin code.
- 6 We \_\_\_\_\_ to us by an officer in the store room.
- 7 At the start of the film, a killer \_\_\_\_\_ to a complete stranger – inside it, there was a gun and a photo.
- 8 I \_\_\_\_\_ when I left it under a café table and went to get a drink.

## 5 Rewrite the incorrect sentences. Tick (✓) the correct ones.

- 1 Have you had everything explained you yet?  
\_\_\_\_\_
- 2 Jack had his photo took for the film poster.  
\_\_\_\_\_
- 3 I had an amazing trick was played on me by a magician.  
\_\_\_\_\_
- 4 We had checked our passports twice at the airport.  
\_\_\_\_\_
- 5 I'm having flowers sent to my mum for her birthday.  
\_\_\_\_\_
- 6 Why don't you have tidied your garden?  
\_\_\_\_\_



## Arguments

*I can understand people talking about arguments.*

**Revision:** Student's Book page 55

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

- The government **conceded** / **doubted** / **boasted** that they weren't winning the war.
- Gary **dismissed** / **reminded** / **insisted** that it wasn't his fault.
- Tom **informed** / **recommended** / **argued** that we see the film.
- I **argued** / **reminded** / **observed** that Max was worried about something.
- Many people **complained** / **protested** / **insisted** in the streets against the government's plans.
- Our investigation **revealed** / **advised** / **enquired** that the minister was lying.
- I **resent** / **regret** / **deny** having to do all the housework – you should help me!
- Did I **warn** / **inform** / **mention** to you that I had an argument with Harry yesterday?

**2 Complete the sentences with the correct form of the verbs below.**

announce deny fear object remind threaten

- Terrorists \_\_\_\_\_ to attack the festival.
- Mandy \_\_\_\_\_ that she had taken the money, but I saw her do it.
- I'm glad that Janet \_\_\_\_\_ me to call Fran on her birthday – I'd completely forgotten.
- Rob wasn't answering his phone. Sam began to \_\_\_\_\_ that he'd had an accident, but she didn't tell anyone.
- The police \_\_\_\_\_ that they had arrested the criminal. They said they would charge him with murder.
- A lot of people \_\_\_\_\_ strongly to the plans for building a shopping centre on protected land.



**Listening Strategy**

Listening tasks often include language that reports or summarises things people say in the recording. It is important therefore to have a good knowledge of reporting verbs, adjectives and adverbs that describe feelings, and verbs that report opinions.

**3 2.03 Read the Listening Strategy. Then listen to eight people talking. Choose the correct answer (1–8).**

Which speaker:

- A reveals something about their past \_\_\_\_\_
- B proposes a celebration \_\_\_\_\_
- C announces something important \_\_\_\_\_
- D complains about something \_\_\_\_\_
- E boasts about their talent \_\_\_\_\_
- F reminds someone to do something \_\_\_\_\_
- G denies taking something \_\_\_\_\_
- H questions what someone says \_\_\_\_\_

**4 2.04 Listen to three conversations and choose the correct answers. There are two questions for each conversation.**

**Conversation 1:** you hear two people talking about an argument.

- Matt's friend insisted that ...
  - A her party was the best.
  - B Matt should help her to give out leaflets.
  - C Matt should take part in the election.
- Matt objected to ...
  - A being told he was irresponsible.
  - B his friend walking out of the room.
  - C someone trying to change his political ideas.

**Conversation 2:** you hear two people talking about an art exhibition.

- The man regrets ...
  - A going to the exhibition.
  - B expressing a strong opinion about the exhibition.
  - C telling his friend something.
- The woman recommends ...
  - A apologising.
  - B not speaking to his friend for a while.
  - C talking to his friend about art.

**Conversation 3:** you hear two people talking about a damaged laptop.

- The woman concedes that ...
  - A she was fully to blame.
  - B she lied about it.
  - C she might have been more careful.
- The man ...
  - A proposes talking to Stephen about the damage.
  - B recommends that she buy him a new laptop.
  - C advises her to ignore Stephen's complaints.



Uses of *it*

*I can use a range of structures with it.*

- 1 Complete the text with *it* and the correct form of the words below.

be / well worth be accepted / a fact be easy / enjoy  
be important / be good be / incredibly difficult like / when  
regard / as take / a lot of training



### ARE YOU READY FOR THE RAT RACE?

The Rat Race Coast-to-Coast is a two-day race across Scotland that takes place every September – <sup>1</sup>*it is regarded as* one of the most difficult races in Britain. The route takes athletes through some of Scotland's most stunning scenery, but of course <sup>2</sup>\_\_\_\_\_ the view when you're pedalling uphill on a racing bike!

The race involves long-distance walking, running, canoeing and cycling, so <sup>3</sup>\_\_\_\_\_ at all these disciplines. <sup>4</sup>\_\_\_\_\_ that the weather in Scotland is usually wet and cold, so runners also have to be prepared for that too. People who <sup>5</sup>\_\_\_\_\_ they have a bit of comfort can enter the race in the 'Challenger' category. These athletes are allowed to stop for a night and rest in a campsite. 'Expert' racers, on the other hand, just keep on going all night!

<sup>6</sup>\_\_\_\_\_ to get ready for this kind of race – and even then, <sup>7</sup>\_\_\_\_\_ to actually finish. Many competitors drop out on the way. But for the ones who reach the finishing line <sup>8</sup>\_\_\_\_\_ all the effort!



- 2 Complete the sentences using *it* and the words below.

accept / a fact find / surprising hate / when love / if  
regard / as

- Josh \_\_\_\_\_ that a dish called 'Bombay Duck' is actually made of fish.
- We really \_\_\_\_\_ we have to get up early in the morning.
- I \_\_\_\_\_ people do remember my birthday, but I don't get upset if they forget.
- Scientists \_\_\_\_\_ that the universe is getting bigger all the time.
- Art critics \_\_\_\_\_ one of her best paintings.

- 3 Rewrite the sentences with preparatory *it*, and the words or phrases in brackets.

- We don't know who'll win. (anybody's guess)  
\_\_\_\_\_
- You were wrong to leave without saying goodbye. (rude of you)  
\_\_\_\_\_
- You can go home, I'll stay behind and lock up the shop. (leave)  
\_\_\_\_\_
- We had difficulty passing the test. (not easy)  
\_\_\_\_\_
- I don't care who started the argument. (important)  
\_\_\_\_\_

- 4 Complete the sentences with a word from each box, and *it*. Use the correct form of the verb.

appreciate hate make regard take  
not shake push say train watch

- I'd really \_\_\_\_\_ if people \_\_\_\_\_ 'thank you' more often.
- \_\_\_\_\_ hard work \_\_\_\_\_ for a marathon.
- \_\_\_\_\_ me too scared \_\_\_\_\_ horror films at night.
- We \_\_\_\_\_ as an insult that he \_\_\_\_\_ our hands.
- I \_\_\_\_\_ when people \_\_\_\_\_ in front of me in a queue.

- 5 Put the words in the correct order, beginning with *it* or a pronoun.

- a goal / it / love / score / we / when / I  
\_\_\_\_\_
- wasn't / it / in / weather / easy / get / for / us / here / to / this  
\_\_\_\_\_
- you / of / it / was / bring / to / present / me / kind / a  
\_\_\_\_\_
- was / fun / it / running / race / in / the  
\_\_\_\_\_
- the / up / appreciate / if / you / tidied / I'd / classroom / it  
\_\_\_\_\_

- 6 Tick (✓) the correct sentences and rewrite the others, changing 1–3 words.

- I see it's a waste of time that we're completing all these forms.
- I don't like it that you make jokes about me.
- It's unusual for you being up so early in the morning.
- It was really stupid of me to forget the door keys.
- It's really pain to have to rewrite my English essay.



# Dependent prepositions

*I can use a range of dependent prepositions.*

- 1 Complete the sentences with the correct prepositions. Then match 1–8 to a–h.

for from in of on to to

- 1 My parents disapprove \_\_\_\_\_ me ... \_\_\_\_\_
  - 2 Troops opened fire on civilians, showing ... \_\_\_\_\_
  - 3 We have to limit ourselves \_\_\_\_\_ ... \_\_\_\_\_
  - 4 The government is resorting \_\_\_\_\_ ... \_\_\_\_\_
  - 5 A building company is intent \_\_\_\_\_ ... \_\_\_\_\_
  - 6 The fighting is putting ... \_\_\_\_\_
  - 7 That lawyer helps to get compensation for ... \_\_\_\_\_
  - 8 Respect the law and the police. We discourage ... \_\_\_\_\_
- a the victims \_\_\_\_\_ industrial accidents.  
 b peaceful civil disobedience, and not be violent.  
 c the lives of everyone trapped inside the city \_\_\_\_\_ danger.  
 d destroying our neighbourhood to build skyscrapers.  
 e attending the protest march, but I'm going to go.  
 f anyone \_\_\_\_\_ taking the law into their own hands.  
 g cheating in order to win the election.  
 h a complete disregard \_\_\_\_\_ human life.

- 2 Complete the text with suitable prepositions.

## ROD CORONADO – ECO-WARRIOR



Rod Coronado is a highly controversial figure: a hero to some but a dangerous criminal to others, including the FBI. On 9 November 1989, Coronado was responsible <sup>1</sup> \_\_\_\_\_ attacking and sinking two 430-tonne ships being used to hunt whales in Reykjavik, Iceland. In 1995, he took part in an arson attack on a university to protest <sup>2</sup> \_\_\_\_\_ testing on animals. This action resulted <sup>3</sup> \_\_\_\_\_ him being sent to prison for 57 months.

Unlike environmental organisations like Greenpeace, eco-warriors like Coronado aren't opposed <sup>4</sup> \_\_\_\_\_ acts like sabotage and criminal damage. They argue that although peaceful actions are preferable <sup>5</sup> \_\_\_\_\_ more violent steps, they are often not as effective. A lot of people have some sympathy <sup>6</sup> \_\_\_\_\_ people like Coronado, and think that he is justified <sup>7</sup> \_\_\_\_\_ what he does. Others are opposed <sup>8</sup> \_\_\_\_\_ this kind of action, and they call him an 'eco-terrorist'.

- 3 Choose the correct words to complete the sentences.

- 1 My political opinions differ **about** / **from** Mel's, but we're still good friends.
- 2 There's been a slow improvement **of** / **in** environmental laws.
- 3 Sci-fi has never appealed **for** / **to** me very much.
- 4 We put up notices to warn people **about** / **against** pickpockets.
- 5 I hope I can improve **on** / **in** my performance in the last election, and win this time.
- 6 The police have appealed **for** / **about** the public to come forward with information about the crime.

- 4 Rewrite the sentences using the words in brackets and a suitable dependent preposition.

- 1 The company says that their chemicals aren't dangerous for wildlife. (a threat)
- 2 Civil disobedience is better than violent protest. (preferable)
- 3 We'll try to persuade Jenny not to take a job with a company that cuts down trees. (discourage)
- 4 I think I was right to break an unjust law. (justified)
- 5 Our lack of civil rights doesn't mean that you can resort to violence. (excuse)
- 6 All kinds of violence are wrong. (any form)

### VOCAB BOOST!

Some dependent prepositions are more common than others. When you come across sentences which contain dependent prepositions, record them as examples under the preposition.

- 5 Read the *Vocab Boost!* box, then complete the sentences with the correct noun or verb form of the words below.

approve base concentrate concern confine depend  
prepare refer reply

- 1 A The film \_\_\_\_\_ **on** an award-winning novel.  
 B I can't \_\_\_\_\_ **on** my work because of the protest outside.  
 C You must play in the match – we \_\_\_\_\_ **on** you to win.
- 2 A The government has given its \_\_\_\_\_ **for** the new motorway.  
 B Have you finished \_\_\_\_\_ **for** the party?  
 C The government shows a lack of \_\_\_\_\_ **for** our problems.
- 3 A Protestors \_\_\_\_\_ **to** a small area by the police all day.  
 B The FBI \_\_\_\_\_ **to** Coronado in one of its reports, and called him 'dangerous'.  
 C Why don't you \_\_\_\_\_ **to** my emails?



**'Why?' 'Because it's there!'***I can understand a text about ballooning.***Revision:** Student's Book page 59**1 Complete the sentences with an intensifying adverb formed from one of the two words in brackets.**

- 1 Reading the book, I was \_\_\_\_\_ struck by how lethal high-altitude ballooning can be. (compel / force)
- 2 The Eiger is so difficult to climb because of its \_\_\_\_\_ steep rock faces. (tantalise / ferocious)
- 3 We were \_\_\_\_\_ close to the summit when we had to turn back. (tantalise / force)

**2 Read the text quickly, ignoring the gaps. What is its main purpose?**

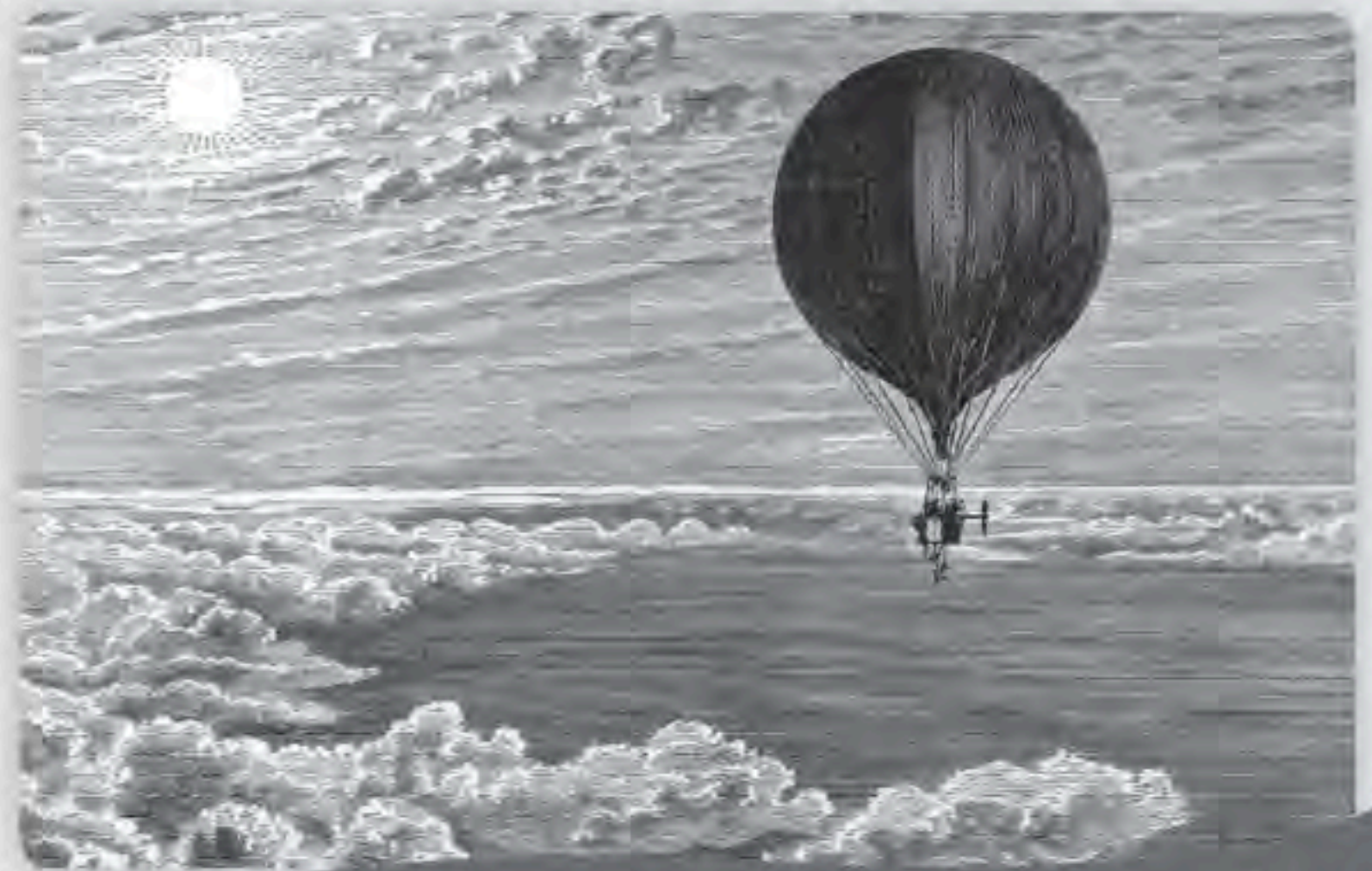
- A To give an introduction to the history of ballooning.
- B To review a recent book.
- C To explain the events of a ballooning accident.

**Reading Strategy**

In gapped text tasks, you sometimes have to choose carefully between two paragraphs and decide which is the most logical to fill the particular gap. Look for words and phrases which indicate the logical development of the text, e.g. adverbs of time and reason, words that express contrast, pronouns that point forwards or backwards to nouns, paraphrasing of vocabulary, repetition of names or ideas and the use of verb tenses.

**3 Read the Reading Strategy. Then read the text and match the missing paragraphs A–E with the gaps 1–4. There is one extra paragraph which you do not need.**

- A As the balloon lost air, it descended. Glaisher came round, and calmly started taking readings again. After landing in a field, the two men walked seven miles to the nearest pub – no doubt still feeling the effects of acute hypoxia.
- B They were alarmingly unprepared for the journey, and took off wearing light tweed jackets. Ascending quickly, they took readings and made entries in a log book.
- C It turns out that the history of early ballooning is one of daring, ingenuity and often breathtaking stupidity. As I read the book, I was forcibly struck by how fairly ordinary people had taken extraordinary risks – in the name of science, exploration or plain one-upmanship.
- D The history of scientific exploration is full of unlikely heroes, and also of rogues who wish to profit from the work and reputations of others. Sometimes, the people who achieved the most received scant recognition.
- E By now, they were shivering uncontrollably and gasping for air. Frostbite was setting in on their exposed hands and faces. The men could no longer see well enough to read their instruments. Then Glaisher blacked out.

**Falling Upwards**

In the weeks before my one-and-only balloon flight in 2017, a friend gave me Richard Holmes's seminal work about the history of ballooning, *Falling Upwards: How we Took to the Air*. Holmes's beautifully written account takes readers from the early balloon flights of the 1780s to the first successful round-the-world attempt in 1999.

1 \_\_\_\_\_

The book contains a wealth of such extraordinary tales, but my personal favourite is that of scientists Coxwell and Glaisher's near-fatal flight in 1862. The two men proposed to take measurements of temperature, pressure and humidity at different altitudes. They took off on 5 September, intending to reach the upper atmosphere. Even Coxwell – an experienced balloonist – was completely ignorant about the dangers they faced.

2 \_\_\_\_\_

After nineteen minutes aloft, the pair had reached an altitude of two miles, and the temperature was dropping fast. At four miles, hypoxia – a lack of oxygen in the blood – was taking its toll. They could hardly function well enough to write in their log. But amazingly, they kept going to their planned altitude of five and a half miles.

3 \_\_\_\_\_

Holmes's breathtaking account of what happens next reveals the desperate courage of a man facing death. With Glaisher unconscious, Coxwell perilously climbed out of the basket and up the rigging even though he was about to black out. Unable to use his hands, he pulled himself up by the elbows, opening the gas valve with his teeth.

4 \_\_\_\_\_

Like many people in Holmes's inspiring book, Coxwell and Glaisher illustrate the naivety of early aerial pioneers. These men may have stepped out into the unknown blissfully unaware of the risks, but having read the book, I was acutely aware of them when I finally stepped into a basket. I was also comically overdressed!



## Photo comparison

*I can describe, compare and speculate about photos.*

## Speaking Strategy

You should accustom yourself to:

- speaking for a minute on a subject without interruption
- using fillers (*Well, ...*) and paraphrasing (*It's kind of ...*) to help you keep pauses to a minimum.
- listening to other students speak for a minute and then commenting or asking questions based on what you have heard.

**1 Read the Speaking Strategy. Then complete the table with the phrases below.**

Actually, ... er / um ... How do you say? I suppose if you see what I mean it looks a bit like a ... it's similar to a ... Let's see those things that you ... What else? ... What I mean is ... you know You use it to ...

| Fillers to gain time | Paraphrasing when you don't know a word |
|----------------------|-----------------------------------------|
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |
|                      |                                         |

**2 Look at photos A and B and the task below. List the points that you would mention about each photo.**



Compare the photos and say what challenges you think these people face every day. What personal qualities might they have?

**3** **2.05** Listen to a student comparing photos A and B. Does she mention similar points to you?

**4** **2.05** Complete the sentences from the listening with 1–2 words. Then listen again and check your answers.

- 1 My initial \_\_\_\_\_ is that the photos appear to be quite different ...
- 2 ... in all \_\_\_\_\_ she's one of the construction workers.
- 3 It's highly \_\_\_\_\_ that there are many women working on her construction site ...
- 4 The \_\_\_\_\_ are that she suffers from prejudice ...
- 5 I \_\_\_\_\_ he runs into problems like this all the time.
- 6 ... I \_\_\_\_\_ if he gets very frustrated sometimes.
- 7 ... my \_\_\_\_\_ would be somewhere in Britain.

**5 Look at the task and photos C and D and make notes.**

Compare the photos and say what challenges you think these people face in their jobs. What personal qualities might they have?



**6 Do the exam task using your notes from exercise 5.**



## For and against essay

*I can write a for and against essay.*

## Writing Strategy

Make sure your essay has a clear, logical structure.

**Paragraph 1:** Introduction. Rephrase the question and/or give an example of the situation it describes to show that you have understood it.

**Paragraph 2:** Give two or three pros (arguments for). Include evidence and/or examples where appropriate.

**Paragraph 3:** Give two or three cons (arguments against). Include evidence and/or examples where appropriate.

**Paragraph 4:** Conclusion. Sum up the most important or convincing arguments and give your opinion.

## 1 Read the Writing Strategy. Then read the task and essay.

- How many pros and cons are mentioned?
- Which arguments are backed up by examples or evidence?

Some people think that one year's military service should be compulsory for everyone when they leave full-time education. What are the advantages and disadvantages of military service?

Many people believe that young men – and possibly women – should complete a year of military service after leaving school. There are some advantages to this, but also many drawbacks.

To begin with, it is sometimes argued that military service helps to build character by teaching people the military ethos of protecting others and working together for the greater good. By the same token, people often learn skills that they use in later life. For example, many people first get their driver's licence – or learn to cook and clean – in the military. Last but not least, some nations need manpower to defend themselves against hostile neighbours. Scrapping military service would jeopardise their security.

By contrast, many people maintain that military service prevents millions of young people from getting on with their lives. The reasoning is as follows: understandably, some people stay in higher education for years to avoid doing military service. Similarly, many employers are reluctant to give people permanent jobs until they've done their military service. In other words, military service has a much bigger impact on a person's life than the year they actually spend in uniform. Another compelling argument against military service is the obvious fact that people can be sent to war. There is a strong argument for saying that people who go to war should be career soldiers, who have accepted the risk.

To sum up, compulsory military service has some benefits for both countries and individuals. But overall, I feel that these benefits are outweighed by the serious impact on young people's lives.

2 Match the underlined words in the text with the words and phrases below.

In conclusion   in the same way   likewise   on the other hand  
people sometimes think that   to put it another way

## 3 Complete the sentences with the words below.

case   compelling   least   maintain   place   reasoning

- Some people \_\_\_\_\_ that having nuclear weapons is a good thing, but I disagree.
- The \_\_\_\_\_ for my argument against military service is as follows.
- Why don't I want to go out? Well, in the first \_\_\_\_\_, it's pouring with rain.
- Jess is a great colleague, a brilliant scientist, and last but not \_\_\_\_\_ – a true friend.
- The fact that you could die is, in my view, a \_\_\_\_\_ reason not to join the army.
- There's a strong \_\_\_\_\_ for compulsory military service in countries that share borders with hostile nations.

## 4 Read the task and make notes under the headings below. Think about pros and cons for the community as well as for people doing community service.

Some people argue that everyone should do a year of community service at some point in their lives. Discuss the advantages and disadvantages of compulsory community service.

## 1 Advantages of compulsory community service

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---

## 2 Disadvantages of compulsory community service

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---

## 3 Your opinion

---



---

## 5 Write your essay (220–260 words) using your notes from exercise 4.

## CHECK YOUR WORK

## Have you ...

- ☐ followed all the advice in the Writing Strategy?
- ☐ used some of the phrases from exercises 2 and 3?
- ☐ checked your spelling and grammar?



## Vocabulary

## 1 Match the words and phrases with the definitions.

asymmetric warfare atrocities border insurgency  
special forces terrorists

- 1 people who use violence against ordinary people to achieve political or religious aims \_\_\_\_\_
- 2 when two sides fight using very different weapons, manpower and strategies \_\_\_\_\_
- 3 unnecessary and cruel acts in a war – often involving killing or hurting civilians \_\_\_\_\_
- 4 the line that divides two countries or areas \_\_\_\_\_
- 5 when a group fights against the government and tries to take control of the country \_\_\_\_\_
- 6 troops who have extra training, weapons and skills \_\_\_\_\_

Mark:  / 6

## 2 Complete the text with the correct form of the words below.

catch come under deploy fall inflict mount put up  
wage

Afghan government soldiers in Mazar-e-Sharif  
1 \_\_\_\_\_ attack earlier today from Taliban fighters. A group of fighters 2 \_\_\_\_\_ the attack after entering a heavily fortified base dressed as soldiers. Many troops were 3 \_\_\_\_\_ in an ambush as they left Friday prayers at the base. The Taliban fighters 4 \_\_\_\_\_ heavy casualties in the first hours of the attack. Although most of them are now dead, the remaining Taliban are still 5 \_\_\_\_\_ fierce resistance. Afghan special forces have now 6 \_\_\_\_\_ to the base.

Mazar-e-Sharif, in Balkh province, is the third-largest city in Afghanistan. The Taliban have 7 \_\_\_\_\_ a war on Afghan forces in the area ever since the Taliban-led government 8 \_\_\_\_\_ from power in 2001.

Mark:  / 8

## 3 Choose the correct words to complete the mini-dialogues.

**Glen** Reece 1**mentioned** / **recommended** that you were really angry with me. It isn't true, is it?

**May** Yes, it is, actually. Sorry Glen, but I really 2**complain** / **object** to you spreading gossip about me.

**Ben** I 3**doubt** / **object** that we can go sailing this weekend. The weather's going to be bad.

**Max** I know. The sailing club 4**argued** / **advised** people not to go out sailing today.

**Dana** Did you 5**complain** / **resent** to the teacher that Rich had copied your essay?

**Liam** Yes, I did. But when she asked him about it, he 6**protested** / **denied** everything. In fact, he 7**claimed** / **conceded** that I had copied his essay!

Mark:  / 7

## Word skills

## 4 Complete the sentences with the correct prepositions.

- 1 Who is responsible \_\_\_\_\_ this scandal?  
a on b for c of
- 2 The threat \_\_\_\_\_ big fines deters people from speeding.  
a of b from c for
- 3 Peaceful protest is preferable \_\_\_\_\_ more violent actions.  
a to b with c against
- 4 The police warned people \_\_\_\_\_ damaging property.  
a for b against c from
- 5 You'll have to improve \_\_\_\_\_ that performance if you want to stay in the team.  
a with b on c about
- 6 I differ \_\_\_\_\_ Mandy on my view of eco-terrorism.  
a to b against c with

Mark:  / 6

## 5 Complete the extracts from a student's photo-description task with the words below.

a kind of actually not sure suppose what else  
what I mean

The people in photo 1 are meeting in a park and relaxing or exercising. I 1 \_\_\_\_\_ it's early in the morning because of the light. The people are all dressed casually, and a couple of them are playing a game. I'm 2 \_\_\_\_\_ what the sport is in English, but it's 3 \_\_\_\_\_ badminton without a racket – if you see 4 \_\_\_\_\_, 5 \_\_\_\_\_, this sport is very popular in Shanghai, where I come from. Um ... 6 \_\_\_\_\_? I imagine they come here often, and ...

Mark:  / 6

## 6 Choose the correct words to complete the extracts from students' photo-description tasks.

'My initial 1**expression** / **impression** of the photo is that it's terrifying because the workers are up so high. But no 2**doubt** / **chance** they're used to working on high buildings.'

'The man's 3**impression** / **expression** suggests that he's thinking hard about something. My best 4**imagine** / **guess** would be that he's just received some important news.'

'It's not 5**daresay** / **clear** where the photo is taken, but my guess would be Ukraine. I think the people in the photo know each other. The 6**chances** / **doubts** are they're great friends.'

Mark:  / 6



## Grammar

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

- I really hate \_\_\_\_\_ (make) to wait for a table at a restaurant.
- You \_\_\_\_\_ (give) a pay rise after six months if you perform well in the job.
- \_\_\_\_\_ (name) FIFA Footballer of the Year is a great honour, even for a world-famous player like Ronaldo.
- Ai Weiwei \_\_\_\_\_ (see) as one of the most important artists living today.
- The film *La La Land*, \_\_\_\_\_ (write) by Damien Chazelle, is a hugely successful romantic musical.
- It \_\_\_\_\_ (rumour) that Stephen Spielberg is working on a top-secret new film project.

Mark:  / 6

8 Complete the sentences with the correct form of the words in brackets. Use the auxiliary passive.

- I \_\_\_\_\_ (everything / explain) to me earlier, so I know what I have to do.
- Rachel \_\_\_\_\_ (her bag / steal) last year so now she always keeps it in her locker.
- We \_\_\_\_\_ (the email / translate / for us) by a friend because it was in Japanese.
- I often order books on the internet, and I \_\_\_\_\_ (them / send) to my home address.
- The Queen \_\_\_\_\_ (her portrait / paint) this week. It'll take several days to complete.
- They're a local band, but they're really good – they \_\_\_\_\_ (their concert / show on TV / last year).

Mark:  / 6

9 Complete the second sentence so that it means the same as the first. Use *it* and the words in brackets.

- We really enjoyed getting to know you. (lovely)  
\_\_\_\_\_ meet you.
- If you love the warm weather, why not go on holiday to Thailand? (like / hot)  
If \_\_\_\_\_, why not go on holiday to Thailand.
- We must get here on time tomorrow. (necessary / arrive)  
\_\_\_\_\_ on time tomorrow.
- I think it's impolite for people to spit in the street. (see / very rude)  
I \_\_\_\_\_ that people spit in the street.
- It isn't easy for Tim to sleep when it's hot. (find / difficult)  
Tim \_\_\_\_\_ when it's hot.
- You should apologise to Jack. (owe / to Jack)  
You \_\_\_\_\_ to apologise.

Mark:  / 6

## Use of English

10 Choose the correct words to complete the text.

- |                 |            |            |
|-----------------|------------|------------|
| 1 a from        | b to       | c against  |
| 2 a What        | b It       | c When     |
| 3 a of          | b from     | c for      |
| 4 a that        | b has      | c when     |
| 5 a was         | b are      | c had been |
| 6 a is regarded | b was made | c printed  |
| 7 a to take     | b to take  | c taken    |
| 8 a of          | b from     | c for      |

Mexican photographer Javier Manzano is opposed <sup>1</sup> \_\_\_\_\_ violence of any kind, but he has risked his life to record conflict in Mexico and in Afghanistan and Syria.

In 2011, Manzano documented the vicious fighting between rival Mexican drug gangs. <sup>2</sup> \_\_\_\_\_ was very risky to get close to the Mexican underworld – whose members are responsible <sup>3</sup> \_\_\_\_\_ hundreds of murders every year – but Manzano's work won him the World Press Photo Award.

A year later, Manzano was running down alleys and dodging snipers in Aleppo, Syria. It was here <sup>4</sup> \_\_\_\_\_ he took an iconic photograph of two soldiers of the Free Syrian Army fighting in a dark, ruined building. The men were illuminated by shafts of light coming through holes which <sup>5</sup> \_\_\_\_\_ shot through a metal wall. Manzano won the prestigious Pulitzer Prize for this image, which <sup>6</sup> \_\_\_\_\_ as one of the best photos <sup>7</sup> \_\_\_\_\_ during the fighting in the city. Today, Manzano still travels to conflict zones, photographing the civilian victims <sup>8</sup> \_\_\_\_\_ wars, and the young soldiers who fight and die in them.

Mark:  / 8

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                             | ★ | ★★ | ★★★ |
|-------------------------------------------------------------|---|----|-----|
| I can talk about military conflicts.                        |   |    |     |
| I can use passive structures.                               |   |    |     |
| I can understand people talking about arguments.            |   |    |     |
| I can use a range of structures with <i>it</i> .            |   |    |     |
| I can use a range of dependent prepositions.                |   |    |     |
| I can understand texts about mountaineering and ballooning. |   |    |     |
| I can describe, compare and speculate about photos.         |   |    |     |
| I can write a for and against essay.                        |   |    |     |



## Vocabulary

A

## Life's too short

*I can talk about dreams and ambitions.*

- 1 Cross out the verb in each sentence that does not collocate with the noun.
- A She **met** / **reached** / **realised** her target of competing in an international sports event.
- B He **accomplished** / **achieved** / **met** his aspiration of performing on the stage.
- C He **attained** / **fulfilled** / **reached** his goal of successfully conducting an experiment.
- D He **achieved** / **accomplished** / **completed** his mission of setting up his own company.
- E She **accomplished** / **attained** / **completed** her objective of making two records.
- F She **fulfilled** / **met** / **realised** her dream of sailing single-handedly around the world.
- G He **achieved** / **reached** / **realised** his ambition of exhibiting some of his work.
- H She **achieved** / **attained** / **fulfilled** her aim of becoming a member of parliament.
- 2  2.06 Listen to a radio programme about people who achieved important goals early in life. Write their ages at the time they achieved these goals.
- Gaten Matarazzo, aged \_\_\_\_\_
  - Vanessa-Mae, aged \_\_\_\_\_
  - Kieron Williamson, aged \_\_\_\_\_
  - Jamie Edwards, aged \_\_\_\_\_
  - Shubham Banerjee, aged \_\_\_\_\_
  - Proscovia Alengot Oromait, aged \_\_\_\_\_
  - Laura Dekker, aged \_\_\_\_\_
  - Gaurika Singh, aged \_\_\_\_\_
- 3  2.06 Listen again and match people 1–8 in exercise 2 with sentences A–H in exercise 1.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- 4 Complete the second sentence so that it means the same as the first. Use a time idiom. Write no more than six words and include the word in brackets.
- We enjoyed ourselves very much in Ibiza. (lives)  
We \_\_\_\_\_ in Ibiza.
  - I dislike people who shout a lot. (no)  
I \_\_\_\_\_ people who shout a lot.
  - We got to the hospital just before something bad happened. (nick)  
We got to the hospital \_\_\_\_\_.
  - Harry got the job as he was in the best position to take advantage of the opportunity. (right)  
Harry got the job as he was in the \_\_\_\_\_.
  - You'll eventually learn to accept the situation. (in)  
You'll learn \_\_\_\_\_.
  - My aunt didn't travel in her youth, but she's compensating now for the wasted years. (lost)  
My aunt didn't travel in her youth, but she's \_\_\_\_\_ now.
  - Getting the project done is going to be something that has to be done quickly. (race)  
Getting the project done is going to be \_\_\_\_\_.
  - People expected that musician to have died by now. (borrowed)  
That musician \_\_\_\_\_.
- 5 Replace the verbs in bold with the synonyms below.
- circumnavigate conduct endure master pilot retrace scale traverse
- Naomi James was the first woman to **sail around** the world single-handed. \_\_\_\_\_
  - Junko Tabei was the first woman to **climb** Everest. \_\_\_\_\_
  - Koko the gorilla is the first animal to **learn** sign language. \_\_\_\_\_
  - Ernest Shackleton was not the only explorer to **lead** an expedition to the Antarctic. \_\_\_\_\_
  - Robert Scott had to **suffer** great hardship in his attempt to reach the South Pole. \_\_\_\_\_
  - Amelia Earhart was the first woman to **fly** a plane solo across the Atlantic ocean. \_\_\_\_\_
  - Harriet Chalmers Adams was one of the first explorers to **follow** the steps of Christopher Columbus in Haiti. \_\_\_\_\_
  - Sir Ranulph Fiennes was the first person to **cross** Antarctica on foot. \_\_\_\_\_





# Relative clauses and reduced relative clauses

*I can use relative clauses and reduced relative clauses.*

## 1 Join the sentences with a suitable relative clause. Omit the pronoun where possible.

- The London Marathon is held in spring. It's a fundraising event.  
\_\_\_\_\_
- That's the woman. She gave me lift home.  
\_\_\_\_\_
- They've set up a crowdfunding site. It has raised over £2,000 so far.  
\_\_\_\_\_
- Angelina Jolie's most famous role is Lara Croft. She is also a film director.  
\_\_\_\_\_
- We bought some bracelets. The local women had made them.  
\_\_\_\_\_

## 2 Rewrite the sentences beginning with the words in bold. Use relative clauses and an informal style, where possible.

- The thieves broke into **the house**. It's owned by a wealthy banker.  
\_\_\_\_\_
- The people** let me down. I'd been doing the project with them.  
\_\_\_\_\_
- The books hadn't been written in. **We gave** them to the teacher.  
\_\_\_\_\_
- The flat is shared by four students**. They're all studying music.  
\_\_\_\_\_
- I've been looking forward to **the party** all week. It's at Beth's house.  
\_\_\_\_\_
- My aunt gave me two books for my birthday**. I'd read both of them before.  
\_\_\_\_\_

## 3 Complete sentences 1–6 with the clauses below. Use relative pronouns and make any other changes. Add commas where necessary.

he had been hired at the last moment  
it is based on a true story  
it is playing in the background  
it was given last night it was light at first  
they were waiting at the stage door

- The profits from the concert \_\_\_\_\_ are all going to charity.
- The comedian \_\_\_\_\_ turned out to be hilarious.
- The song \_\_\_\_\_ is by one of my favourite bands.
- His new film \_\_\_\_\_ will be released in the autumn.
- The fans \_\_\_\_\_ were unaware that the musicians had already left.
- The rain \_\_\_\_\_ soon became a deluge, and the audience had to run for cover.

## 4 Rewrite the sentences in exercise 3 using reduced relative clauses.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 5 Complete the text. Write one word in each space.

<sup>5</sup> \_\_\_\_\_ Jarre's idea did not seem so absurd. Together, they started the crowdfunding page Love Army For Somalia. Meanwhile, vlogger Casey Neistat, <sup>6</sup> \_\_\_\_\_ YouTube channel is subscribed to by millions, created a video about the campaign, <sup>7</sup> \_\_\_\_\_ was published on 17 March. Later the same day, Turkish Airlines agreed to provide a plane, setting 27 March as the day <sup>8</sup> \_\_\_\_\_ which the flight would be made. By that date, Love Army For Somalia had raised over \$2.5 million. The food delivery was made just two weeks after Jarre's initial plea.

On 15 March 2017, Vine and Snapchat star Jérôme Jarre got a call from a volunteer in Somalia, <sup>1</sup> \_\_\_\_\_ had seen a little girl die of thirst. This is not uncommon in the East African country as it is prone to famine, the worst <sup>2</sup> \_\_\_\_\_ which occurred in 2011, when 260,000 people died. Jarre's response was to record a message on Twitter <sup>3</sup> \_\_\_\_\_ which he outlined his 'crazy plan' to fill a plane with food and send it to Somalia. Discovering that Turkish Airlines is the only airline <sup>4</sup> \_\_\_\_\_ flies there, Jarre asked his followers to lobby the airline under #TurkishAirlinesHelpSomalia. His message reached actor Ben Stiller and sportsman Colin Kaepernick, to





## Against all odds

*I can understand and react to a radio programme about female explorers in history.*

Revision: Student's Book page 67

- 1 Circle the two synonyms that complete each sentence correctly.

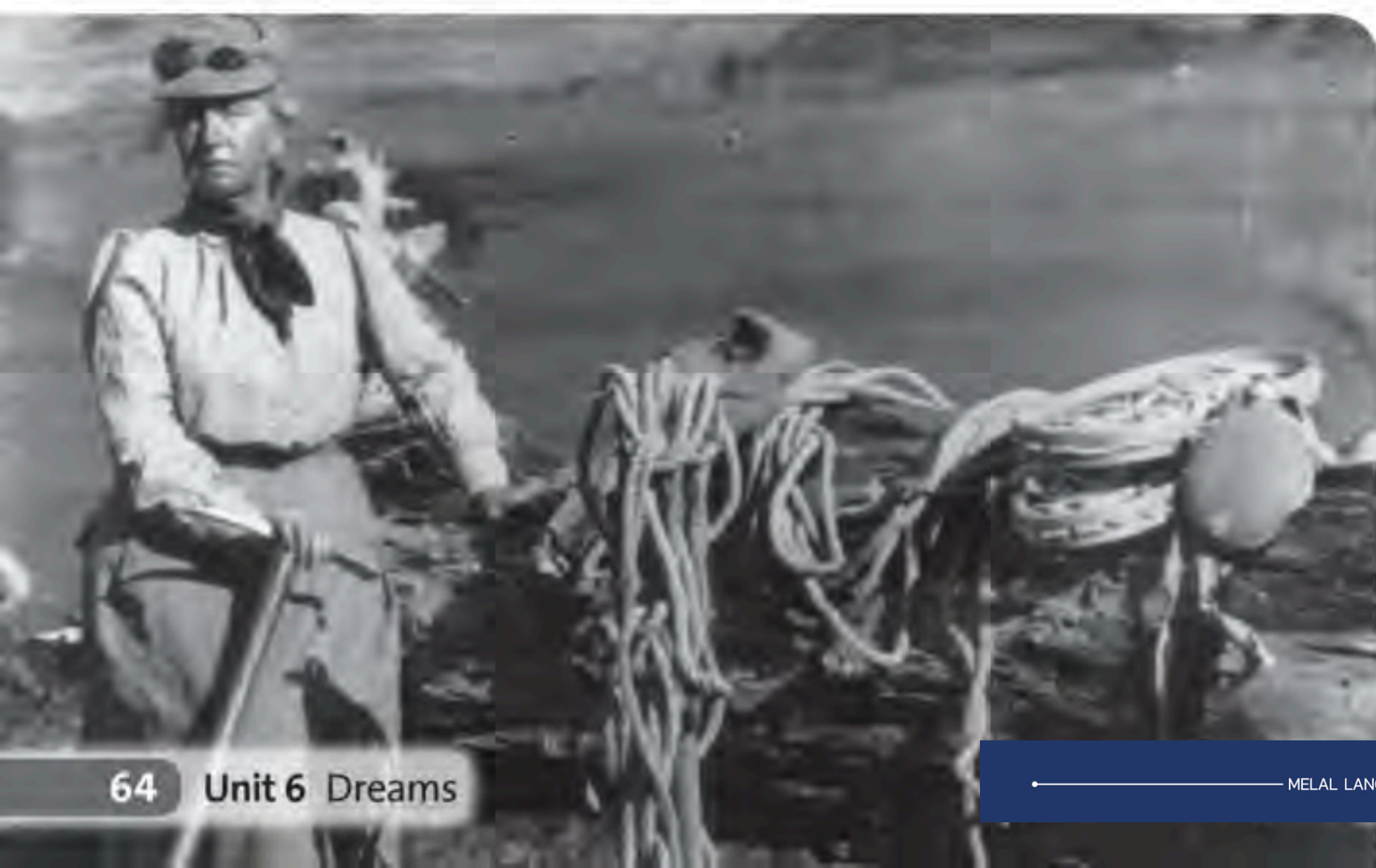
- Mary Kingsley travelled to Africa when it was thought **becoming** / **fitting** / **improper** / **unsuitable** for women to travel alone.
- Marco Polo must have had numerous **dismal** / **dreary** / **hair-raising** / **thrilling** adventures during the 24 years he spent travelling through Asia.
- Annie Smith Peck was criticised heavily by the **intolerant** / **liberal** / **narrow-minded** / **unbiased** press for the trousers she wore when climbing.
- Mary Moffat was the **cowardly** / **fainthearted** / **fearless** / **valiant** wife of David Livingstone, who accompanied her husband on many of his travels.
- Captain James Cook was commissioned to lead a voyage to the Pacific because of his reputation as a/an **distinguished** / **great** / **insignificant** / **unknown** sailor.
- Dutch explorer Alexandrine Tinné began her first expedition **alone** / **chaperoned** / **escorted** / **unaccompanied** by her mother and aunt.

### Listening Strategy

In a true or false listening task, the statements may contain words that are synonyms or antonyms of words in the recording. While you are listening, look out for synonyms and antonyms for the key information.

- 2  2.07 Read the Listening Strategy and listen to a short biography of American explorer Fanny Bullock. Are the sentences true or false?

- Fanny Bullock had never tried climbing until she met her husband. \_\_\_\_\_
- Once they were married, the couple moved to a more mountainous state in the US. \_\_\_\_\_
- Fanny Bullock's husband was rather narrow-minded. \_\_\_\_\_
- Fanny was renowned for her fearless approach to climbing mountains. \_\_\_\_\_



- 3  2.08 Listen to a radio documentary about globetrotter Annie Londonderry. What three means of transport did she use on her world trip?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 4  2.08 Listen again. Are the sentences true (T) or false (F)?

- Annie Londonderry was escorted by her husband on her trip around the world. \_\_\_\_\_
- She initially obtained money for the trip through advertising. \_\_\_\_\_
- Cycling wasn't yet fashionable at the end of the 19th century. \_\_\_\_\_
- Annie made little progress at the start of her journey as she was too big for her bike. \_\_\_\_\_
- She had to get off the ship every time it stopped to complete the stipulated number of kilometres she had agreed to ride. \_\_\_\_\_
- Annie was a very talented businesswoman. \_\_\_\_\_
- She wasn't always truthful about her exploits when she spoke in public. \_\_\_\_\_
- The speaker considers Annie's headline dramatic, but not misleading. \_\_\_\_\_

- 5 Complete the pairs of sentences with the same verb in a different form, either as a present participle, a past participle or a perfect participle. Use the verbs below.

buy know leave lose take wear

- a \_\_\_\_\_ the hint, we finished our drinks and left.  
b \_\_\_\_\_ by a professional, the photos can be purchased online.
- a \_\_\_\_\_ his voice, he cancelled the performance.  
b \_\_\_\_\_ in thought, she didn't hear my question.
- a \_\_\_\_\_ the suit only once, he'd now like to sell it.  
b \_\_\_\_\_ high heels, she walked carefully down the stairs.
- a \_\_\_\_\_ tickets for the concert, I bumped into my neighbour.  
b \_\_\_\_\_ in advance, concert tickets are usually cheaper.
- a \_\_\_\_\_ the stage, she tripped and fell.  
b \_\_\_\_\_ the stage, she changed out of her costume.
- a \_\_\_\_\_ Tom, he'll be at the front of the queue.  
b \_\_\_\_\_ for his antics, the guitarist did not disappoint.



# Modal verbs: speculation

*I can speculate about different possibilities.*

## 1 Complete the sentences with the correct modal verbs in brackets.

- That \_\_\_\_\_ be my mum calling. I didn't tell her I was going to be late. (can / can't / will)
- I'd take a jacket if I were you. It \_\_\_\_\_ get cold later on. (must / may / can't)
- Carl \_\_\_\_\_ still be playing football. The match finished ages ago. (can't / may / will)
- You \_\_\_\_\_ have no problems passing. Physics is your best subject. (could / must / should)
- The weather \_\_\_\_\_ be rather unpredictable here. One minute the sun's out and the next it's raining. (can / could / will)
- I suppose Lisa \_\_\_\_\_ be waiting at the other exit. We didn't say exactly where we'd be. (can / might / must)
- Your dad \_\_\_\_\_ have a very demanding job. He always looks exhausted. (might / must / should)
- Let's watch the documentary on TV tonight. It \_\_\_\_\_ be interesting. (can / can't / could)

## 2 Complete the sentences with the words in brackets. Use the modal verb with a perfect, perfect continuous or passive infinitive.

- Look at all those puddles. It \_\_\_\_\_. (must / rain)
- Why didn't you say you had a problem? I \_\_\_\_\_ you. (could / help)
- I'm surprised her sister isn't here. She \_\_\_\_\_. (can't / invite)
- Where's Ian? He \_\_\_\_\_ by now. (should / arrive)
- I can't find my wallet. I think it \_\_\_\_\_. (may / steal)
- Of course she didn't pick up the phone. She \_\_\_\_\_ (will / drive) home from work!
- I think I \_\_\_\_\_ my keys in the front door. (might / leave)

## 3 Complete the second sentence so that it means the same as the first. Use the modal verbs below. Write between three and six words.

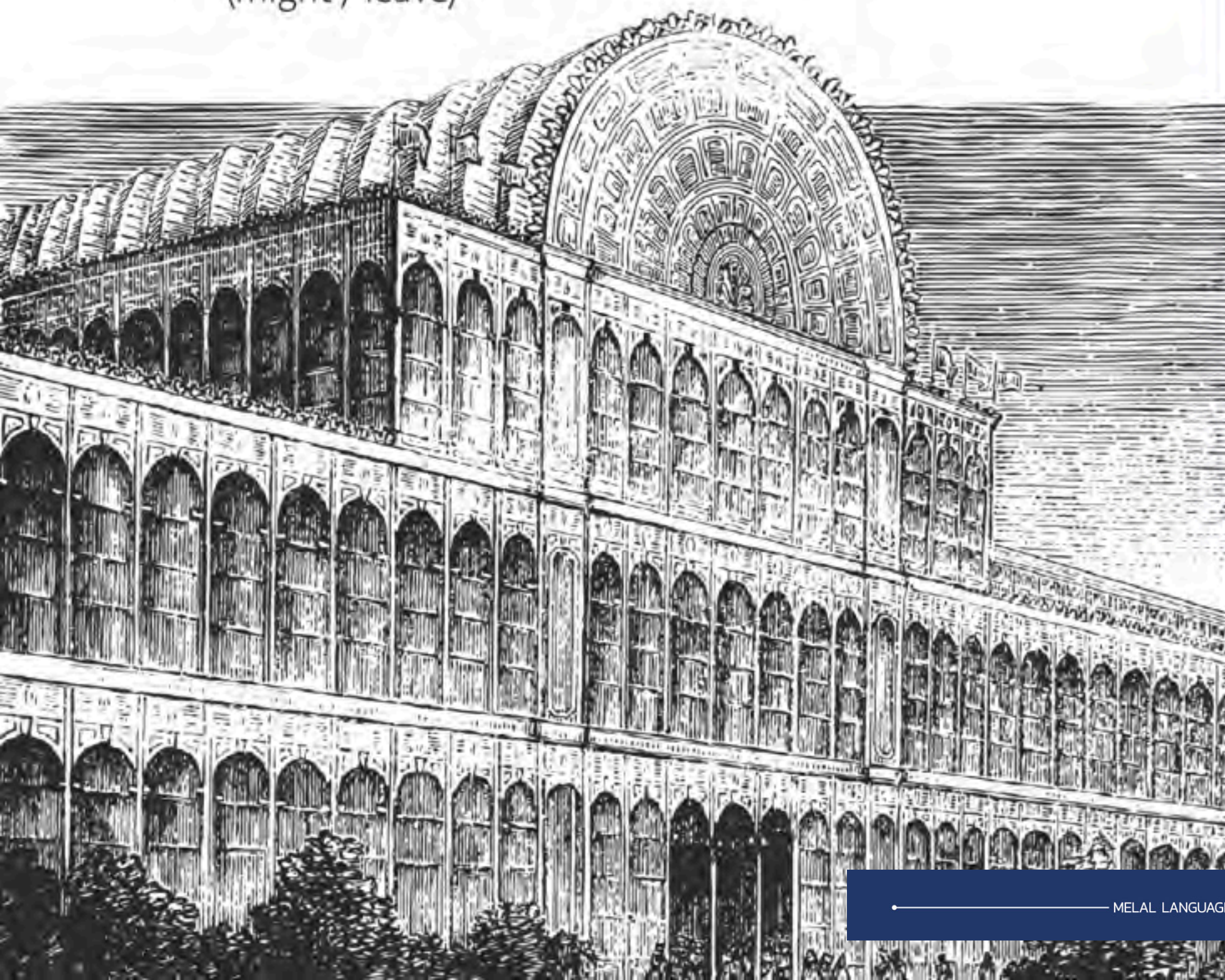
can can't may not must should won't

- I'm sure you weren't listening to me.  
You \_\_\_\_\_.
  - It's freezing! I'm sure you left a window open.  
It's freezing! You \_\_\_\_\_.
  - Their plane is due, so I expect they're landing now.  
Their plane is due, so they \_\_\_\_\_.
  - In spring, it's common to see lambs in the fields.  
In spring, lambs \_\_\_\_\_.
  - It's possible they haven't received your application.  
Your application \_\_\_\_\_.
  - I know they haven't marked our exams yet.  
Our exams \_\_\_\_\_.
- 4 USE OF ENGLISH** Complete six of the gaps in the text with the modal verbs below and two of the gaps with additional words.

can can't could must should will

## The Crystal Palace Fire

Built to house the Great Exhibition of 1851, Crystal Palace <sup>1</sup> \_\_\_\_\_ have been an impressive sight when it was finished. The opening ceremony, performed by Queen Victoria, <sup>2</sup> \_\_\_\_\_ certainly have drawn crowds from all over the country and beyond. On the evening of 30 November 1936, however, disaster struck when the general manager, Sir Henry Buckland, was walking his dog. Sir Henry may <sup>3</sup> \_\_\_\_\_ been admiring the Palace from a distance when he noticed a red glow. Rushing inside, he found two employees trying to extinguish a small fire. Because of its size, the three men thought they <sup>4</sup> \_\_\_\_\_ be able to put it out by themselves. It <sup>5</sup> \_\_\_\_\_ have been as easy as they expected, however, because they had to call the fire brigade an hour later. By then, the fire had rapidly spread. Generally, old buildings <sup>6</sup> \_\_\_\_\_ contain a great deal of flammable material, and the old dry timber flooring of the Palace will have <sup>7</sup> \_\_\_\_\_ consumed in minutes. Soon the building was utterly destroyed. The cause of the fire has never been ascertained, but some say there's a chance it <sup>8</sup> \_\_\_\_\_ have been arson. The only thing for sure is that a beautiful building was lost to the world that night.





## Phrasal verbs (2)

*I can recognise and use literal and idiomatic phrasal verbs correctly.*

**1 Read the sentences. Do the phrasal verbs have a literal meaning (L) or an idiomatic meaning (I)?**

- I've made a list of people to invite to my party. I hope I haven't left anyone out! \_\_\_\_\_
- My little sister was really excited when her first tooth fell out. \_\_\_\_\_
- I didn't manage to get up in time to walk to school, so I got the bus instead. \_\_\_\_\_
- Daisy isn't really upset; she's putting it on to get some sympathy. \_\_\_\_\_
- I think that chicken has gone off; it smells funny. \_\_\_\_\_
- Did you remember to switch off all the electrical appliances before we left home? \_\_\_\_\_

**2 Rewrite the underlined phrases as phrasal verbs. Use the correct form of six of the verbs below.**

get on get over go down make up put out settle down  
take in take off



- I tried to invent a good excuse for being late, but I couldn't think of one.  
\_\_\_\_\_
- I'm not ready to start having a quieter way of life and have a family yet.  
\_\_\_\_\_
- The Prime Minister has published a statement denying accusations of corruption within the party.  
\_\_\_\_\_
- His parents invested a lot in his education in the hope that he would be successful in a career.  
\_\_\_\_\_
- Starting a new company was hard, but we dealt with our difficulties as best we could.  
\_\_\_\_\_
- Her singing career became successful when she appeared on a TV talent show.  
\_\_\_\_\_

**3 Complete the sentences with the correct form of the phrasal verbs in exercise 2. Remember the phrasal verbs have a different meaning.**

- I wanted to ask David about his job interview, but he \_\_\_\_\_ before I had the chance.
- It took my grandmother longer than she expected to \_\_\_\_\_ her knee operation.
- There's no need to give me a lift home. I don't want to \_\_\_\_\_ you \_\_\_\_\_.
- When I'm revising, it gets to the point that I can't \_\_\_\_\_ any more \_\_\_\_\_.
- My joke \_\_\_\_\_ very well. Nobody laughed!
- Sam's parents are worried because he \_\_\_\_\_ very well at school this year.
- The teacher waited for us to \_\_\_\_\_ before starting the class.
- I \_\_\_\_\_ for having a day off by studying all weekend.

**VOCAB BOOST!**

Phrasal verbs often have multiple idiomatic meanings. When you look up a phrasal verb in the dictionary, read through all the meanings and write an example sentence for each one.

**4 Read the *Vocab Boost!* box. Then look at the two phrasal verbs below. Match definitions 1–8 with sentences A–H.**

**come up**

- be going to happen very soon \_\_\_\_\_
- be mentioned or discussed \_\_\_\_\_
- happen \_\_\_\_\_
- rise \_\_\_\_\_

- Your name came up in conversation yesterday.
- She's excited because her birthday's coming up.
- The room is filled with light as the sun comes up.
- Something's come up so I can't see you tonight.

**get through**

- deal with something difficult \_\_\_\_\_
  - be connected by phone \_\_\_\_\_
  - finish doing something \_\_\_\_\_
  - be successful in an exam \_\_\_\_\_
- I finally got through to Jenny on her mobile.
  - If the animals can get through the winter, they will reproduce in spring.
  - We got through the exams without any problems.
  - We got through everything early and went home.



## I have a dream

*I can understand and react to the opinions of four people on a historic decision.*

## Revision: Student's Book page 70

## 1 Match words 1–8 with their synonyms a–h.

- |                       |                     |
|-----------------------|---------------------|
| 1 condemn _____       | a attitude          |
| 2 consternation _____ | b be a sign of      |
| 3 converge _____      | c come together     |
| 4 demeanour _____     | d criticise         |
| 5 dire _____          | e insignificant     |
| 6 foreshadow _____    | f make strong again |
| 7 negligible _____    | g critical          |
| 8 revive _____        | h anxiety           |

## Reading Strategy

In this task you have to read four texts to identify similar or different opinions and attitudes. Take each question in turn and follow the procedure below:

- 1 Underline the key words in the question.
- 2 Note whether you need to find a similar or a different opinion.
- 3 Find and underline the opinion in the text specified in the question. If no text is specified, read all the texts.
- 4 Find and underline the same opinion in the other three texts.
- 5 Compare the opinions and choose the correct answer.

## 2 Skim the text quickly. Which of the four experts are pro-Brexit?

# BREXIT:

## what next?



## 3 Read the Reading Strategy. Follow the instructions in the Strategy to match the experts A–D with questions 1–4. The experts may be chosen more than once.

Which expert ...

- 1 disagrees with George Phillips about the value for money of being in the EU? \_\_\_\_\_
- 2 has a different opinion from Chris Holmes about the nature of future trade deals with non-EU members? \_\_\_\_\_
- 3 shares the same view as Sylvia Chalmers about the importance of rigorous checks at ports and airports? \_\_\_\_\_
- 4 disagrees with Chalmers about the possibility of a beneficial trade agreement between the UK and the EU? \_\_\_\_\_

### Four experts give their opinions on the pros and cons for the UK of leaving the EU.

## A CHRIS HOLMES

In my view, Brexit will have a devastating effect on the UK economy. Granted, membership of the EU wasn't cheap, but access to the single market, which exempts member states from paying tariffs on imports and exports within the EU, more than made up for the expense. Now, a whole new set of agreements will have to be drawn up. A free-trade deal with Europe is unlikely, as the EU will want to deter other member states from breaking away. Having left the union, the UK will also have lost much of its bargaining power to establish agreements with other world powers.

## B SYLVIA CHALMERS

Weighing up the pros and cons, I am inclined to come down on the side of Brexit. In my opinion, concerns about trade agreements are unfounded because of the large deficit the UK has with the EU. The fact that the UK imports more than it exports means that it is in Europe's interest to maintain tariff-free trading if the UK leaves the single market. A more pressing issue for me is border security and the question of who and what should be allowed to enter the country. Leaving the EU will allow the UK to regain control of its borders and determine who and what can and can't come in.

## C GEORGE PHILLIPS

As far as I can see, the UK will be much better off without the EU. Not only did it cost a fortune to be a part of Europe – some estimates put the figure at around £200 billion – but being a member state also had other drawbacks. For over four decades, the UK had to go along with wasteful and expensive EU regulations, such as those of the Common Agricultural Policy. I believe Brexit will bring some clear-cut advantages to the UK, such as favourable trade agreements with influential countries like China, India and the US and renewed control over fishing rights around its coast.

## D AMANDA SHAW

The most disastrous effect of Brexit for me is the threat it poses to freedom of movement. Until now, EU residents have been able to live and work freely anywhere else in the bloc, not only increasing their job opportunities but also broadening their horizons. While security at customs is obviously an issue to be taken seriously, immigration to the UK appears to have created a more diverse national culture and a better-qualified workforce. Since Brexit, however, both the EU citizens currently working in the UK and the Brits settled in other EU member states are fearful about their future.



*I can use a range of discourse markers to give my opinion in a debate.*

**'All of our dreams can come true if we have the courage to pursue them.'**

Walt Disney



- 1 Read the quote. Do you agree or disagree with the statement?

### Speaking Strategy

In a debate, you have some time to plan your answer. Decide if you are for or against the statement and think of four or five arguments to support your view. Start with one of your weaker arguments and move onto the stronger ones as the conversation progresses.

- 2 2.09 Read the Speaking Strategy. Then listen to a student giving his view about the quote in exercise 1. Does he agree or disagree with the statement? Complete his arguments.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

- 3 Which do you think is the speaker's weakest and strongest argument?

Weakest argument: \_\_\_\_\_

Strongest argument: \_\_\_\_\_

- 4 Cross out the incorrect discourse marker in each group. Add it to the correct group.

#### 1 Adding further information

As well as that. ... For one thing, ...  
What's more, ... \_\_\_\_\_

#### 2 Announcing the subject in advance

As for ..., As far as ... is concerned,  
It's true, ... \_\_\_\_\_

#### 3 Clarifying

I mean, ... Still, ...  
in other words, ... \_\_\_\_\_

#### 4 Concession

Regarding ..., Certainly, ...  
Of course, ... \_\_\_\_\_

#### 5 Counter-argument

All the same, ... Even so, ...  
that is to say, ... \_\_\_\_\_

#### 6 Explaining the reason for something

As a result, ... Because of this, ...  
Broadly speaking, ... \_\_\_\_\_

#### 7 Generalising

On the whole, ... By and large, ...  
Besides, ... \_\_\_\_\_

#### 8 Structuring

To start with, ... For another thing, ...  
Consequently, ... \_\_\_\_\_

- 5 2.09 Listen again and circle the phrases you hear.

- 6 Read the speech disagreeing with the quote in exercise 1. Complete the speech with a suitable discourse marker. More than one answer may be possible.

1 \_\_\_\_\_, I'd like to say that I don't agree with the statement. 2 \_\_\_\_\_, it helps to have courage when pursuing your dreams, but other qualities are also necessary. 3 \_\_\_\_\_, I believe it is hard work that can make your dreams come true. If you work hard at school, you will be successful. 4 \_\_\_\_\_, the doors to many careers will be open to you. 5 \_\_\_\_\_, you will have to keep up the hard work. 6 \_\_\_\_\_ the dream itself, this must be realistic, 7 \_\_\_\_\_, it must be achievable. 8 \_\_\_\_\_, you must have a clear idea of the path you need to follow in order to achieve it.

- 7 Read the quote. Decide if you agree or disagree with the statement. Make notes on four or five points to support your argument.

'Keep true to the dreams of the youth.' (Friedrich Schiller, German playwright)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 8 Now do the task using your notes from exercise 7.



## An informal email

*I can show empathy in an informal email.*

You have received an email from an English friend.

*As for starting work next month, I'm dreading it! I'm terrified I won't fit in. What about you – how are you feeling about your new job? Are you doing anything special to prepare for the first day – if so, what?*

Write your email in reply.

- 1 Read the task and the email. Underline the two questions in the task and the answers in the email.

To: chris@email.com

Hi Chris,

Thanks for your email – it was great to hear from you! So good to hear you passed all your exams – congratulations on doing so well!

I know what you <sup>1</sup> \_\_\_\_\_ about dreading starting work. If it <sup>2</sup> \_\_\_\_\_, I feel exactly the same way. I keep on waking up in the middle of the night and wondering how I'll get through the first day. If it's any <sup>3</sup> \_\_\_\_\_, you aren't the only one who'll be getting up at the crack of dawn to trek across town! I still haven't decided yet whether to drive or go on public transport. At least if I get the train, I won't have to sit in a traffic jam for hours.

I see where you're <sup>4</sup> \_\_\_\_\_ from with the preparations – there's an awful lot to think about! I don't <sup>5</sup> \_\_\_\_\_ about you, but I've spent a fortune on clothes, because I really want to look the part. I've bought a new suit, a couple of shirts, a tie and some smart shoes. Apart from that, I've been thinking of questions I can ask my new colleagues when I meet them. I'm desperate to make a good impression and I really don't want to put my foot in it if I can avoid it.

Well, Chris, it's time for me to go. Enjoy your last week of freedom and try to stay cool. I'm sure <sup>6</sup> \_\_\_\_\_ will turn out all right in the end.

Let me know how it goes on Monday.

Best wishes,

Mike

- 2 Read the email again and complete the highlighted phrases for showing empathy 1–6.

- 3 Read the Writing Strategy. Then find expressions in the email to replace the phrases below.

- 1 manage to complete \_\_\_\_\_
- 2 very early in the morning \_\_\_\_\_
- 3 too much \_\_\_\_\_
- 4 have the right appearance \_\_\_\_\_
- 5 say or do the wrong thing \_\_\_\_\_
- 6 remain calm \_\_\_\_\_

## Writing Strategy

- Emails follow the same rules as letters: an opening greeting, clear paragraphing and a closing phrase.
- The style depends on the target reader. In the case of a friend, the style should be informal, but the language should be as sophisticated as in a letter. Use contractions instead of full forms, and a wide range of:
  - 1 phrasal verbs: *put up with* (tolerate)
  - 2 idioms: *have stars in your eyes* (dream of being famous)
  - 3 set phrases *Break a leg!* (Good luck with your acting!)

- 4 Complete the informal expressions.

- 1 Let's cross that \_\_\_\_\_ when we come to it.
- 2 Get \_\_\_\_\_ to me as soon as you can.
- 3 I guess it's time to call it a \_\_\_\_\_.
- 4 We're all in the same \_\_\_\_\_.
- 5 Give it your best \_\_\_\_\_ and see what happens.
- 6 I'm scared that I won't make the \_\_\_\_\_.
- 7 She's always a \_\_\_\_\_ wreck before exams.
- 8 I'm going to \_\_\_\_\_ at it until I can do it.

- 5 Read the task. Make notes about how you could answer the two questions.

You have received an email from an English friend.

*As for going travelling next month, I'm quite looking forward to it, but I'm afraid I'll get very lonely. How are you feeling about your trip? Are you doing anything special to prepare for the journey – if so, what?*

Write your email in reply.

- 6 Write your email (220–260 words), using your notes from exercise 5.

## CHECK YOUR WORK

## Have you ...

- ☐ used four paragraphs?
- ☐ used the appropriate informal style?
- ☐ included phrases for giving advice and showing empathy?
- ☐ checked the spelling and grammar?



## Vocabulary

## 1 Complete the film review with the words below.

against time for lost time in time no time nick of time  
of their lives on borrowed time

*Me, Earl and the Dying Girl* is a hugely successful comedy film about a relationship that becomes a race <sup>1</sup> \_\_\_\_\_. Greg's mother gives him the unenviable task of befriending Rachel and trying to 'cheer her up' after she's been diagnosed with an incurable disease. But since Rachel is living <sup>2</sup> \_\_\_\_\_, she doesn't want to waste her last days hanging around with a boy whom she hardly knows.

At first, Rachel has <sup>3</sup> \_\_\_\_\_ for Greg. But then, <sup>4</sup> \_\_\_\_\_, a friendship slowly develops. Wishing they had got to know each other earlier, they begin to make up <sup>5</sup> \_\_\_\_\_ by hanging out together every day. Then, along with Greg's buddy Earl, they have the time <sup>6</sup> \_\_\_\_\_ making comically bad home movies.

*Me, Earl and the Dying Girl* is a great film with some hilarious moments. Ultimately, dying tragically young doesn't fit well with the film being a comedy – so expect a late twist in the plot to arrive in the <sup>7</sup> \_\_\_\_\_ for Rachel.

Mark:  / 7

## 2 Complete the sentences. Choose the correct words from the pairs of antonyms below.

chaperoned / unaccompanied distinguished / insignificant  
dreary / hair-raising fearless / fainthearted  
liberal / intolerant unsuitable / fitting

- That politician has \_\_\_\_\_, racist views.
- It isn't \_\_\_\_\_ to wear shorts to a formal wedding.
- Ida Laura Pfeiffer was a brave, \_\_\_\_\_ explorer.
- Thousands turned out for the funeral of the \_\_\_\_\_ Nobel-prize-winning scientist.
- For a few \_\_\_\_\_ moments during the climb, Iva was left hanging by one hand above a 50-metre drop.
- Small children must be \_\_\_\_\_ when they travel.

Mark:  / 6

## 3 Circle one or two options to complete the sentences.

- I've managed to \_\_\_\_\_ most of my goals in life – with a lot of hard work and a little luck.  
a reach                      b attain                      c meet
- Suzie was able to \_\_\_\_\_ a long-standing dream when she finally met Miley Cyrus.  
a reach                      b fulfil                      c meet
- Special-forces soldiers were able to \_\_\_\_\_ their mission and return safely.  
a attain                      b complete                      c accomplish

- 4 After years of incredibly hard work, Salma \_\_\_\_\_ her ambition of competing in the Olympic Games.  
a realised                      b completed                      c achieved

- 5 Few of us are able to \_\_\_\_\_ all of our aspirations, but it's still important to set ourselves goals.

a complete                      b achieve                      c meet

- 6 In order to win the competition, you have to \_\_\_\_\_ all the objectives that we set for you in 24 hours.

a reach                      b complete                      c meet

Mark:  / 6

## Word skills

## 4 Complete the sentences. Use each phrasal verb twice.

fall out get over go off take off

- We don't know how the prisoner managed to \_\_\_\_\_ a four-metre-high wall and escape.
- The fire alarm \_\_\_\_\_, so we left the building.
- The doctor told me to \_\_\_\_\_ my shirt.
- Lucy and Tom aren't speaking. They've \_\_\_\_\_.
- Don't eat that cheese. It's \_\_\_\_\_.
- It took a while for our company to \_\_\_\_\_, but it's doing well now.
- My younger brother \_\_\_\_\_ of a tree and broke his arm.
- \_\_\_\_\_ the death of my pet dog wasn't easy at all.

Mark:  / 8

## 5 A student is discussing a quote by a famous person. Complete their words, writing one word in each gap.

To <sup>1</sup> \_\_\_\_\_ with, I don't really agree with the quote. As far as I'm <sup>2</sup> \_\_\_\_\_, it's not true that only imagination limits our aspirations. By and <sup>3</sup> \_\_\_\_\_, people's aspirations aren't met because of external factors. For one <sup>4</sup> \_\_\_\_\_, people need to earn money, marry, have children and so on. <sup>5</sup> \_\_\_\_\_ of this, they often have to put their dreams to one side. Besides, you can have aspirations that you simply don't have the talent to achieve. That is to <sup>6</sup> \_\_\_\_\_, if you're a mediocre musician, you'll never be a rock star. Even <sup>7</sup> \_\_\_\_\_, I do think that imagination can help us to achieve more of our goals.

Mark:  / 7

## Grammar

## 6 Write the two sentences as one with a relative clause.

- The film is about an old man. His life changes when he meets a refugee.  
\_\_\_\_\_
- Did you book that holiday? You were telling me about it last week.  
\_\_\_\_\_



## Review Unit 6

- 3 We'd been trekking non-stop for eight hours. At that point, we were exhausted.
- 4 At the end of the film, we see a coffee tin. There are Edward's ashes inside it.
- 5 People tend to worry about a lot of things. Most of them aren't very important in the end.
- 6 There may be a train strike. In that case, Dad will drive us.
- 7 'Hello' won a Grammy award in 2017. It's still one of my favourite songs.

Mark:  / 7

### 7 Write sentences using reduced relative clauses.

- 1 the play / be / show / today / is a romantic comedy
- 2 this / be / a memorial to soldiers / kill / in the war
- 3 the film / tell / the story of a man / kidnap / by gangsters
- 4 it / be / always great / see / someone / fulfil / their dream
- 5 the film / direct / by Ang Lee / star / Suraj Sharma
- 6 my mum / love / old photos / take / in black and white

Mark:  / 6

### 8 Choose the correct words to complete the dialogues.

- Leya** Gavin <sup>1</sup>**can hardly have / will have** forgotten about band practice because I sent him a text.
- Abi** He <sup>2</sup>**could have / might not have** got it.
- Leya** No, he got it – he replied straight away.
- Abi** He <sup>3</sup>**can / could** be stuck in traffic or something?
- Leya** No, he always cycles here, so it <sup>4</sup>**can't / could** be the traffic. There <sup>5</sup>**may / must** be another explanation.
- Man** The museum alarms <sup>6</sup>**should have / may have** gone off, but they didn't. I think the robbers <sup>7</sup>**can have / may have** hacked into the system.
- Guard** They <sup>8</sup>**may / can't** have entered our museum through this hole in the wall, because it's too small. There <sup>9</sup>**must / could** be another way in.
- Man** Unless the robbers <sup>10</sup>**will / could** have made that hole for a drone!

Mark:  / 10

## Use of English

### 9 Choose the correct words to complete the text.

- |                |                |                |
|----------------|----------------|----------------|
| 1 a quoting    | b to quote     | c quoted       |
| 2 a completing | b fulfilling   | c reaching     |
| 3 a go off     | b look forward | c get over     |
| 4 a what       | b that         | c which        |
| 5 a locating   | b located      | c it's located |
| 6 a may have   | b can't have   | c could have   |
| 7 a who        | b whom         | c they         |
| 8 a can't have | b must have    | c should have  |

'Live your dreams!' It's a piece of advice often <sup>1</sup>\_\_\_\_\_ but seldom followed. We all talk vaguely about <sup>2</sup>\_\_\_\_\_ the dreams on our 'bucket list', but how often do we actually <sup>3</sup>\_\_\_\_\_ and do it? I have a book with photos of some of the world's most amazing places, very few of <sup>4</sup>\_\_\_\_\_ I've seen. But last year, on my 50th birthday, I did something crazy – I asked a friend to open the book and pick any place at random, promising I would go there. She picked the Rainbow Mountains of Zhangye Danxia, <sup>5</sup>\_\_\_\_\_ in remote north-western China!

I <sup>6</sup>\_\_\_\_\_ asked her to pick somewhere closer to home, but something told me that visiting that place would change me. So, two months later, I found myself on a wind-blown hilltop, staring at those beautiful, surreal mountains. Next to me was a local guide <sup>7</sup>\_\_\_\_\_ seemed more interested in his tea than the staggering view. He <sup>8</sup>\_\_\_\_\_ seen these mountains every day of his life, but I was gobsmacked. There and then I made a decision to make up for lost time and see more of the world.

Mark:  / 8

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                                    | ★ | ★★ | ★★★★ |
|------------------------------------------------------------------------------------|---|----|------|
| I can talk about dreams and ambitions.                                             |   |    |      |
| I can use relative clauses and reduced relative clauses.                           |   |    |      |
| I can understand and react to a radio programme about female explorers in history. |   |    |      |
| I can speculate about different possibilities.                                     |   |    |      |
| I can recognise and use literal and idiomatic phrasal verbs correctly.             |   |    |      |
| I can understand and react to the opinions of four people on a historic decision.  |   |    |      |
| I can use a range of discourse markers to give my opinion in a debate.             |   |    |      |
| I can show empathy in an informal email.                                           |   |    |      |



## Reading

## Strategy

In the multiple-choice task you should first read the whole text to get an overall impression of it. Then you should read each question and underline the part of the text that refers to that question. You should then look at the options and decide which one answers the question.

- 1 Read the Strategy and the text in exercise 2. Which part of the text refers to question 1? Which option best answers the question?

- 2 Read the text and choose the correct answers (A, B, C or D).

## New device to clear landmines

Every year between 15,000 and 20,000 people are killed by landmines, and many more are injured. The UN has identified 78 countries where around 110 million of these highly dangerous explosives still lie hidden in the ground, one of the worst affected being Afghanistan. Little wonder, then, that the inventors of the latest device intended to rid the world of this curse are two Afghan brothers.

It was in the mid-1990s that Massoud and Mahmud Hassani were smuggled out of the war-torn country by their anxious mother. After trekking through Pakistan and Uzbekistan, they eventually reached Europe, and ultimately the Netherlands, where they settled and were granted Dutch citizenship. Here the brothers resumed their education before going on to gain university degrees and founding their own company, Hassani Design BV.

The brothers' original design for an anti-mine device was based on a toy they used to make as children. They would hunt in the rubbish for the right materials to make a ball that would roll along the ground in the wind. Once the toy was ready, they would race it against others made by their friends to see whose travelled fastest. The game was frequently interrupted because if the toys left the path, the children could not go after them for fear of stepping on a landmine.

The Mine Kafon (kafon is short for kafondon, 'something that explodes' in the brothers' native Dari language) is a giant version of this toy. With over a hundred bamboo sticks as 'legs', and circular 'feet' made out of biodegradable plastic, the ball rolls along in the wind and detonates any landmines it falls on. The device can detonate up to four mines before too many lost 'legs' renders it ineffective. Relying on wind power, however, means that the user has no control over the instrument's path, so it is never certain that an area has been completely cleared of mines.

The brothers' latest device looks far more promising, however. The Mine Kafon Drone is a flying machine containing a computer, on-board GPS, and a robotic arm. The system works in three stages: mapping, detecting and destroying mines. First, it maps the terrain using a 3D camera. Then, it sweeps the mapped area with a metal

detector, hovering around 4 cm above the ground and pinpointing any mines with the GPS coordinates. Finally, it places a small explosive on each mine and then triggers the charge remotely from a safe distance.

So far, several prototypes of the machine have been tested successfully, and the drone has met with the approval of the Dutch military, who have promised to help with further testing. The key phase will be to carry out tests in the field in Afghanistan. Having witnessed the effect of landmines first-hand as children, Massoud and Mahmud Hassani are keen to return to their homeland with a viable solution to the problem.

- The writer thinks the nationality of the inventors of the latest anti-mine device is
  - appropriate.
  - bizarre.
  - irrelevant.
  - surprising.
- The hardest part of the brothers' journey to Europe was
  - avoiding areas of conflict.
  - crossing inhospitable countryside.
  - dodging opportunistic criminals.
  - leaving close family behind.
- The writer describes a child's toy in the third paragraph to
  - give an example of a typical Afghan game.
  - indicate how dangerous life is in Afghanistan.
  - show what a happy childhood the brothers had.
  - explain the origin of the brothers' inspiration.
- Why wasn't the original Mine Kafon entirely successful?
  - It was blown up too many times.
  - Its design is too intricate for mass production.
  - Its route cannot be determined accurately.
  - The raw materials are difficult to source.
- The Mine Kafon Drone flies over each area three times to
  - carry out each of its different functions.
  - get an accurate picture of the land.
  - ensure that no mines are left undetected.
  - check the GPS coordinates on the computer.
- With respect to their future visit to Afghanistan, the Hassani brothers are
  - concerned they may not be able to afford it.
  - hopeful of being able to help their countrymen.
  - fearful that their invention may not work.
  - eager to see their childhood friends once more.

## Listening

## Strategy

In the multiple-matching task, you should listen for gist meaning rather than detail. You may not understand every word, but you should be able to identify one of the following for each of the tasks: speaker's main point; speaker's feeling; speaker's attitude; speaker's opinion.



- 3 Read the Listening Strategy and the two tasks in exercise 4. Which of the gist meanings in the Strategy do you have to identify in

1 task one? \_\_\_\_\_ 2 task two? \_\_\_\_\_

- 4 **2.10** You will hear five short extracts in which people are talking about a day they had really been looking forward to.

For speakers 1–5, choose an activity from the list A–H that each person was looking forward to.

|           |       |              |
|-----------|-------|--------------|
| Speaker 1 | _____ | A a ceremony |
| Speaker 2 | _____ | B a concert  |
| Speaker 3 | _____ | C a course   |
| Speaker 4 | _____ | D a game     |
| Speaker 5 | _____ | E a museum   |
|           |       | F a play     |
|           |       | G a movie    |
|           |       | H a trip     |

Now, choose from the list A–H for how each speaker felt at the end of the day.

|           |       |                                 |
|-----------|-------|---------------------------------|
| Speaker 1 | _____ | A agitated                      |
| Speaker 2 | _____ | B disappointed                  |
| Speaker 3 | _____ | C emotional                     |
| Speaker 4 | _____ | D frustrated                    |
| Speaker 5 | _____ | E keen to repeat the experience |
|           |       | F relieved                      |
|           |       | G resentful of others           |
|           |       | H thrilled by experience        |

(tradition) had a log cabin to escape to. But a lack of <sup>6</sup> \_\_\_\_\_ (afford) land has prevented this practice becoming commonplace in the UK. For a small cabin to be attractive, the key is to <sup>7</sup> \_\_\_\_\_ (maximum) space by having multi-purpose furniture and a small extra floor for the sleeping area. Not only is a cabin holiday more ecological than a trip to the Caribbean, but it is also less costly, permitting families to <sup>8</sup> \_\_\_\_\_ (long) their stay by a week or so, due to not having to pay for international flights.

## Speaking

### Strategy

In Part 2, use a variety of words and phrases for comparing and contrasting the various aspects of the photos to demonstrate your range of language.

- 6 Read the Strategy and decide which of the phrases below are comparing and contrasting. Compare the photos, which both show conflicts. Say what might have caused the conflict and how the people may be feeling.

alike both in common instead likewise on the other hand resemble unlike whereas while



## Use of English

### Strategy

In the word-formation task, identify which part of speech is required to complete the gap and use your knowledge of suffixes to form the new noun, verb, adjective or adverb. In some cases, the new word may need a prefix as well. Look out for spelling changes when you add a suffix.

- 5 Read the Strategy and the text. Which part of speech is required to complete each gap? Then complete the text with the correct form of the word in brackets.

### Back to nature

If your idea of a dream holiday is relaxing in a <sup>1</sup> \_\_\_\_\_ (luxury) villa in the Caribbean, you might be surprised by a new trend that is emerging in the UK. The <sup>2</sup> \_\_\_\_\_ (popular) of remote wooden cabins in the country has increased dramatically in recent times in <sup>3</sup> \_\_\_\_\_ (respond) to a demand from city dwellers for a place to get away from their highly <sup>4</sup> \_\_\_\_\_ (stress) lives. Of course, the concept of a country retreat is not new. For centuries, families in countries in North America, Scandinavia and Eastern Europe have <sup>5</sup> \_\_\_\_\_

## Writing

### Strategy

The same conventions apply to an email as to a letter, such as an opening salutation, clear paragraphing and closing phrasing.

- 7 Read the Strategy and task. Write a paragraph plan, an appropriate salutation, final sentence and closing salutation.

You have received an email from an English friend.

*As for my news, I've started working on Saturdays in my local supermarket. Actually, I'm not enjoying it very much, as one of my colleagues is always putting me down. It makes me feel really uncomfortable. Have you ever had a problem with someone you had to work with? If so, what did you do about it?*

- 8 Write the informal email (220–260 words) for the task in exercise 7.



## Vocabulary

## A

## Road travel

*I can talk about roads and road users.*

- 1 Complete the message-board discussion using the words below.

atlas car drivers maintenance stop test traffic

Instant messenger

**Jack1010:** Just wondering, is an automatic <sup>1</sup> \_\_\_\_\_ safer than a manual? Does anyone know? I'm just learning to drive. Thanks!

**EllieW:** Automatics are definitely safer for learner <sup>2</sup> \_\_\_\_\_ because you've always got two hands on the wheel – for example, if you have to make an emergency <sup>3</sup> \_\_\_\_\_.

**TheRat:** Be careful. If you take your driving <sup>4</sup> \_\_\_\_\_ in an automatic, you can't drive manual cars.

**BarBar:** I totally disagree with EllieW. With a manual, you're more in control. Also, if you Google 'automatic v manual' and 'road-<sup>5</sup> \_\_\_\_\_ accidents' you'll find there's no evidence that automatics are safer.

**SpeedyX:** I don't know the answer, but I know my uncle used to put a road <sup>6</sup> \_\_\_\_\_ on the accelerator of his automatic to give his foot a rest. 😊

**MrF1:** You don't need to know as much about vehicle <sup>7</sup> \_\_\_\_\_ for an automatic as they don't have gears.

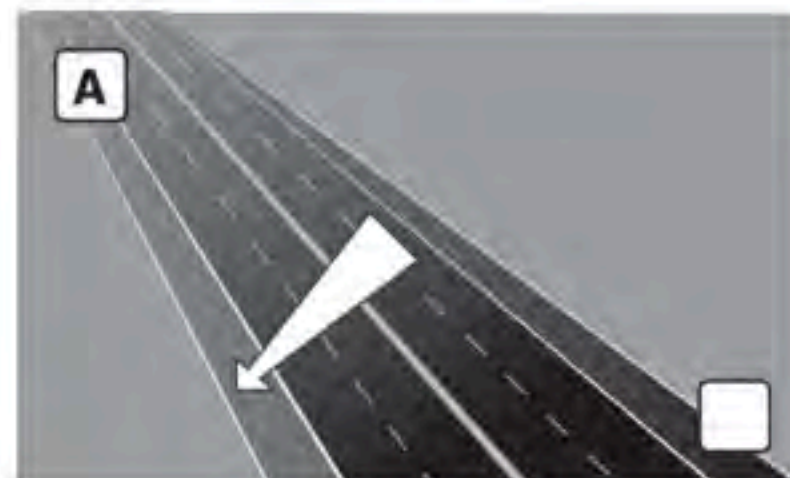
**BarBar:** Automatics do have gears.

- 2 2.11 Listen to six drivers talking about an experience on the road. Complete the sentences using six of the verbs below.

accelerate brake change gear give way indicate overtake pull over reverse stall steer

- Speaker 1 did not have time to \_\_\_\_\_, which annoyed other drivers.
- Speaker 2 found it difficult to \_\_\_\_\_ and nearly crashed.
- Speaker 3 needed to \_\_\_\_\_ suddenly and frightened his passenger.
- Speaker 4 was told to \_\_\_\_\_ but was not sure why.
- Speaker 5 didn't know whether or not to \_\_\_\_\_.
- Speaker 6 could not \_\_\_\_\_ because of a mechanical fault.

- 3 2.11 Listen again. Match each speaker with the diagram (A–F) that shows where the event occurred. Complete the labels.



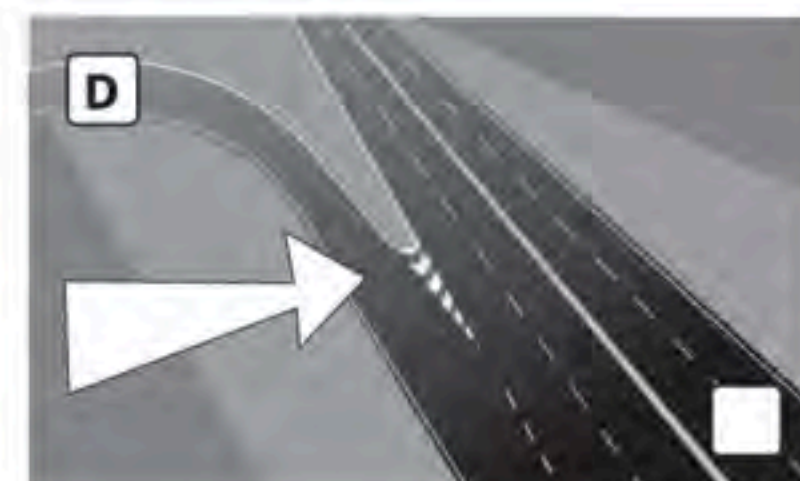
h \_\_\_\_\_  
s \_\_\_\_\_



f \_\_\_\_\_



T- \_\_\_\_\_



s \_\_\_\_\_  
r \_\_\_\_\_



c \_\_\_\_\_



c \_\_\_\_\_  
r \_\_\_\_\_

- 4 Match the words for parts of a bike with the definitions below.

brake levers chain handlebars pedals pump saddle spokes tyres

- The \_\_\_\_\_ is the part you sit on.
- The \_\_\_\_\_ are the things you press when you want to stop.
- The \_\_\_\_\_ are the things you push with your feet.
- The \_\_\_\_\_ are the metal things which strengthen the wheel.
- The \_\_\_\_\_ are the things you hold when you cycle.
- The \_\_\_\_\_ is the thing which makes the back wheel turn when you pedal.
- The \_\_\_\_\_ are the rubber things on the outside of the wheels.
- The \_\_\_\_\_ is for putting air in the wheels.



## Modal verbs

*I can use modal verbs correctly for advice and prohibition.*



**1 Choose the best modal form (a or b) to complete each gap in the dialogue.**

**Pat** Are you going? It's only ten o'clock.

**Jen** I know, but I <sup>1</sup> \_\_\_\_\_ an early night. I'm leaving for the airport at 6 a.m. tomorrow.

**Pat** Really? Where are you going?

**Jen** Indonesia. Surely I <sup>2</sup> \_\_\_\_\_ you about my trip ...

**Pat** No, I had no idea! It sounds fantastic. You <sup>3</sup> \_\_\_\_\_ so excited!

**Jen** Yes, I am.

**Pat** It's a shame Megan isn't here. She spent a few months in Indonesia. She <sup>4</sup> \_\_\_\_\_ some useful tips.

**Jen** I'm sure she was here earlier. She <sup>5</sup> \_\_\_\_\_.

**Pat** Oh yes, that's right. She <sup>6</sup> \_\_\_\_\_ give her friend a lift home. She <sup>7</sup> \_\_\_\_\_ back later though. Why don't you wait?

**Jen** No, I can't. Anyway, I'd <sup>8</sup> \_\_\_\_\_ her when I'm there, if I have any questions.

- |                           |                    |
|---------------------------|--------------------|
| 1 a must be getting       | b need to get      |
| 2 a must have told        | b should have told |
| 3 a need to be            | b must be          |
| 4 a might have            | b needs to have    |
| 5 a must have left        | b should have left |
| 6 a must                  | b had to           |
| 7 a must be               | b should be        |
| 8 a be better off texting | b better text      |

**2 Complete the sentences with *didn't need to* or *needn't have* and the verb in brackets.**

- In the end, we stayed with friends, so I \_\_\_\_\_ (spend) so much time looking at hotels last weekend!
- We \_\_\_\_\_ (change) trains – our train was direct all the way to Biarritz.
- We took bikes with us, so we \_\_\_\_\_ (hire) them when we were away.
- Thanks for all the gifts, although you \_\_\_\_\_ (buy) me so much!
- You \_\_\_\_\_ (come) by taxi – you could have walked here in ten minutes!
- The receptionist had our bill ready when we came downstairs – we \_\_\_\_\_ (ask) for it.

**3 Complete the second sentence so that it means the same as the first. Include one modal form from A and B below.**

**A** can't have may be ~~might have~~ might not have  
must have shouldn't have

**B** ~~had to~~ had to had to having to needed to needed to

- Perhaps your friends were obliged to spend the night at the airport.  
Your friends *might have had to* spend the night at the airport.
- It's wrong that it was necessary for you to leave your passport at reception.  
You \_\_\_\_\_ your passport at reception.
- Perhaps it is necessary for him to work overtime today.  
He \_\_\_\_\_ today.
- It's impossible that Bess was obliged to pay for her visa. They're free.  
Bess \_\_\_\_\_ her visa. They're free.
- Without a doubt, it was necessary for your parents to walk home. There were no taxis.  
Your parents \_\_\_\_\_ home. There were no taxis.
- Perhaps it was unnecessary for them to book a table in advance.  
They \_\_\_\_\_ in advance.

**4 Write a sentence about something that:**

- you'd better do before the end of the week.  
\_\_\_\_\_
- you should have done (but you didn't do it).  
\_\_\_\_\_
- you needn't have done (but you did it).  
\_\_\_\_\_
- might be doing soon.  
\_\_\_\_\_



## Crossing borders

*I can understand first-person accounts by migrants.*

## Revision: Student's Book page 77

- 1 Complete the sentences with the words below. There are two extra words.  
contaminated delinquents dinghy disconsolate  
doctorate haversack jetty loudhailer mortar  
persecute
- He was carrying a small \_\_\_\_\_ containing a few possessions.
  - They couldn't drink the water from the well because it was \_\_\_\_\_.
  - I learned to sail in a \_\_\_\_\_.
  - After her degree, she spent five years working on her \_\_\_\_\_.
  - By the time they arrived, the travellers were looking tired and \_\_\_\_\_.
  - The UN has condemned the country's dictatorship for continuing to \_\_\_\_\_ minorities.
  - Two boys were sitting on the \_\_\_\_\_, fishing.
  - The police officer was using a \_\_\_\_\_ to urge the protestors to remain peaceful.

## Listening Strategy

To help you understand unknown words, ask yourself:

- Is the general meaning of the word clear? For example:  
*'That's typical!' he retorted.* ('Retorted' is a speech verb.)  
*He wore a red cravat.* ('Cravat' is an item of clothing.)
- Is the word part of a pair or list of more familiar words?  
*His clothes were old, dirty and dishevelled.* ('Dishevelled' must be related in meaning to 'old' and 'dirty'.)
- Is the word followed by a result or explanation?  
*I felt so befuddled that I wasn't even sure why I was there.* ('Befuddled' must broadly mean 'confused'.)

- 2 **2.12** Read the Listening Strategy. Then listen to eight short extracts. Which word is missing from each extract? Circle the best word.

- challenging repetitive terrifying
- cramped damp noisy
- fashionable faulty over-priced
- cake coffee newspaper
- dark comfortable plastic
- expensive relaxing sunny
- awful pleasant surprising
- animals birds insects

- 3 **2.12** Listen again. Which point from the Listening Strategy (1–3) helped you to work out each missing word?

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_ 8 \_\_\_\_\_

- 4 **2.13** Listen to five people talking about leaving the UK. In which country has each speaker decided to live?



Speaker 1 \_\_\_\_\_ Speaker 4 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_ Speaker 5 \_\_\_\_\_  
Speaker 3 \_\_\_\_\_

- 5 **2.13** Listen again. For questions 1 and 2, choose from the list (A–H). There are three extra sentences. Write your answers in the charts.

- What was each speaker's main reason for going to live in another country?  
A because the climate is healthier  
B to learn about another country's traditions  
C to pursue a course of studies  
D because of a valuable inheritance  
E to earn enough money to pay off debts  
F because no work was available at home  
G because of a family member's work  
H to escape from the stress of city life

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |

- What does each speaker miss about the UK?  
A spending time with friends  
B English television programmes  
C the British sense of humour  
D the British weather  
E the English countryside  
F the historic streets and buildings  
G traditional English breakfasts  
H the excitement of living in a big city

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |



## Talking about ability

*I can talk about past, present and future ability.*

## 1 Circle the correct answer. Choose both if both are correct.

- His Spanish is good but he \_\_\_\_ speak French.  
a isn't able to                      b can't
- I keep hearing a mosquito, but I \_\_\_\_ see it.  
a am not able to                      b can't
- My sister is a very shy person, although she \_\_\_\_ also be very funny at times.  
a can                                      b could
- I had so little money with me that I \_\_\_\_ pay for my bus home.  
a could barely                      b barely managed to
- As the boat came closer, I grabbed the rope and \_\_\_\_ climb aboard.  
a could                                      b was able to
- I got out of bed because I \_\_\_\_ smell burning.  
a could                                      b managed to

2 Rewrite the sentences changing the underlined form of *be able to* to one of the verb forms below.

can   could   could   couldn't   managed to

- On the third attempt, I was able to enter my password correctly.  
\_\_\_\_\_
- It was dark, so I wasn't able to see his face clearly.  
\_\_\_\_\_
- Mozart was able to play the piano at a very young age.  
\_\_\_\_\_
- If I saved up, I would be able to buy a new phone.  
\_\_\_\_\_
- I'll be able to text you tomorrow night.  
\_\_\_\_\_



## 3 Complete the sentences with the verb forms below.

be able to   being able to   to be able to

- You should \_\_\_\_ see France from here.
- I hate not \_\_\_\_ speak their language.
- He's too old now \_\_\_\_ travel for free.
- My grandfather remembers \_\_\_\_ park next to the runway at airports.
- You must \_\_\_\_ get a phone signal here.

4 Complete the text with the correct forms of the verbs below. Only use a form of *be able to* if no other verbs are possible.

(not) be able to   can / can't   could / couldn't  
managed to / didn't manage to



The Antarctic is a hostile environment to explore. Not only <sup>1</sup> \_\_\_\_\_ the temperature drop well below -50°C, but also fierce blizzards sometimes mean not <sup>2</sup> \_\_\_\_\_ leave your tent for days on end. And yet the region has always fascinated explorers, many of whom go there hoping <sup>3</sup> \_\_\_\_\_ reach the South Pole. The first person to reach it was the Norwegian explorer Roald Amundsen, who <sup>4</sup> \_\_\_\_\_ get there in December 1911. A British expedition led by Robert Scott also <sup>5</sup> \_\_\_\_\_ reach the Pole, but 33 days after Amundsen. Tragically, Scott and his men <sup>6</sup> \_\_\_\_\_ complete the return journey, and died.

Improvements in transport and communications mean that these days anyone <sup>7</sup> \_\_\_\_\_ visit the Antarctic, and several holiday companies offer excursions there. In the future, though, new laws <sup>8</sup> \_\_\_\_\_ limit the number of visitors, in order to protect the natural environment and wildlife.

## 5 Write a true sentence about:

- something you managed to do despite difficulties.  
\_\_\_\_\_
- somewhere you wish you could visit.  
\_\_\_\_\_
- something you hope to be able to do soon.  
\_\_\_\_\_
- something you've never been able to do.  
\_\_\_\_\_
- somebody who can do something you find surprising and / or impressive.  
\_\_\_\_\_



## Verb patterns

*I can use various different verb patterns correctly.*

## 1 Match the examples below with the verb forms (a–h).

being chased broken escaping having decided  
remember to be made to have happened to promise

- a infinitive \_\_\_\_\_  
b passive infinitive \_\_\_\_\_  
c gerund \_\_\_\_\_  
d passive gerund \_\_\_\_\_  
e base form \_\_\_\_\_  
f past participle \_\_\_\_\_  
g perfect gerund \_\_\_\_\_  
h perfect infinitive \_\_\_\_\_

## 2 Complete the text with the verbs in brackets. Choose from the forms in exercise 1.

**Henry Brown**

was born into a family of slaves in Virginia, USA, in the early part of the 19th century. Although he later described his master as very kind, Henry longed <sup>1</sup> \_\_\_\_\_ (live) as a free man. At this time in American history, certain states – generally those in the south – still allowed slaves <sup>2</sup> \_\_\_\_\_ (keep). In the 'free states' of the north, slavery was against the law. Henry Brown knew that, if he managed <sup>3</sup> \_\_\_\_\_ (get) to a free state, he would be free, so he decided <sup>4</sup> \_\_\_\_\_ (devise) a plan. He had a special box <sup>5</sup> \_\_\_\_\_ (make) and arranged for two friends <sup>6</sup> \_\_\_\_\_ (post) the box to Pennsylvania.

On the day of his escape, he succeeded in <sup>7</sup> \_\_\_\_\_ (send) home from work by deliberately burning his hand. He hid inside the box and had his friends <sup>8</sup> \_\_\_\_\_ (hand) it over to the postal service. It was a long and uncomfortable journey – 27 hours in total – but he never considered <sup>9</sup> \_\_\_\_\_ (give) up. Eventually the box arrived in Philadelphia, where members of the Anti-Slavery Society were waiting <sup>10</sup> \_\_\_\_\_ (receive) it.

As a free man, Henry Brown spent several years <sup>11</sup> \_\_\_\_\_ (appear) at anti-slavery events, where he encouraged audiences <sup>12</sup> \_\_\_\_\_ (support) abolition. After that he decided <sup>13</sup> \_\_\_\_\_ (become) an entertainer and ended up <sup>14</sup> \_\_\_\_\_ (tour) the USA and England as a successful stage magician.

## 3 Put the words in the correct order.

- 1 husband / insisted / selling / on / her  
She \_\_\_\_\_ the painting.  
2 had / animal / heard / given / being / of / never / an  
I \_\_\_\_\_ an award.  
3 poems / his / be / longed / for / to / published  
My father always \_\_\_\_\_ in a book.  
4 brother / resented / getting / her  
She always \_\_\_\_\_ better grades.  
5 having / work / confessed / son / to / made / his  
He \_\_\_\_\_ long hours for no pay.  
6 asking / waiter / can't / bring / face / the / to  
I \_\_\_\_\_ more water again.  
7 stop / shouted / his / at / to / chasing / dog  
The man \_\_\_\_\_ the sheep.

**VOCAB BOOST!**

When you come across new verbs that you want to learn, write down the verb patterns. Remember to:

- use brackets when part of the pattern is optional.
- make a note of any differences in meaning between different verb patterns.

*help sb (to) do sth*

*stop doing sth (= not do it any more)*

*stop to do sth (= pause so you can do it)*

4 Read the **Vocab Boost!** box. Then look back at your answers to exercise 3 and write the verb patterns for the verbs below.

- 1 (insist) *insist on sb doing sth*  
2 (have heard) \_\_\_\_\_  
3 (long) \_\_\_\_\_  
4 (resent) \_\_\_\_\_  
5 (confess) \_\_\_\_\_  
(make) \_\_\_\_\_  
6 (can't face) \_\_\_\_\_  
(ask) \_\_\_\_\_  
7 (shout) \_\_\_\_\_  
(stop) \_\_\_\_\_



# Time traveller

*I can understand a text about whether time travel is possible or not.*

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## Reading Strategy

When a text is organised into paragraphs, the first one or two sentences of each paragraph often indicate what information it will contain. Use these paragraph openers to get a general understanding of what the text is about and to help you find your way around longer texts.

**1 Read the Reading Strategy. Then read the first sentence or two of each paragraph (1–5). Which paragraph(s) is / are about:**

- a scientific theories of time travel? \_\_\_\_\_
- b an event organised by a well-known scientist? \_\_\_\_\_
- c an event organised by some students? \_\_\_\_\_

**2 Read the text. Choose the best answer (a–d).**

- 1 What was unusual about the way the party in 2009 was organised?
  - a Its location was given as co-ordinates rather than as a normal address.
  - b The invitations were sent out after the party had finished.
  - c The organiser did not want any guests to arrive.
  - d Refreshments were only provided after the guests had left.
- 2 The party convinced Hawking that travelling back in time:
  - a will never be mastered by humans.
  - b is not yet possible but will be one day.
  - c is a scientific fact.
  - d probably exists but cannot be proved.
- 3 The event at MIT was different from Hawking's party in that:
  - a far more invitations were issued.
  - b it was not openly publicised.
  - c the organisers did not expect anyone to attend.
  - d it was not only for people from the future.
- 4 Why did Mr Dorai suggest that time travellers should bring a solution to world poverty?
  - a To prove they are really from the future.
  - b Because poverty is a global problem.
  - c Because he hoped it would make him rich.
  - d To show people that the world is getting better.
- 5 The creation of 'wormholes' in space-time:
  - a is the only proven way to travel back in time.
  - b already allows travel into the future.
  - c is one possible way that time travel to the past might be achieved.
  - d is thought impossible by most scientists.

## TIME TRAVELLERS WELCOME

**1** On 28 June 2009, the famous British physicist Professor Stephen Hawking held a party for time travellers. For several hours, surrounded by decorations and refreshments, Professor Hawking waited for other guests to arrive. Nobody came. The invitation to the party clearly stated the time and venue, even giving the GPS co-ordinates for the location. Unusually, though, no invitations were sent out until after the party had taken place.

**2** The point of hosting the party in such a strange way was to demonstrate that time travel is almost certainly impossible. If time travellers existed, the fact that invitations to the party were only issued after the party had taken place would not have been a problem: the time travellers could simply have gone back in time in order to attend. The fact that this did not happen is an indication, in Professor Hawking's view, that travelling back in time is impossible – not only today but at any time in the future.

**3** In fact, the idea of inviting time travellers to a special event did not originate with Professor Hawking. In 2005, some graduate students at the Massachusetts Institute of Technology, led by 22-year-old Amal Dorai, organised a similar event. They called it a 'convention for time travellers' and produced invitations on special long-lasting paper, which they placed inside random books in the library.

**4** Unlike Professor Hawking's party, this event was not solely for time travellers; guests from the present era were also invited. An online invitation asked guests from the future to bring something with them that would convince people that they were genuine time travellers. Mr Dorai suggested that a cure for cancer or a solution to global poverty would be particularly appreciated. But he denied that, if no time travellers arrived, it would prove that time travel is impossible.

**5** Although most physicists are sceptical about the possibility of travelling back in time, some do not rule it out completely. Einstein's theories of space-time seem to allow for the possible creation of a special kind of tunnel called a 'wormhole', which some people believe could provide a route backwards in time. Of course, travelling forwards in time is much easier; we are doing that constantly! And if we travelled away from Earth on a super-fast spacecraft and then returned, we would find that far less time had passed for us than for the people who had stayed on Earth. People who had been younger than us before we left would now be years older. This kind of travel into the future fits completely with Einstein's theories of space and time. Travelling into the past seems to be a great deal more challenging, if not impossible.





## Collaborative task

*I can discuss and reach an agreement about holidays.*

- 1 Match the two halves of these holiday activities. Then use one of them to label the photo.

- |                 |                     |
|-----------------|---------------------|
| 1 admire        | a the slopes        |
| 2 get away      | b your feet up      |
| 3 hit           | c the local cuisine |
| 4 lounge        | d the scenery       |
| 5 put           | e a film or show    |
| 6 sample        | f by the pool       |
| 7 take          | g from it all       |
| 8 take in       | h at water sports   |
| 9 try your hand | i a dip in the sea  |



He's \_\_\_\_\_.

- 2 Explain in your own words what activities you would expect to do on these types of holiday:

- 1 A Caribbean cruise: \_\_\_\_\_
- 2 A spa holiday: \_\_\_\_\_
- 3 A city break: \_\_\_\_\_

- 3 2.14 Listen to two students discussing plans for a holiday with friends after their exams. Tick (✓) the factors they mention. Which factor (a–f) do they agree is the most important?

- a the best type of accommodation \_\_\_\_\_
- b the best location \_\_\_\_\_
- c what activities are available \_\_\_\_\_
- d travelling time to the destination \_\_\_\_\_
- e overall cost of the holiday \_\_\_\_\_
- f the likely weather at the destination \_\_\_\_\_

They agree that factor \_\_\_\_\_ is the most important.

## Speaking Strategy

In a discussion, you may need to help the conversation move forwards by eliciting your partner's opinions on particular points. Try to ask open questions rather than closed questions. An open question allows your partner to voice opinions; a closed question just requires a yes/no or other simple answer.

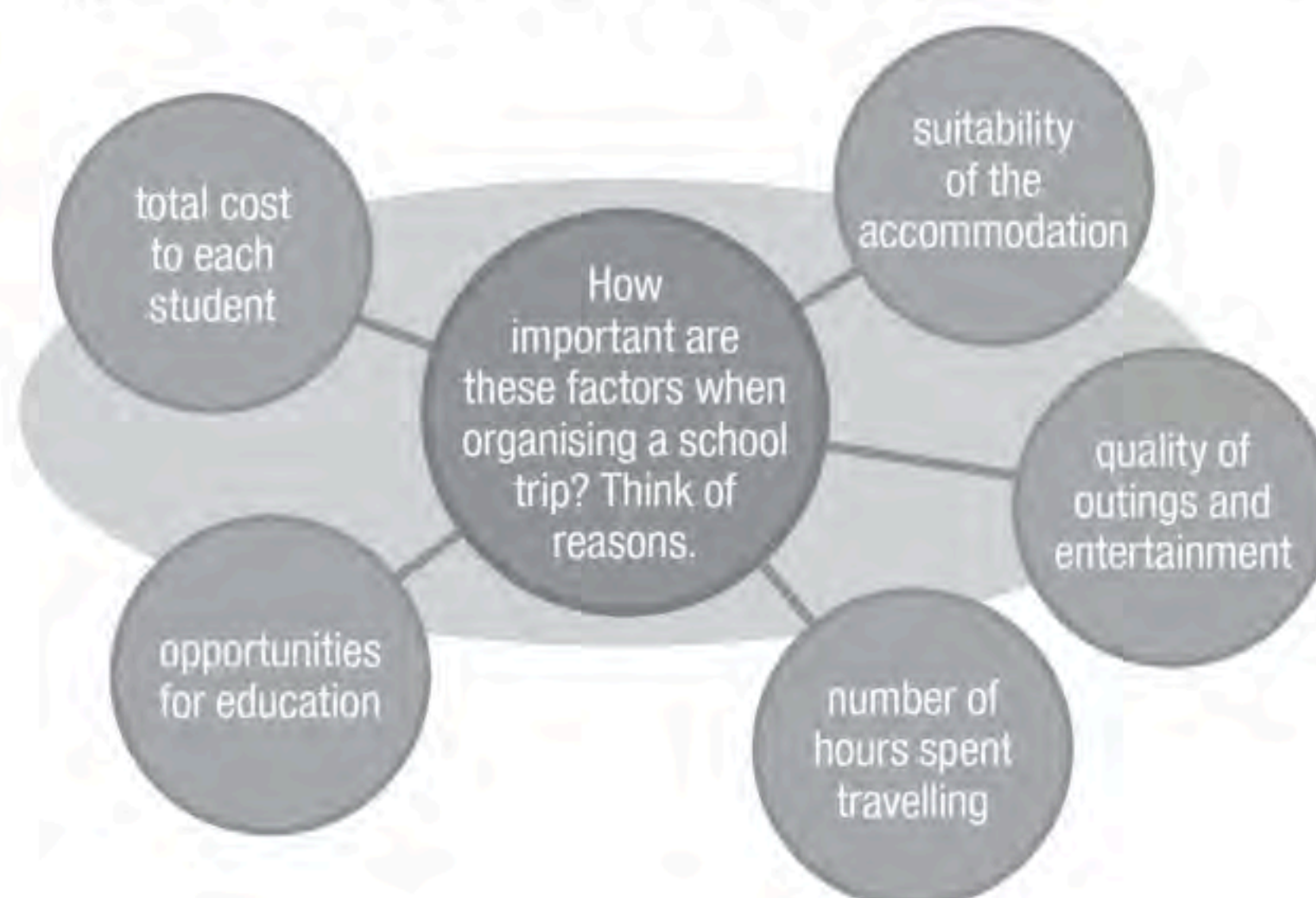
- 4 2.14 Read the Speaking Strategy. Then listen again and complete the questions the students ask.

- 1 Why \_\_\_\_\_ of a villa?
- 2 Would \_\_\_\_\_ stay in the mountains?
- 3 Would \_\_\_\_\_ the holiday needs to be cheap?
- 4 What's \_\_\_\_\_ camping?
- 5 What \_\_\_\_\_ hotels?
- 6 Don't \_\_\_\_\_ cost is a really important factor?

- 5 Which three questions from exercise 4 are closed rather than open?

Questions \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are closed.

- 6 Look at the task. Think about which factors would be most important and why. Make notes for each point.



- 7 Now do the task using your notes from exercise 6.



## Letter of complaint

I can write a letter of complaint.

## 1 Match the words below with the definitions.

a mechanical fault a pile-up a puncture a security alert  
gridlock industrial action road works turbulence

- 1 \_\_\_\_\_: a road-traffic accident involving a large number of vehicles
- 2 \_\_\_\_\_: disruption caused by a suspected bomb
- 3 \_\_\_\_\_: a hole in a vehicle's tyre
- 4 \_\_\_\_\_: a refusal to work by a group of employees
- 5 \_\_\_\_\_: repairs to the road network
- 6 \_\_\_\_\_: atmospheric conditions which cause aircraft to shake
- 7 \_\_\_\_\_: traffic congestion that is so bad that vehicles are unable to move at all
- 8 \_\_\_\_\_: a technical problem with a vehicle

## 2 Read the task and the letter. Which two of the problems below did the writer face?

cancellations collision delays diversions lost luggage  
overcrowding

You recently experienced several problems with travel and accommodation while on an organised five-day hiking trip in the mountains. Write a letter of complaint to the holiday company explaining what went wrong and demanding action.

## Writing Strategy

To make the language of a letter appropriately formal, we often use:

- *should* + subject + base form instead of *if* + subject + present simple in first conditional sentences:  
*Should you wish to complain, call this number.*
- a possessive adjective instead of an object pronoun in verb patterns that include a gerund:  
*I understand your wanting to complain.*
- a variety of higher-level vocabulary instead of simple verbs like *go*, *try*, *do*, etc.  
*We proceeded to the check-in area and attempted to find the correct desk.*

## 3 Read the Writing Strategy. Then write examples from the essay of the three points above.

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## 4 Which paragraph of the letter (1–4) refers to:

- a problems with accommodation? \_\_\_\_\_
- b reasons for writing the letter? \_\_\_\_\_
- c what should happen next? \_\_\_\_\_
- d travel problems? \_\_\_\_\_

Dear Sir or Madam,

I am writing to complain about the inadequate service I received from your travel company during a recent five-day trip to the Alps. Although I cannot fault the staff who accompanied us during the hikes, the provisions made by the company for travel and accommodation were completely unsatisfactory.

Having endured an early-morning flight to Zurich, we were extremely disappointed to learn that we would have to wait four hours for our free transfer to the hotel, so that passengers from later flights could share the same coach. During this time, we endeavoured to arrange our own transfer. However, the cost of this proved to be exorbitant, so we were obliged to wait.

The hotel we were eventually taken to was not the one advertised on your website and was, we felt, vastly inferior in terms of comfort and facilities. The rooms we were allocated did not offer adequate space for two people to share. The restaurant was also too small for the number of guests wishing to have breakfast in the mornings. When we complained, we were told that the package we had booked did not guarantee our being assigned to any particular hotel.

I trust that you will investigate this complaint fully and offer an appropriate form of compensation in due course. Should you wish to receive any further details of the holiday, please contact me by telephone.

Yours faithfully,

Mrs S Burton

You recently returned from a one-week language course in Ireland and were unhappy with the accommodation and excursions on offer. Write a letter of complaint to the holiday company explaining what went wrong and demanding action.

## 5 Read the task. Then plan your letter using your answers to exercise 4 to help you.

## 6 Write your letter (220–260 words), using your plan from exercise 5.

## CHECK YOUR WORK

Have you ...

- ☐ checked your spelling and grammar?
- ☐ used appropriately formal language?
- ☐ written 220–260 words?



## Vocabulary

## 1 Match the words below with the quotes.

accelerate automatic car reflectors road atlas saddle  
speed bumps

- 'It's really uncomfortable to sit on when you're cycling for a long time.' \_\_\_\_\_
- 'You're looking at the wrong page – we're nowhere near York at the moment.' \_\_\_\_\_
- 'Hey, slow down when you go over those!' \_\_\_\_\_
- 'You can go a bit faster – the speed limit is 70.' \_\_\_\_\_
- 'The best thing about this vehicle is that you don't have to change gears.' \_\_\_\_\_
- 'I should clean these, so people can see me more easily in the dark.' \_\_\_\_\_

Mark:  / 6

## 2 Complete the sentences with suitable verbs.

- \_\_\_\_\_ a right turn at the end of this road.
- The car went off the road and into a field, then it \_\_\_\_\_ to a halt.
- You have to \_\_\_\_\_ way here, and wait for cars on the main road to pass.
- Lisa \_\_\_\_\_ a glance at her taxi driver as he changed lanes without checking in his mirror.
- Steam's coming from the engine, so let's \_\_\_\_\_ over onto the hard shoulder and see what the problem is.
- The brakes \_\_\_\_\_ a shriek as the car suddenly stopped.
- The car made a terrible sound when Toby clumsily \_\_\_\_\_ gear.

Mark:  / 7

## Word skills

## 3 Complete the dialogue with the correct form of the verbs in brackets.

**Simon** I expected <sup>1</sup>\_\_\_\_\_ (see) you at the concert, but you weren't there.

**Taylor** Yes, I'm really annoyed that I missed it. Mick's car broke down, so we were left <sup>2</sup>\_\_\_\_\_ (sit) at the side of a road. We spent ages <sup>3</sup>\_\_\_\_\_ (wait) for a bus to come, so by the time we managed <sup>4</sup>\_\_\_\_\_ (arrive) at the venue, the gig had started.

**Simon** You should have texted me. I could have got them <sup>5</sup>\_\_\_\_\_ (open) the doors for you.

**Taylor** I considered <sup>6</sup>\_\_\_\_\_ (call) you, but I didn't want <sup>7</sup>\_\_\_\_\_ (cause) you any trouble when you were busy doing the lighting.

Mark:  / 7

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

- The **likely** / **so-called** 'time traveller' claimed to be a solidier from the future. What nonsense!
- On the face of it** / **Likely**, this looks like an ordinary pen – but it actually contains a tiny listening device.
- It's **ostensibly** / **alleged** that Christopher cheated in the exam, but he's denied it.
- It's **supposed** / **apparent** that the man knew a lot about computers.
- It's very **likely** / **supposed** that Sean is telling the truth.
- We don't know how the magician managed to perform the **alleged** / **seemingly** impossible trick of disappearing in front of our eyes.

Mark:  / 6

## 5 Complete the holiday adverts with the words below.

admire cruise getaway hit put sample sightseeing  
take in trekking

### Nine-night Caribbean <sup>1</sup>\_\_\_\_\_ on the *Ocean Princess*, departing Fort Lauderdale.

Visit the beautiful islands Puerto Rico, St Thomas, Antigua and Martinique on the *Ocean Princess*, with plenty of time in port to enjoy <sup>2</sup>\_\_\_\_\_ tours of the islands or <sup>3</sup>\_\_\_\_\_ the beach. On days spent entirely at sea, <sup>4</sup>\_\_\_\_\_ your feet up and relax by the pool. Alternatively, <sup>5</sup>\_\_\_\_\_ a film or a show – the *Ocean Princess* is famous for its on-board entertainment.

### Walk the Inca Way with Sacred Valley Holidays

<sup>6</sup>\_\_\_\_\_ from it all on our five-day <sup>7</sup>\_\_\_\_\_ holiday on ancient Inca trails from Cuzco to the fabled city of Machu Picchu. <sup>8</sup>\_\_\_\_\_ the beautiful scenery of the Urubamba Valley. Stay in local houses overnight and <sup>9</sup>\_\_\_\_\_ the local cuisine.

Mark:  / 9

## 6 Complete the words in the sentences.

- We had to put up with a three-hour d\_\_\_\_\_ on the motorway after an accident closed the road near Bradford.
- The rail union has threatened i\_\_\_\_\_ a\_\_\_\_\_, with all staff stopping work.
- After two days, the airline finally l\_\_\_\_\_ our lost luggage. But we were in London and it was in Oslo!
- My bike's got a p\_\_\_\_\_ in the front the tyre.
- We p\_\_\_\_\_ expensive tickets, but we were given uncomfortable seats with a poor view of the stage.
- The museum was closed, and the guard outside d\_\_\_\_\_ to give us any information.

Mark:  / 6



## Grammar

7 Choose the correct words to complete the text.

- 1 a should                      b ought                      c must  
 2 a 'd better                      b have to                      c needn't  
 3 a should have                      b have to                      c had to  
 4 a needed to realise                      b must have realised                      c should have realised  
 5 a oughtn't                      b must                      c needed to  
 6 a had to                      b should                      c ought  
 7 a needed to                      b needn't have                      c could have  
 8 a would have had to                      b needed to have                      c ought to have

Last summer we were in Paris, and we decided that we really <sup>1</sup>\_\_\_\_\_ to visit the Palace of Versailles. We thought we <sup>2</sup>\_\_\_\_\_ get there early to beat the crowds, so we <sup>3</sup>\_\_\_\_\_ get up very early in the morning to catch the train. We <sup>4</sup>\_\_\_\_\_ that even in the early morning, a world-famous attraction like the Palace of Versailles would have a huge queue to get in. My friends and I had to queue for nearly one and half hours before we finally got into the palace grounds!

Versailles Palace is beautiful, and you really <sup>5</sup>\_\_\_\_\_ see it when you visit Paris – but you <sup>6</sup>\_\_\_\_\_ do some research on the internet before you go. We didn't know that we <sup>7</sup>\_\_\_\_\_ waited in the long queue because you can purchase 'jump the queue' priority tickets online. We <sup>8</sup>\_\_\_\_\_ pay a bit more for those, but it would certainly have been worth it.

Mark:  / 8

8 Complete the sentences with the correct form of the phrases below.

able / depart    be able / relax    be able / sing    can / be / easy  
 can / get    can / go    manage / prove    must / be able / reach

- 1 If I pass the exam, I \_\_\_\_\_ all summer.  
 2 Many scientists believe that there is actually more than one universe, but so far nobody \_\_\_\_\_ it.  
 3 We \_\_\_\_\_ any further because the road was closed.  
 4 The flight \_\_\_\_\_ because of bad weather, so we had to wait around in the airport all day.  
 5 Put medicines and any dangerous household chemicals in a locked cupboard – children \_\_\_\_\_ them.  
 6 Max \_\_\_\_\_ the invitation, or he would definitely be here.  
 7 I'd love \_\_\_\_\_ well, but unfortunately my voice is terrible.  
 8 I don't know how Børge Ousland managed to walk across the Arctic to Canada. It certainly \_\_\_\_\_.

Mark:  / 8

## Use of English

9 Complete the text with one suitable word in each gap.

When we were on holiday in the USA last summer, and visiting Cookeville, Tennessee, some friends arranged <sup>1</sup>\_\_\_\_\_ us to visit the nearby Cummins Falls.

The waterfall itself <sup>2</sup>\_\_\_\_\_ be reached by road – you <sup>3</sup>\_\_\_\_\_ park near a small visitor centre then hike down into a wooded gorge. After walking a few kilometres down a beautiful trail, you suddenly <sup>4</sup>\_\_\_\_\_ to a halt as you catch your first glimpse of the spectacular falls. These tumble down a series of steps, which are so perfectly flat and parallel that they appear to have <sup>5</sup>\_\_\_\_\_ deliberately cut, although they are completely natural.

The falls are a popular picnicking and swimming spot for locals, but you'd <sup>6</sup>\_\_\_\_\_ be prepared for a shock if you decide to swim. Even in the height of summer, the cold water is likely to take your breath away at first. Unless you are an experienced and hardy local, you will probably be <sup>7</sup>\_\_\_\_\_ to stay in the water for very long. I soon decided that I was better <sup>8</sup>\_\_\_\_\_ sitting on a rock and enjoying the sun!

Mark:  / 8

Total:  / 65

*I can ...*

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                       | ★ | ★★ | ★★★★ |
|-----------------------------------------------------------------------|---|----|------|
| I can talk about roads and road users.                                |   |    |      |
| I can use modal verbs correctly for advice and prohibition.           |   |    |      |
| I can understand first-person accounts by migrants.                   |   |    |      |
| I can talk about past, present and future ability.                    |   |    |      |
| I can use various different verb patterns correctly.                  |   |    |      |
| I can understand a text about whether time travel is possible or not. |   |    |      |
| I can discuss and reach an agreement about holidays.                  |   |    |      |
| I can write a letter of complaint.                                    |   |    |      |



## Vocabulary

## A

## Cover-up and conspiracy

*I can talk about cover-ups, privacy and journalism.*

- 1 Match the words and phrases below to the definitions. Two phrases are not used.

conspiracy theory   exposé   face allegations   hack into   libel  
plot   secure a scoop   slander

- 1 the crime of saying untrue things about someone \_\_\_\_\_
- 2 to illegally access someone's email, phone or electronic records \_\_\_\_\_
- 3 an article or TV programme which reveals surprising facts \_\_\_\_\_
- 4 the crime of writing untrue things about someone \_\_\_\_\_
- 5 a secret plan to do something \_\_\_\_\_
- 6 when you have to defend yourself against accusations that you've done wrong \_\_\_\_\_

- 2 Choose the correct words to complete the text.

- |                        |                  |                 |
|------------------------|------------------|-----------------|
| 1 a plots              | b scandal        | c revelations   |
| 2 a cover-up           | b exposé         | c public outcry |
| 3 a outcry             | b smear          | c scandal       |
| 4 a obtain             | b slander        | c emerge        |
| 5 a damage             | b accuse         | c secure        |
| 6 a hamper             | b smear campaign | c slander       |
| 7 a accused            | b libelled       | c plotted       |
| 8 a cover-up           | b conspiracy     | c revelation    |
| 9 a secure             | b obtain         | c hamper        |
| 10 a conspiracy theory | b public outcry  | c cover-up      |
| 11 a pay out           | b damage         | c emerge        |
| 12 a libel             | b damages        | c allegations   |
| 13 a issue             | b secure         | c settle        |

## Jeffrey Wigand fights the tobacco companies



**I**n 1996 biochemist Jeffrey Wigand appeared on an American TV programme with startling <sup>1</sup> about a <sup>2</sup> by the cigarette company he used to work for. He claimed they had knowingly added extra dangerous chemicals to cigarettes to make them more addictive. If he could prove it, it would be a huge <sup>3</sup>. As more revelations began to <sup>4</sup> and <sup>5</sup> cigarette manufacturers, some people in the industry began a <sup>6</sup> against Wigand, and he was <sup>7</sup> of lying. Wigand also had to go into hiding after receiving threats. It was a <sup>8</sup> to silence Wigand at any cost, and <sup>9</sup> any enquiry into his claims. But in the end, the <sup>10</sup> was so great that the US Congress investigated Wigand's claims – and cigarette companies had to <sup>11</sup> billions in <sup>12</sup> in order to <sup>13</sup> lawsuits.

- 3 Choose the correct words to complete the sentences.

- 1 I certainly don't **comply with** / **condone** phone hacking.
- 2 We **concur** / **endorse** with you – you're right.
- 3 Sports people often **accede to** / **endorse** sports products and appear in advertisements for them.
- 4 All journalists at this newspaper have to **comply with** / **acquiesce in** our new codes of conduct.
- 5 The Prime Minister has **concurred with** / **assented to** the demands for an investigation.
- 6 Why did you **accede to** / **acquiesce in** the cover-up when you knew it was illegal?

- 4 2.15 Listen to someone talking about Edward Snowden. Are the sentences true or false?

- 1 Edward Snowden was a journalist. \_\_\_\_\_
- 2 Snowden sold government secrets to the Russians. \_\_\_\_\_
- 3 Snowden has been accused of spying. \_\_\_\_\_
- 4 The Russian government has hampered American attempts to arrest him. \_\_\_\_\_

- 5 2.15 Listen again and complete the sentences with 1–2 words.

- 1 Snowden revealed how the NSA and other agencies were listening in on the \_\_\_\_\_ of millions of people.
- 2 The NSA were obtaining information about people's \_\_\_\_\_ opinions and private lives.
- 3 The revelations harmed America's international \_\_\_\_\_.
- 4 The Russian government doesn't \_\_\_\_\_ his actions, but it has allowed him to live in their country.
- 5 It hasn't acquiesced to US demands to \_\_\_\_\_ Snowden.
- 6 Some people think that Snowden has \_\_\_\_\_ efforts to catch terrorists, but others support his actions.

- 6 Complete the sentences with suitable euphemisms.

- 1 We had a \_\_\_\_\_ exchange of \_\_\_\_\_ – I accused him of theft and he called me a liar.
- 2 Dictators use false news stories and other \_\_\_\_\_ to convince their people that everything is going well.
- 3 We have to \_\_\_\_\_ 50 employees \_\_\_\_\_ because the company isn't doing very well at the moment.
- 4 A lot of \_\_\_\_\_ disadvantaged people live in Mumbai, but it's home to some very wealthy people too.
- 5 Grandad's hair is getting a little \_\_\_\_\_ on \_\_\_\_\_, but he doesn't want to wear a wig.
- 6 I've \_\_\_\_\_ on a few extra \_\_\_\_\_ over the Christmas period.



# Emphatic forms

*I can use a variety of structures to add emphasis.*

## 1 Rewrite the sentences with *it*, *what* or *all* to give more emphasis.

- I just want you to be honest with me. (all)  
\_\_\_\_\_
- The police were puzzled by how the criminal managed to escape. (what)  
\_\_\_\_\_
- The only thing we need is more time. (all)  
\_\_\_\_\_
- Kelly loves Dan for his sense of humour. (it)  
\_\_\_\_\_
- We want more information from witnesses. (what)  
\_\_\_\_\_

## 2 Rewrite the sentences using the words and phrases below and emphatic forms.

goodness knows on earth trouble truth whatsoever

- Who can tell why he gave up football, but he did.  
\_\_\_\_\_
- Jenny and Greg are both nice, but they don't get on.  
\_\_\_\_\_
- What are you doing in my room?  
\_\_\_\_\_
- To be honest, you really upset me – although I know you didn't mean to.  
\_\_\_\_\_
- I can't speak any Spanish.  
\_\_\_\_\_

## 3 Rewrite the sentences using *do* / *does* / *did* or reflexive pronouns for emphasis.

- Students must write the stories for the competition, and not download anything from the internet.  
\_\_\_\_\_
- Please be on time tomorrow morning.  
\_\_\_\_\_
- You have to cook your own dinner tonight.  
\_\_\_\_\_
- Kelly really sings very well.  
\_\_\_\_\_
- Nobody helped me to prepare the presentation.  
\_\_\_\_\_

## 4 Choose the correct words to complete the mini-dialogues.

**Ruth** I <sup>1</sup>**myself** / **did** like the song you guys performed, but whose song was it?

**Jenny** We wrote the song <sup>2</sup>**ourselves** / **whatever**.

**Ruth** Gosh, you <sup>3</sup>**do** / **yourself** have a lot of talent! Where <sup>4</sup>**on earth** / **whatsoever** do you get your ideas?

**Dad** <sup>5</sup>**Goodness** / **Do** tell us when you're going to be home late, Carrie.

**Carrie** <sup>6</sup>**What** / **All** I did was stay a bit longer. Why all the fuss?

**Dad** <sup>7</sup>**The truth** / **It** is we were worried about you.

<sup>8</sup>**Goodness** / **Whatever** knows – you read about terrible things in the paper these days.

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

**ONLY** the worst prisoners were sent to Alcatraz – an 'inescapable' prison island in San Francisco Bay which boasted inmates like Al Capone and George 'Machine Gun' Kelly. <sup>1</sup>\_\_\_\_\_ made it impossible to escape Alcatraz was its location. It was tantalisingly close to San Francisco, but the <sup>2</sup>\_\_\_\_\_ was the sea currents that pulled swimmers out to sea, and to their deaths. Some prisoners <sup>3</sup>\_\_\_\_\_ try to escape from time to time, but they were all accounted for: caught, shot or drowned.

<sup>4</sup>\_\_\_\_\_ was Frank Lee Morris's arrival at Alcatraz in 1960 which changed things. <sup>5</sup>\_\_\_\_\_ Morris had known from an early age was a life of crime, and getting <sup>6</sup>\_\_\_\_\_ out of one prison after another. At Alcatraz he met Alan West and brothers John and Clarence Anglin. Together they made a plan, which involved secretly making <sup>7</sup>\_\_\_\_\_ digging tools, a crude life raft – and models of their heads! At night, they dug holes in their cell walls – then through the roof of their cell block. <sup>8</sup>\_\_\_\_\_ knows how they weren't caught!

<sup>9</sup>\_\_\_\_\_ was on 11 June 1962 that they attempted to escape. West couldn't get through the hole in his cell,

and <sup>10</sup>\_\_\_\_\_ he could do was watch. The others <sup>11</sup>\_\_\_\_\_ break out, leaving dummy heads behind in bed so it looked like they were sleeping. They climbed out of their cell block, then across the roofs of Alcatraz.

<sup>12</sup>\_\_\_\_\_ happened after that remains a mystery to this day.

The <sup>13</sup>\_\_\_\_\_ is, 'Did the men make it?' How on <sup>14</sup>\_\_\_\_\_ could they get across the treacherous bay at night? And even if they <sup>15</sup>\_\_\_\_\_ reach the shore, where could they go afterwards, with no money or transport? Extensive searches revealed no sign of the men <sup>16</sup>\_\_\_\_\_. <sup>17</sup>\_\_\_\_\_ the police could do was hope for a tip-off from the public. It never came. Perhaps the men drowned that night, or perhaps they spent the rest of their lives as free men – the <sup>18</sup>\_\_\_\_\_ is that nobody knows.





## Spilling the beans

*I can understand people gossiping.*

Revision: Student's Book page 89

- 1 Complete the mini-dialogues with the words below.  
 between bite breathe further gets out hat  
 hearsay latest quote rumour sealed



- Matt** Have you heard the <sup>1</sup> \_\_\_\_\_ gossip?  
 Ryan's broken up with Kathy.
- Anya** That's just <sup>2</sup> \_\_\_\_\_ – it isn't true.
- Matt** It is! Don't <sup>3</sup> \_\_\_\_\_ me on this, but I  
 actually heard Ryan telling his best mate it was  
 over.
- Anya** Really?
- Matt** Yes, but keep that under your <sup>4</sup> \_\_\_\_\_. I  
 don't want people calling me a gossip.
- Anya** It won't go any <sup>5</sup> \_\_\_\_\_, honestly. I'll  
<sup>6</sup> \_\_\_\_\_ my tongue.
- Anna** <sup>7</sup> \_\_\_\_\_ has it that Sam was caught  
 shoplifting by the police. He was let off with a  
 caution.
- Ravi** Really? I wouldn't be surprised. <sup>8</sup> \_\_\_\_\_  
 you and me, he's been acting really weirdly  
 recently. I'll tell you something else about him if  
 you keep a secret.
- Anna** My lips are <sup>9</sup> \_\_\_\_\_.
- Ravi** Seriously – don't <sup>10</sup> \_\_\_\_\_ a word of it.  
 If word <sup>11</sup> \_\_\_\_\_, I'll be in big trouble.  
 Anyway, last weekend, Sam ...

## Listening Strategy

Notice how stress can affect the meaning of a sentence.  
 Speakers stress certain words to indicate an alternative,  
 make a contrast or to correct what someone has said.

'Have you been spreading rumours about me?'

'I haven't, but Kate has.'

'Did you walk round the hill?' 'No, we walked over it.'

- 2 2.16 Read the Listening Strategy. Then listen to the  
 same question being repeated with different stress each  
 time and number the statements.

The speaker is asking ...

- A who sent the text. \_\_\_\_\_  
 B if people were told by text or in another way. \_\_\_\_\_  
 C if everyone was told, or only some people. \_\_\_\_\_  
 D where Ian went with Pete's girlfriend. \_\_\_\_\_  
 E who went to the cinema with Pete's girlfriend. \_\_\_\_\_  
 F whose girlfriend Ian went out with \_\_\_\_\_

- 3 2.17 Listen to six more sentences, and underline the  
 stressed words in each one.

- 1 Mark is very talented, and he's nice.  
 2 I may go to the shops later – they're open 'til late tonight.  
 3 I got my first guitar when I was about twelve.  
 4 We don't think Clara was horrible to Rob at all.  
 5 Don't invite Liam to your party.  
 6 Never trust people who gossip a lot.

- 4 2.18 Listen to two conversations and choose the correct  
 answers. There are two questions for each conversation.



**Conversation 1:** you hear two people talking about someone's  
 sports injury.

- 1 Mick claims ...  
 A Jessica injured herself by training too hard.  
 B the injury stopped her from getting into a team.  
 C Jessica is lying about her injury.
- 2 Mick and Aisha agree to ...  
 A tell a few people at school the rumours.  
 B ask Jessica's boyfriend about it.  
 C not discuss what Jessica's ex-boyfriend said with  
 anyone else.

**Conversation 2:** you hear two people talking about  
 someone's girlfriend.

- 3 Petra says that Angela ...  
 A isn't really very pretty.  
 B has just become a fashion model.  
 C isn't really who Scott says she is.
- 4 Petra says that Scott ...  
 A sometimes has difficulties at school.  
 B would like to go out with Angela.  
 C is respected by everyone at school.



**whatever, whoever, whenever, whichever, wherever and however***I can use whatever, whoever, whenever, whichever, wherever and however.***1 Match the parts of the sentences and complete them with *whatever, whenever, whoever* etc.**

- 1 I always find something exciting to do in Berlin, ...
  - 2 You can bring ...
  - 3 The Ministry of Culture will choose ...
  - 4 Just let me know ...
  - 5 ... you try and explain it, ...
  - 6 ... the children want to watch is fine, but ...
  - 7 If you could have a house ... you wanted, ...
- a you like to the party: everybody's welcome!  
 b where would you live?  
 c ... of the two designs is best for the new museum.  
 d they must be in bed by ten.  
 e you need assistance – I'm happy to help any time.  
 f ... often I visit the city.  
 g it was still wrong to lie.

**2 Complete the text with *whatever, whenever, whoever* etc.**

<sup>1</sup> ... you are and <sup>2</sup> ... your background, you've probably dreamt of being rich sometimes. It's fun to imagine that you could go on holiday <sup>3</sup> ... you felt like it, live <sup>4</sup> ... you choose, and buy <sup>5</sup> ... you want. But there are downsides to being wealthy too.

If you suddenly win a lot of money, you will experience a 'spike' of happiness. But <sup>6</sup> ... you do with your cash, you will soon get used to having it. For example, <sup>7</sup> ... luxury car you buy, it won't give you the same pleasure after you've used it for a while.

Guilt about being wealthy is another common problem. <sup>8</sup> ... hard you try to help others, you will probably still feel guilty <sup>9</sup> ... you see people who are poor. 'Help' is often just expected of you too, and this can mean being harassed by family and friends. <sup>10</sup> ... much money you choose to give away, someone will always want more.

Forming new friendships also becomes more difficult – because <sup>11</sup> ... way you look at it, there are people out there who will try to use you. <sup>12</sup> ... comes along and wants to make friends, they should be regarded with suspicion until you know them better.

Being wealthy can be surprisingly tough, so perhaps we should be more careful what we wish for.

**3 Write the sentences using suitable tenses and adding *whatever, whenever, whoever* etc.**

- 1 rich people / be able to / buy / they / want  
Rich people are able to buy whatever they want.
- 2 we / visit / grandma / we can  
\_\_\_\_\_
- 3 believe / that story / not be / very clever  
\_\_\_\_\_
- 4 you / look great at tomorrow's event / of these two dresses / you / wear  
\_\_\_\_\_
- 5 we / see posters for the concert / we / went  
\_\_\_\_\_
- 6 it / be / a difficult decision / way you / look / at it  
\_\_\_\_\_
- 7 some people / be / always successful / they / do  
\_\_\_\_\_

**4 Rewrite the sentences, using *whatever, whenever, whoever* etc. Make any other necessary changes.**

- 1 You can find anything you like to eat in Singapore.  
\_\_\_\_\_
- 2 Phone me any time that you have a problem with your computer.  
\_\_\_\_\_
- 3 Everyone I speak to is looking forward to the concert.  
\_\_\_\_\_
- 4 It doesn't matter how hard I train – I'm still not fit enough to run a marathon.  
\_\_\_\_\_
- 5 Everywhere you go in central London, cameras could be watching you.  
\_\_\_\_\_
- 6 You can buy tickets for any of the seats that are free.  
\_\_\_\_\_

**5 Complete the sentences. Use the correct form of the words below and *whatever, whenever, whoever* etc.**

buy / you / prefer ~~come~~ / you / want eat / you / like  
 go / you / want in the city I / go / shopping  
 record / the criminal / say you do / not touch it

- 1 The exhibition is open all day – *come whenever you want*.
- 2 Toby's always at the shopping mall on Saturdays. I see him \_\_\_\_\_.
- 3 Beijing has got a fantastic metro system, so it's easy \_\_\_\_\_.
- 4 They both look nice. Just \_\_\_\_\_.
- 5 That electric cable is dangerous. \_\_\_\_\_.
- 6 This is a police interview. We \_\_\_\_\_.
- 7 The food is free – \_\_\_\_\_.





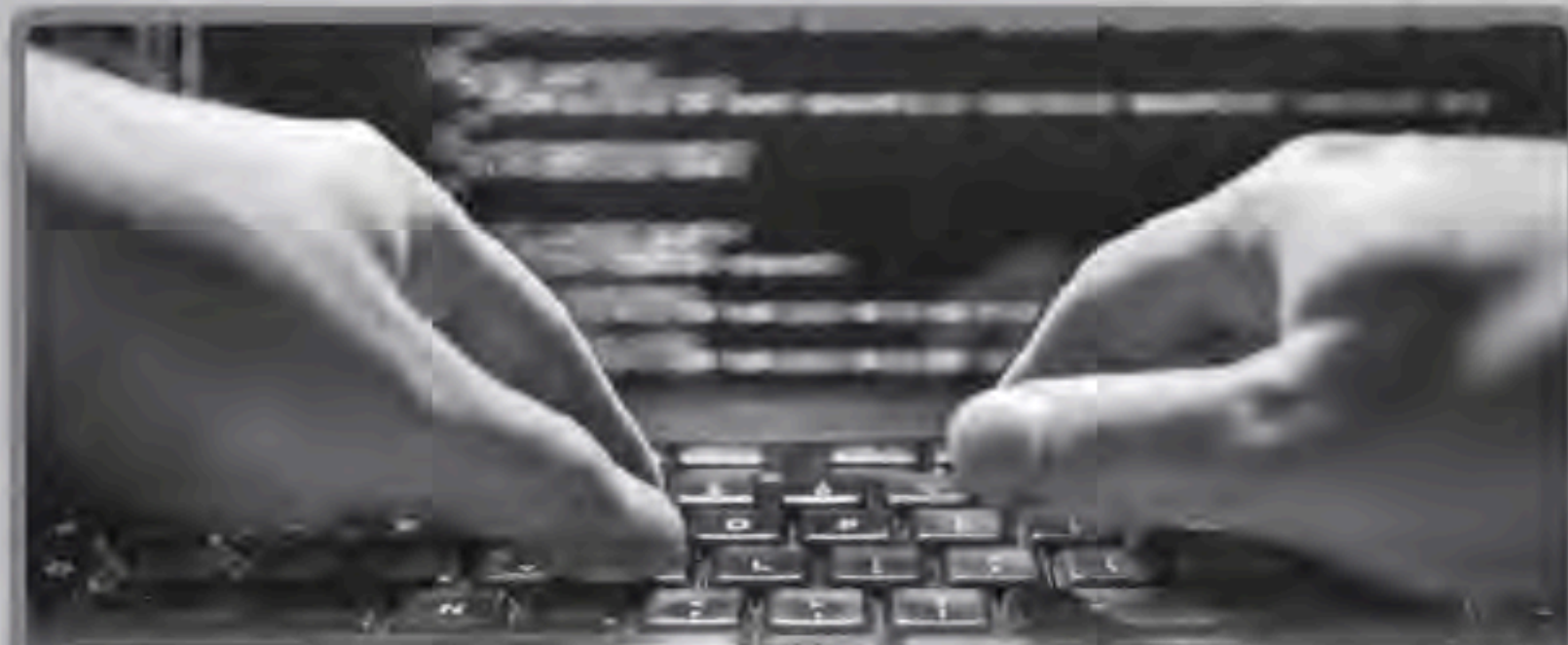
## Productive prefixes and suffixes

*I can use a range of useful prefixes and suffixes.*

- 1 Complete the sentences with words formed from the words and prefixes and suffixes below.

-based -conscious -led mono- -phile -proof under-  
Anglo bullet class exposed health rail student

- 1 The president wasn't hurt in the attack because the windows of his official car were \_\_\_\_\_.
  - 2 You can take the \_\_\_\_\_ right around Sentosa Island. It's a great way to get between the sights.
  - 3 \_\_\_\_\_ protests have erupted in Paris, paralysing the city centre.
  - 4 Sally is \_\_\_\_\_ so she never eats junk food.
  - 5 I'm a bit of an \_\_\_\_\_ – I love British culture.
  - 6 The artist's work is very good, but she's \_\_\_\_\_ – few people have heard of her.
  - 7 England in the 1800s was a strictly \_\_\_\_\_ society.
- 2 Complete the article, adding suitable prefixes and suffixes to the words in brackets.



In August 2016, *Time Magazine* produced an article about how <sup>1</sup> \_\_\_\_\_ (space) is now full of trolls who are attacking people online. This is a growing problem, but it tends to be <sup>2</sup> \_\_\_\_\_ (played) in the media – it isn't seen as being very <sup>3</sup> \_\_\_\_\_ (news) unless it affects a famous person. As a result, the impact of trolls on social media is often <sup>4</sup> \_\_\_\_\_ (estimated).

According to a 2014 survey by the <sup>5</sup> \_\_\_\_\_ (US) Pew Research Center, 70% of 18–24-year-olds have been harassed online at some time. This harassment ranges from making cruel jokes to making threats, and <sup>6</sup> \_\_\_\_\_ (loading) faked photos of people onto websites.

Many trolls engage in aggressive behaviour for what they call 'the Lulz' (laughs), or because they have a grudge against the victim. In some countries, opposition politicians and journalists are also regularly threatened by state-sponsored trolls. These are part of <sup>7</sup> \_\_\_\_\_ (government) attempts to silence opposition.

<sup>8</sup> \_\_\_\_\_ (security) internet companies are making some <sup>9</sup> \_\_\_\_\_ (praise) efforts to tackle the problem. They're <sup>10</sup> \_\_\_\_\_ (grade) online safeguards and blocking the accounts of known trolls. But sadly, there's no <sup>11</sup> \_\_\_\_\_ (fool) way of keeping the internet totally <sup>12</sup> \_\_\_\_\_ (troll).

- 3 Rewrite the sentences using the correct form of the words below. Add prefixes or suffixes.

book (v) friend market road size tax

- 1 This washing powder is good for the environment.  
\_\_\_\_\_
- 2 The plane was too full, so they paid two people to get off the flight.  
\_\_\_\_\_
- 3 Our company has reduced its operations in China.  
\_\_\_\_\_
- 4 You can buy everything in this airport shop without paying any money to the government.  
\_\_\_\_\_
- 5 This car isn't safe enough to drive. It should be scrapped.  
\_\_\_\_\_
- 6 Technology companies are driven by what people want – they invent lots of different things but only produce them if they will sell well.  
\_\_\_\_\_

## VOCAB BOOST!

Adding a prefix or suffix to a word often changes the word's part of speech. For example:

size (n/v), sizeable (adj), downsize (v)  
vandal (n), vandal-proof (adj), vandalise (v)

- 4 Read the *Vocab Boost!* box, then make new words with the prefixes and suffixes below.

-able -ible -ance -ence inter- -ion mis- out-

- 1 read (v) \_\_\_\_\_ (adj)
- 2 take (v) \_\_\_\_\_ (n)
- 3 depend (v) \_\_\_\_\_ (n) \_\_\_\_\_ (adj)
- 4 act (v) \_\_\_\_\_ (n)
- 5 attend (v) \_\_\_\_\_ (n)
- 6 wit (n) \_\_\_\_\_ (v)
- 7 city (n) \_\_\_\_\_ (adj)

- 5 Look at the word stems below. Try to form as many words as possible from them, using suffixes and / or prefixes.

- A expect \_\_\_\_\_  
\_\_\_\_\_
- B drama \_\_\_\_\_  
\_\_\_\_\_
- C respect \_\_\_\_\_  
\_\_\_\_\_
- D real \_\_\_\_\_  
\_\_\_\_\_



## Trade secrets

*I can understand texts about trade secrets.*

**Revision:** Student's Book page 93

- 1 Complete the sentences with the correct form of the words below. There are three extra words.

bear broker call in confirm reach remain  
research restore

- 1 They \_\_\_\_\_ the police after discovering the break-in.
- 2 We're \_\_\_\_\_ an article about the food business.
- 3 Lawyers \_\_\_\_\_ a deal between the two sides.
- 4 The identity of the attacker \_\_\_\_\_ a mystery.
- 5 We can't \_\_\_\_\_ or deny the story in the papers.

### Reading Strategy

With multiple matching tasks consisting of several texts on the same topic, first identify the principal differences between the texts. This will help you to match sentences which contain more detailed information with the texts.

- 2 Read the Reading Strategy. Then read the extracts and match them with the statements.

Which text ...

- 1 mentions unappreciated skills? \_\_\_\_\_
- 2 talks about the layout of a building? \_\_\_\_\_
- 3 mentions that people appreciate a conversation? \_\_\_\_\_
- 4 recommends that readers do some research? \_\_\_\_\_
- 5 mentions that two products are nearly the same? \_\_\_\_\_
- 6 says that something may not be as new as it appears? \_\_\_\_\_
- 7 refers to a scientific study? \_\_\_\_\_
- 8 mentions deliberately giving someone the wrong thing? \_\_\_\_\_



**A** Being a coffee-shop worker, or barista, is actually a harder job than it looks. It takes a while to learn the tricks of the trade. Did you know, for example, that when you order the biggest size in many coffee outlets, you don't get any extra coffee – only more hot water and milk. That marbled shape that baristas pour on top of your latte isn't just decoration either. If it has clear edges, it shows the barista that the milk was prepared correctly. Finally, it's worth being polite and waiting patiently for your morning shot if there's a queue. People who are rude and impatient may be given a decaf when they wanted caffeine – or vice versa – because you can't tell the difference.

**B** Supermarkets are usually cleverly designed, with the most expensive brands at eye-level, and the fruit and veg at the front – to give customers an impression of healthy, wholesome food when they enter. But the reality in some supermarkets is far from 'wholesome'. We forgive supermarkets for accidentally leaving the odd out-of-date product on the shelf, because it's clearly very difficult to keep track of thousands of different perishable goods. But did you know that some places indulge in 'food reconditioning'? This means that, for example, old pasta is ground up and repackaged as flour, and meat that has nearly expired is given a spicy marinade – then repackaged with a new 'use by' date. And unlike restaurants, supermarkets aren't immediately closed if they fail hygiene inspections. Amazingly, it's often up to the business themselves to clean up their act.

**C** If you think you're tired on a long-haul flight, spare a thought for your cabin crew. They've been on their feet for hours, and their body clocks are out of sync. When the cabin lights are dimmed at night, the crew actually like it when a passenger comes over and talks to them – it helps them to keep awake! Some passengers treat cabin crew as if they were glorified catering staff. In fact, they're highly trained people who may speak several languages and have skills ranging from building survival shelters to delivering a baby! Most passengers are well behaved, and the crew can usually spot trouble-makers when they first board. A bit of extra care usually pacifies these people. But it can be hard to preserve a smile when someone is going ballistic over their cold in-flight meal.

**D** Sure, hamburgers taste great – they're packed with salt, sugar and fat, which our brains are hard-wired to crave. But according to a 2013 report in a respected medical journal, only about 12% of that deliciously juicy-looking beef in your burger is really beef. The rest consists of fillers like soya protein, ground bone, and artificial flavourings. And those innocent-looking hamburger buns may well contain compounds like ammonium chloride – also used in explosives! Of course, there are plenty of good restaurants out there serving genuine home-made burgers made of real meat. But as customers, it pays to investigate for ourselves, and find the good places. It may come as a surprise to hear that many chefs never eat out!



## Discussion

*I can agree, disagree, give an opinion and justify it.*

1 Complete a student's ideas with the words below.

add besides example not only opinion reason

I'm of the same <sup>1</sup> \_\_\_\_\_ as Magdalena, who has made some really good points. <sup>2</sup> \_\_\_\_\_ the arguments that we've just heard, I would <sup>3</sup> \_\_\_\_\_ this one. The main <sup>4</sup> \_\_\_\_\_ that I believe it is sometimes good to lie is that lies can be kinder than the truth. To give you just one <sup>5</sup> \_\_\_\_\_, would it help to tell a friend that you hate her new hairstyle? <sup>6</sup> \_\_\_\_\_ would this make her feel terrible, but also it would damage your friendship.

2 Complete the second sentence so it has a similar meaning to the first. Use 2–6 words, including the word in brackets.

- We'll never have the same opinion about this. (disagree)  
We'll have to \_\_\_\_\_ about this.
- It may not always be true that lying is bad. (case)  
It's \_\_\_\_\_ lying is bad.
- This is my main reason for having this opinion. (justification)  
This is my \_\_\_\_\_ thinking this.
- You're completely right about that. (agree)  
I \_\_\_\_\_ 100%.
- I totally support your point of view. (more)  
I couldn't \_\_\_\_\_ you.
- I'd also say that nobody is 100% truthful. (add)  
I would \_\_\_\_\_ nobody is 100% truthful.

**Speaking Strategy**

In a discussion, listen carefully to the other participant(s) and, while they are speaking, work out your own opinion on the point under discussion. When it is your turn to speak, be prepared to pick up on points they have made, and either agree with them and reinforce them, or disagree with them and give your own opinion.

3 Read the Speaking Strategy. Then look at questions 1–3 and make notes about how you would answer them.

- Is it ever acceptable to disobey the law?  
\_\_\_\_\_
- Some people think that people respect the law more as they grow older. Do you agree?  
\_\_\_\_\_
- Do you think it is ever right not to report someone who is breaking the law?  
\_\_\_\_\_

4  2.19 Listen to two people discussing the questions in exercise 3. Which of the questions do they ...

- agree about? \_\_\_\_\_
- disagree about? \_\_\_\_\_

5  2.19 Listen again and tick (✓) the discourse markers that you hear.

- |                                              |                                       |
|----------------------------------------------|---------------------------------------|
| if anything <input type="checkbox"/>         | even so <input type="checkbox"/>      |
| as a matter of fact <input type="checkbox"/> | anyway <input type="checkbox"/>       |
| besides <input type="checkbox"/>             | incidentally <input type="checkbox"/> |
| to be honest <input type="checkbox"/>        | by and large <input type="checkbox"/> |

6 Choose the correct discourse markers to complete the sentences.

- I love the band. **As a matter of fact** / **Mind you**, I've just downloaded one of their albums.
- Some people try to cheat in exams, but **incidentally** / **by and large** most students are honest.
- I trust my friends. **To be honest** / **Even so**, I don't tell them all my secrets.
- It was quite mean to play that practical joke on Matt. **Mind you** / **If anything**, it was very funny!
- I don't know why Jenny is mad at me. **Mind you** / **If anything**, she's the one who should apologise.
- It was wrong of you to do that. **Incidentally** / **Even so**, it's also against the law.

7 Read the statements below and think about whether you agree or disagree with them. Make notes giving reasons for your answers.

Society would collapse if people disobeyed laws just because they didn't like them.

I don't think there's anything wrong with buying photocopied books or pirate DVDs.

It's never right to report a friend to the police, whatever they've done.

Laws are only binding if they are made with the consent of all the people.

8 Choose two of the questions above and practise answering them. Speak for about 30 seconds.



## Discursive essay

*I can write a discursive essay using a variety of sources.*

- 1 Read the task. Think of two more reasons why it might be good or bad to limit freedom of speech.

Your class has had a discussion about freedom of speech, and you have made the notes below:

- 1 divisive or violent views
- 2 government political control
- 3 free speech as a human right

4 \_\_\_\_\_

5 \_\_\_\_\_

Some opinions expressed in the discussion:

*'Sexist and racist views clearly need to be restricted.'*

*'Governments can use censorship to control people.'*

*'People need to be protected from abuse.'*

Write an essay discussing TWO of the points in your notes. Explain which point is more important in your view, giving reasons to support your answer. You may make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 2 Read the essay. Which points from the question and notes are not included?

Limiting freedom of speech is a controversial issue.

Some people would argue that we should be able to say whatever we like, but others warn that people cannot be given unlimited freedom to express dangerous views.

In general, freedom of expression leads to a more tolerant society, where people value different opinions.

However, it is argued that we have to impose some limits in order to protect people. This is due to the fact that some people have extreme and prejudiced views.

These may give rise to violence. Consequently, we need to limit the freedom to express some opinions.

On the other hand, there are more controversial reasons why governments limit freedom of speech.

All countries have state secrets such as the details of military operations. As a result, governments prosecute people who release sensitive information. But one of the main consequences of this is that governments can use national security as an excuse for hiding politically damaging information. Clearly it is totally undemocratic to limit people's freedom to discuss and criticise their government's activities.

To sum up, in general, freedom of expression is a good thing. However, I would argue that there have to be some limits to this freedom, due to the need to protect people and society from violent views.

- 3 Use the underlined phrases from the text to complete the sentences.

- 1 The rise in crime is partly \_\_\_\_\_ the economic crisis has increased unemployment.
- 2 One of \_\_\_\_\_ of state censorship is that people are unable to make informed decisions.
- 3 The town was flooded \_\_\_\_\_ of the heavy rain.
- 4 Similarities between two exam essays can \_\_\_\_\_ accusations of copying.
- 5 The company wasn't successful. \_\_\_\_\_, it closed down.

### Writing Strategy

When writing an essay, make sure you:

- 1 read the task carefully and include all the relevant information.
- 2 write in an appropriate style for the genre.
- 3 organise the text in an appropriate way, presenting ideas coherently, and linking sentences and paragraphs.
- 4 use a range of grammatical structures and vocabulary, and use them correctly.

- 4 Read the Writing Strategy. Then read the task and plan your discursive essay. Make notes.

Your class has had a discussion about censoring art, music and literature, and you have made the notes below:

- 1 violent or shocking content
- 2 freedom of expression and creativity
- 3 offending some people

Some opinions expressed in the discussion:

*'Many great works of art were offensive in their day.'*

*'People say that some lyrics encourage acts of violence.'*

*'Attacking religious figures or holy books should be off-limits because it offends a lot of people.'*

Write an essay discussing TWO of the points in your notes. Explain which of the points is more important. You may make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 5 Write your essay (220–260 words) using your plan from exercise 4.

### CHECK YOUR WORK

Have you ...

- ☐ organised the essay into clear paragraphs?
- ☐ introduced your essay topic?
- ☐ supported statements with suitable examples?
- ☐ given your opinion?



## Vocabulary

## 1 Complete the words in the sentences.

- 1 There was a huge public o\_\_\_\_\_ after the report about poor hygiene in hospitals was made public.
- 2 The FBI sometimes l\_\_\_\_\_ in on phone calls.
- 3 Please c\_\_\_\_\_ and answer all the questions.
- 4 The government attempted a c\_\_\_\_\_ -up, but the truth came out in the end.
- 5 Many sports people e\_\_\_\_\_ sports-clothing companies like Nike and Asics by wearing their products.
- 6 A leading newspaper has i\_\_\_\_\_ an apology for publishing inaccurate information.
- 7 Ministers have a \_\_\_\_\_ to requests for an inquiry.
- 8 Our president is trying to h\_\_\_\_\_ an inquiry into his illegal activities.
- 9 Who a \_\_\_\_\_ him to see those top-secret documents? Someone must have given him permission.
- 10 The journalist won an award for her shocking e\_\_\_\_\_ of high-level corruption in the military.

Mark:  / 10

## 2 Match the sentence halves and complete them with the correct form of the words below.

expect misinformation pre-owned  
put on a few extra pounds rest room

- 1 Don't believe everything you read on the internet – \_\_\_\_\_
- 2 Kelly had her baby boy two years ago and now ... \_\_\_\_\_
- 3 This car is good price because it was ... \_\_\_\_\_
- 4 Excuse me, can I use ... \_\_\_\_\_
- 5 You should go back to the gym. You've ... \_\_\_\_\_
- a she \_\_\_\_\_ a girl.
- b \_\_\_\_\_ since you stopped training.
- c there's a lot of \_\_\_\_\_ out there.
- d your \_\_\_\_\_, please?
- e \_\_\_\_\_, but it's in good condition.

Mark:  / 5

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

- 1 Don't **breathe** / **let on**, but Peter's leaving his job.
- 2 Have you heard the **latest** / **quote** about Matt and Jenny?
- 3 I don't believe the **word** / **rumour** about Paul. He's a nice person, and he wouldn't do that.
- 4 Keep this under your **lips** / **hat**, but I saw Yasmina at the gig with Robert – and they were very close.
- 5 I promise not to tell anyone. Bite my **tongue** / **lips**.
- 6 This mustn't go **between** / **any further**, but we're planning a surprise party for Jake.

Mark:  / 6

## Word skills

## 4 Complete the text with the correct form of the words in brackets. Use a prefix or suffix from below.

-based -conscious cyber- de- down- down- -friendly up-

**INTERNET SECURITY GIANT** Symantec have opened a brand-new \$12-million high-tech centre to fight <sup>1</sup>\_\_\_\_\_ (crime) in Sydney, Australia. It's a bold move at a time when many IT companies are <sup>2</sup>\_\_\_\_\_ (size). The <sup>3</sup>\_\_\_\_\_ (US) company specialises in <sup>4</sup>\_\_\_\_\_ (bug) computer systems for governments and <sup>5</sup>\_\_\_\_\_ (security) industries like telecommunications. Worldwide, Symantec's software identifies an estimated 1 trillion electronic security threats per year. The company also produces <sup>6</sup>\_\_\_\_\_ (user) anti-virus software for home computers, and security <sup>7</sup>\_\_\_\_\_ (date) for home users to <sup>8</sup>\_\_\_\_\_ (load).

Mark:  / 8

## 5 Complete the sentences with words made from A and B below.

A cyber eco fat mono over techno under

B book exposed free friendly lingual phobe space

- 1 This is a \_\_\_\_\_ dictionary, so both the words and explanations are in Arabic.
- 2 I'm an old man now, and a bit of a \_\_\_\_\_ – I've never learned to use a computer.
- 3 That cereal is \_\_\_\_\_, but it's got a lot of sugar in it.
- 4 We didn't expect the hotel to be \_\_\_\_\_ – when we arrived, there weren't enough rooms for all of our tour group.
- 5 These plastic bags are \_\_\_\_\_. They break down naturally in the environment.
- 6 Some virtual worlds in \_\_\_\_\_ are now so realistic that it's hard to tell them apart from the real world.
- 7 Ingrid Calame is a great artist, but her work is \_\_\_\_\_ – most people have never heard of her.

Mark:  / 7



## 6 Complete the statements with the words below.

agree to disagree be honest matter of fact point  
principal justification the case

- We have very different opinions on this, so I think we'll have to \_\_\_\_\_.
- Kathy's just made another really good \_\_\_\_\_, but ...
- Everyone tells white lies. As a \_\_\_\_\_, I had to tell one this morning.
- The \_\_\_\_\_ for telling lies is that they can sometimes be kinder than the truth.
- To \_\_\_\_\_, I don't think that what you said is correct.
- It's often \_\_\_\_\_ that people really have to conceal the truth.

Mark:  / 6

## Grammar

## 7 Complete the dialogue with the words below.

do fact herself in the world is it's question what

**Mel** What <sup>1</sup>\_\_\_\_\_ is the matter, Pascale? You <sup>2</sup>\_\_\_\_\_ look miserable.

**Pascale** Mandy's split up with me. <sup>3</sup>\_\_\_\_\_ I don't understand is why. The <sup>4</sup>\_\_\_\_\_ is, she didn't even tell me <sup>5</sup>\_\_\_\_\_ – she asked Jane to do it.

**Mel** That <sup>6</sup>\_\_\_\_\_ awful! Why not sit down and talk to her?

**Pascale** I'd like to, but the <sup>7</sup>\_\_\_\_\_ is how. She won't speak to me. I'm going to go round to hers later.

**Mel** Well, <sup>8</sup>\_\_\_\_\_ important not to do anything rash. How about I speak to her first?

Mark:  / 88 Complete the sentences with *whatever*, *whoever*, *whichever*, *however*, *whenever* or *wherever*.

- You must be very busy. \_\_\_\_\_ I see you – day or night – you're always in a hurry.
- \_\_\_\_\_ we decide to do for my birthday, I'm sure we'll have a great time.
- \_\_\_\_\_ has the winning ticket will get an all-expenses-paid holiday for two to Cancun.
- \_\_\_\_\_ I saved that file on my computer, I just can't find it.
- Both boxers are looking very tired, so \_\_\_\_\_ fighter has more stamina will probably win.
- We have to finish this work, \_\_\_\_\_ boring it is to be inside when it's such a nice day.

Mark:  / 6

## Use of English

## 9 Complete the text with the correct form of the word in brackets.

Gregg Bergersen, an American citizen <sup>1</sup>\_\_\_\_\_ (author) to see secret documents at the Pentagon, was convicted of spying in 2015 after being secretly filmed in a dramatic <sup>2</sup>\_\_\_\_\_ (cover) operation. Footage broadcast by CBS shows how hidden cameras filmed Bergersen <sup>3</sup>\_\_\_\_\_ (where) he went in his car – and caught him accepting money from a foreign agent in return for information. (Bergersen later claimed he thought the agent came from a friendly power – but <sup>4</sup>\_\_\_\_\_ (who) the agent is, it's still a crime!)

Bergersen was very careful to protect <sup>5</sup>\_\_\_\_\_ (him) from internal surveillance. He didn't <sup>6</sup>\_\_\_\_\_ (down) documents from the Pentagon's computer network – an activity which could easily be tracked. Instead he 'borrowed' paper files which were then copied by hand. Pentagon officials were keen to <sup>7</sup>\_\_\_\_\_ (play) the Bergersen case, but since his arrest <sup>8</sup>\_\_\_\_\_ (allege) have emerged of other American citizens selling secrets to do with naval and space technology. These <sup>9</sup>\_\_\_\_\_ (reveal) show that home-grown espionage – by Americans against America – is a growing problem.

Mark:  / 9Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                     | ★ | ★★ | ★★★★ |
|---------------------------------------------------------------------|---|----|------|
| I can talk about cover-ups, privacy and journalism.                 |   |    |      |
| I can use a variety of structures to add emphasis.                  |   |    |      |
| I can understand people gossiping.                                  |   |    |      |
| I can use <i>whatever</i> , <i>whenever</i> , <i>whoever</i> , etc. |   |    |      |
| I can use a range of useful prefixes and suffixes.                  |   |    |      |
| I can understand texts about trade secrets.                         |   |    |      |
| I can agree, disagree, give an opinion and justify it.              |   |    |      |
| I can write a discursive essay using a variety of sources.          |   |    |      |



## Reading

## Strategy

In the multiple-matching task, the wording of the questions is designed to lead you to specific information and to disregard irrelevant information. Underline the key words in the question to help you find the information in the text which provides the correct answers.

- 1 Read the Strategy above and question 1 in exercise 2. Follow the instructions in the Strategy to answer the question.
- 2 Read the article and questions 2–10. Match sections A–D with the questions.

Which hiding place...

- 1 failed to serve the function it was designed for? \_\_\_\_\_
- 2 was built to last well into the future? \_\_\_\_\_
- 3 is generally regarded as the best of its kind? \_\_\_\_\_
- 4 was missing from visual representations of the area? \_\_\_\_\_
- 5 must be reached by plane or ship? \_\_\_\_\_
- 6 has an uncertain future at present? \_\_\_\_\_
- 7 has a much greater potential than that which is currently being exploited? \_\_\_\_\_
- 8 was built paying meticulous attention to detail? \_\_\_\_\_
- 9 was procured with another function in mind? \_\_\_\_\_
- 10 is the site of unusual happenings which have not been explained? \_\_\_\_\_

## The Perfect Hiding Place

Read about four of the world's most secret locations.

## A The Mountain

Just a stone's throw from New York City lies a former iron-ore mine which has been converted into a heavily guarded storage facility known as The Mountain. Inside are the records of some of the largest and most influential companies in the USA. Purchased originally for growing mushrooms, the mine acquired its current function during the Cold War, when owner Herman Knaust realised its potential for protecting corporate information from nuclear attack and founded the company Iron Mountain Atomic Storage Inc. Apart from vital business records, The Mountain has housed art collections, valuable antiques and celebrity memorabilia in its 225 individually locked vaults, and today it is the premium storage location for the company now known as Iron Mountain Inc.

## B Global Seed Vault

In the depths of an icy mountain on Norway's remote Svalbard archipelago exists a resource of vital importance: the Global Seed Vault. Far from the dangers of world crises and natural disasters, the building will eventually contain the seeds of all the plants the Earth has ever seen. Currently holding 930,000 samples from every corner of the planet, the deposit is at less than a third of its maximum capacity. Its principle aim is to serve as a back-up if one of the world's 1,750 individual seed banks is damaged. A case in point is

the recent withdrawal of seeds from the Global Seed Vault to replace those lost during the transferral of an international agricultural research centre from Aleppo to Beirut as a result of the Syrian civil war.

## C Burlington Bunker

Below a disused quarry near Corsham in the south-west of England stretches a vast underground community that remained a closely guarded secret for over thirty years. The huge complex forms what was once intended to be the Central Government War Headquarters, more commonly known as the Burlington Bunker. Fearing nuclear war with the Soviet Union, the British government ordered its construction in 1955 and made provision for everything that would be needed to survive for three months: offices and bedrooms, a bakery, a hospital, and even a BBC broadcasting studio to communicate with survivors. Although the facility was never used, it was maintained until 1991 before being finally decommissioned in 2004 and put up for sale.

## D Area 51

Just over 160 km north of Las Vegas is an air base in the middle of the desert whose existence was not officially acknowledged until 2013. Known as Area 51, the facility is a top-secret US military installation which remained hidden for decades thanks to map-makers leaving it out and satellite imagery of the area being routinely deleted from government databases. It is understood that the base is the site at which the latest spy planes are developed and tested, giving rise to a number of reported sightings of UFOs over the years. These accounts have generally been attributed to the fact that witnesses were unaccustomed to seeing the lights of planes flying at such high altitudes as the ones being tested, but there are some who would strongly contest this justification.

## Listening

## Strategy

In the sentence-completion task, all of the words needed to fill the gaps will be familiar to you. Most questions will focus on concrete pieces of information, such as nouns or proper names, and the answers will generally be single words or very short noun groups, e.g. adjective + noun. Correct spelling is necessary for your answer to be awarded a mark.

- 3 Read the Strategy above and the text in exercise 4. What information do you need to fill the gaps in questions 1–8?

- 4  2.20 You will hear a talk about the latest research into animal migration. For questions 1–8, complete the sentences with a word or short phrase.

## Remarkable journeys

Humpback whales are the <sup>1</sup>\_\_\_\_\_ that have the longest migration.

The leatherback turtle studied by scientists started its journey in <sup>2</sup>\_\_\_\_\_.



The blue wildebeest's migration is prompted by a search for <sup>3</sup> \_\_\_\_\_ to eat. The animal with the longest terrestrial migration is the caribou, or <sup>4</sup> \_\_\_\_\_. The insect with the longest migration route appears to be a <sup>5</sup> \_\_\_\_\_. The bar-headed goose flies south every year to avoid the <sup>6</sup> \_\_\_\_\_ in Mongolia. Scientists have never measured a <sup>7</sup> \_\_\_\_\_ flight longer than the bar-tailed godwit's. The arctic tern's migration is the longest because the birds visit the two <sup>8</sup> \_\_\_\_\_ each year.

- |                     |              |
|---------------------|--------------|
| 5 a put off         | b stood out  |
| c stood up          | d turned out |
| 6 a fell out with   | b friended   |
| c kept track of     | d ran into   |
| 7 a circumnavigated | b conducted  |
| c roamed            | d traversed  |
| 8 a accomplished    | b achieved   |
| c attained          | d realised   |

## Use of English

### Strategy

In the multiple-choice cloze task, use your knowledge of collocations, dependent prepositions and verb patterns to eliminate the words that do not fit the gap. Then decide which of the remaining words fit the gap semantically.

- 5 Read the Strategy above. Then read the question and options below. Which is the correct option? Why are the other options wrong?

My grandparents are completely \_\_\_\_\_ to the idea of moving house. In short, they refuse.

- a against b disagreed c favourable d opposed

- 6 Complete the text. Write a, b, c or d.

### Lone woman cyclist reaches Iran

When journalist Rebecca Lowe announced she was planning a twelve-month cycling trip to Iran, her friends and family tried hard to <sup>1</sup> \_\_\_\_\_ her from going. They failed, of course, and on 29 July 2015 Rebecca set off alone from her London flat on what was to be a truly <sup>2</sup> \_\_\_\_\_ journey. Her main aim in making this daunting trip was to <sup>3</sup> \_\_\_\_\_ a better understanding of the Middle East. She chose to cycle believing her bike would <sup>4</sup> \_\_\_\_\_ her to meet people more easily. And she was right. Being a lone woman cyclist, Rebecca <sup>5</sup> \_\_\_\_\_ from all other visitors and attracted the right sort of attention from locals. Nearly everyone she <sup>6</sup> \_\_\_\_\_ offered her food, shelter and, what she was really after, an insight into their lives. By the end of her journey, Rebecca had <sup>7</sup> \_\_\_\_\_ a grand total of 20 countries, including Turkey, Lebanon and Sudan. She <sup>8</sup> \_\_\_\_\_ her mission of reaching Iran on 20 June 2016, when she arrived in Azadi Square.

- |                |                 |
|----------------|-----------------|
| 1 a disapprove | b discourage    |
| c inhibit      | d restrict      |
| 2 a evocative  | b hazy          |
| c vivid        | d unforgettable |
| 3 a earn       | b gain          |
| c make         | d win           |
| 4 a allow      | b authorize     |
| c let          | d oblige        |

## Speaking

### Strategy

In the discussion phase of the test, if you disagree with a statement, you should do so politely, e.g. *I'm afraid I don't agree*, rather than *That's wrong!*

- 7 Read the Strategy. Add three more examples of phrases for disagreeing politely.

- 8 Politely disagree with the statements below using phrases from exercise 7 and a full personal response.

If you have a secret, it's best not to confide in your best friend.

Your employer should have access to all your personal information.

## Writing

### Strategy

Read the task carefully and choose the two points you feel you could write most about. Make notes about each of the points before you start writing, and think about how you can develop them. You can use the opinions in the task if you want to, but remember to paraphrase the actual words.

- 9 Read the Strategy above and the task below. Make notes about the two points you feel you could write most about.

Your class has had a discussion about how to improve road safety. You have made the notes below:

Measures for improving road safety:

- reduce speed limits
- increase punishments for dangerous driving
- introduce obligatory safety courses

Some opinions expressed in the discussion:

*'Drivers shouldn't be allowed to go so fast on motorways.'*

*'Dangerous drivers should be banned for life.'*

*'Drivers should take a safety course every five years.'*

Write an essay discussing TWO of the measures in your notes. You should explain which measure would improve road safety the most, giving reasons to support your answer.

- 10 Write the essay (220–260 words) for the task in exercise 9.



## Vocabulary

## A

## End of the world

*I can talk about potential threats to our planet.*

## 1 Complete the definitions of global threats 1–8.

- A A nuclear \_\_\_\_\_ is a situation of mass destruction caused by the use of atomic weapons.
- B A pole \_\_\_\_\_ is a change in the angle of the Earth's rotation.
- C A global \_\_\_\_\_ is a disease that spreads all over the world.
- D An asteroid \_\_\_\_\_ is an accident in which a large rock hits a planet.
- E Robot \_\_\_\_\_ will occur if machines become superior to humans.
- F An interplanetary \_\_\_\_\_ is an accident in which two planets crash into each other.
- G A supervolcanic \_\_\_\_\_ is the explosion of a volcano of massive proportions.
- H An alien \_\_\_\_\_ is when creatures from another world land on a planet and take over by force.

2  3.02 Listen to five people discussing global threats. Match the threats in exercise 1 with the speakers 1–5.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

3  3.02 Listen again. Match speakers 1–5 with sentences A–H. There are three sentences you do not need.

The speaker describes a threat which ...

- A might resemble an infamous event in history. \_\_\_\_\_
- B would cause an increase in droughts and famines. \_\_\_\_\_
- C would cross borders as if they didn't exist. \_\_\_\_\_
- D would be a repetition of a similar event that supposedly destroyed the dominant species. \_\_\_\_\_
- E would eject the Earth from the Solar System. \_\_\_\_\_
- F may occur as a result of progress. \_\_\_\_\_
- G could destroy the ozone layer. \_\_\_\_\_
- H would cause severe respiratory problems. \_\_\_\_\_

## 4 Complete the sentences with the correct form of the verbs and phrases below. Some of the answers are passive.

detonate hurtle overthrow slam into spell disaster  
unleash wipe out wreak havoc

- 1 Their car skidded and \_\_\_\_\_ a tree.
- 2 After losing control of his bike, he \_\_\_\_\_ down the hill into the bushes at the bottom.
- 3 The military held a coup in an attempt to \_\_\_\_\_ the government.
- 4 The bomb \_\_\_\_\_ using a remote-controlled device.
- 5 The hurricane \_\_\_\_\_ on the town, destroying everything in its path.
- 6 The announcement to close the hospital \_\_\_\_\_ a storm of protest.
- 7 The wet weather could \_\_\_\_\_ for farmers, whose crops are ripe for picking.
- 8 Whole settlements \_\_\_\_\_ by the earthquake.

## 5 Complete the second sentence so that it means the same as the first. Write no more than six words and include the word in brackets.

- 1 Abigail has very rich parents. (spoon)  
She was born with \_\_\_\_\_.
- 2 You'll have to wait to find out what happens. (time)  
Only \_\_\_\_\_.
- 3 When you're in an unfamiliar place, you should behave like the people around you. (Rome)  
When \_\_\_\_\_.
- 4 People of the same sort are found together. (flock)  
Birds \_\_\_\_\_.
- 5 Don't be sure of success – something may go wrong. (chickens)  
Don't count \_\_\_\_\_.
- 6 If something bad is being said about something, it's usually true. (smoke)  
There's \_\_\_\_\_.



# Ellipsis and substitution

*I can use auxiliaries, modals, so and not ... so to avoid repetition.*

- 1  3.03 Read the dialogue and cross out the words that can be omitted. Then listen and check.



**Tamsin** My great-grandma's 100 on Saturday.

**Millie** Really? Are you having a party for her?

**Tamsin** Yes, we are having a party for her. We're having it in our garden.

**Millie** But I thought your great-grandma lived in a nursing home.

**Tamsin** She does live in a nursing home, but she's coming out for the afternoon.

**Millie** Can't she stay with you for longer?

**Tamsin** She'd like to stay for longer, but the home won't let her stay for longer. Anyway, I wanted to ask you if you'd help me with her cake.

**Millie** Of course I will help you with her cake!

- 2 Complete the dialogues with the phrases below.

I didn't mean to I'd love to I do I haven't I intended to  
I should I used to I will

- 1 **A** Who's got my phone charger?  
**B** \_\_\_\_\_. Maybe Freya's got it.
- 2 **A** Don't you like burgers?  
**B** \_\_\_\_\_, it's just that I don't fancy one now.
- 3 **A** Why are you shouting at me?  
**B** Sorry, \_\_\_\_\_. I'll take off my headphones.
- 4 **A** Can you turn down the music, please?  
**B** \_\_\_\_\_, as soon as this song finishes.
- 5 **A** Have you tidied your room?  
**B** Sorry, \_\_\_\_\_, but I forgot.
- 6 **A** Are you going to the gym tonight?  
**B** \_\_\_\_\_, but I can't be bothered.
- 7 **A** Do you want to join us for a bike ride tomorrow?  
**B** \_\_\_\_\_. What time?
- 8 **A** Do you play in a band?  
**B** \_\_\_\_\_, but we've just split up.

- 3 Write a positive and negative response for each item, using the word in brackets.

1 Do you think you'll pass all your exams? (guess)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

2 Will you ever get married, do you think? (expect)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

3 Will you enjoy university, do you think? (presume)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

4 Are you going out tonight? (think)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

5 Will you ever live abroad, do you think? (imagine)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

6 Do you think you'll be going on holiday this summer? (suppose)

**A** \_\_\_\_\_

**B** \_\_\_\_\_

- 4 Which three questions in exercise 3 have another possible response? Write the number of the question and the other possible response.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5  3.04 Complete the dialogue. Write one word in each space. Then listen and check.

**A** Did you get round to asking your grandparents about our history project?

**B** I'm afraid <sup>1</sup>\_\_\_\_\_. I meant <sup>2</sup>\_\_\_\_\_, but I didn't see them last weekend. I had to help my brother move into his new flat, so I <sup>3</sup>\_\_\_\_\_.

**A** Do you think they'll agree to be interviewed?

**B** I'm sure they <sup>4</sup>\_\_\_\_\_. They love talking about the old days.

**A** Will they mind if we video them?

**B** There's a chance that they <sup>5</sup>\_\_\_\_\_ at the start, but if they <sup>6</sup>\_\_\_\_\_, we'll just have to talk them round.

**A** Will you be seeing them in the next couple of days?

**B** I presume <sup>7</sup>\_\_\_\_\_. They usually come round for dinner on Tuesdays. I'll ask them then.

**A** Try not to forget. We haven't got much time left to do the interview.

**B** Don't worry, I <sup>8</sup>\_\_\_\_\_.



## Lost civilisations

*I can use context to understand a text on lost civilisations.*

## Revision: Student's Book page 99

## 1 Match 1–8 with a–h to make verb + noun collocations.

- |                   |                          |
|-------------------|--------------------------|
| 1 enjoy _____     | a a role (in sth)        |
| 2 fall _____      | b (sb) an indication     |
| 3 give _____      | c a theory               |
| 4 play _____      | d into decline           |
| 5 put _____       | e (sth) into perspective |
| 6 spell _____     | f success                |
| 7 trigger _____   | g the end (of / for sth) |
| 8 undermine _____ | h the demise (of sth)    |

## 2 Complete the sentences with the collocations in exercise 1. Use the correct form of the verb.

- European colonisation of the Americas *triggered the demise* of several important civilisations.
- The Aztec Empire \_\_\_\_\_ until the arrival of Hernán Cortés.
- The expeditions of Francisco Pizarro \_\_\_\_\_ for the Inca Empire.
- Infectious diseases also \_\_\_\_\_ in the decimation of the population.
- The discovery of Viking remains \_\_\_\_\_ that Columbus was the first to set foot in America.
- Tales in the Sagas of Icelanders \_\_\_\_\_ that the Vikings went there before.
- Leif Erikson's voyage across the Atlantic \_\_\_\_\_ the power of the Vikings.
- The Viking settlement in Newfoundland soon \_\_\_\_\_ due to the inhospitable climate.

## Listening Strategy

Read the rubric so that you are aware of the context of the task, and read the questions so that you are aware of the information you require. This will help you work out exactly what you need to retrieve from the recording, and show you when the answer is coming up.

## 3 Read the Listening Strategy. Then look at the sentence below. What kind of information do you need to complete the sentence?

Many tourists are drawn to Cambodia today by a \_\_\_\_\_ built by the Khmer civilisation.

## 4 3.05 Listen and answer the questions.

- Which modern-day countries did the Khmer Empire cover?
- When was the highpoint of the Khmer Empire?
- In what ways were they inventive?
- Who conquered the the Khmer Empire and when?
- Why did the Khmer Empire fall into decline?

## 5 3.06 You are going to hear a talk about two studies into the reasons for the decline of the Khmer Empire. What was the focus of each of the studies?

- the analysis of \_\_\_\_\_
- the analysis of \_\_\_\_\_

## 6 3.06 Listen again and complete the sentences with a word or a short phrase. First read the questions to be aware of the information you require.

- Until now, the fall of the Khmer Empire has often been attributed to land misuse or \_\_\_\_\_.
- The only written references to the demise are observations made by \_\_\_\_\_ from China.
- Brendan Buckley sought specimens for his research that were \_\_\_\_\_ – some were 1,000 years old.
- The droughts probably caused a decline in health and \_\_\_\_\_ in the Empire.
- Buckley suggests that \_\_\_\_\_ may have damaged the Khmer's water system.
- Mary Beth Day's first sample was taken from the West Baray, one of the \_\_\_\_\_ in the Empire.
- The result of Day's research was a millennium-long \_\_\_\_\_.
- The results of both studies show that \_\_\_\_\_ are not enough to protect a civilisation.





## Advanced uses of the infinitive

*I can use advanced uses of the infinitive.*

## 1 Correct the mistakes.

1 Navajo is one of the hardest to learn languages.

2 That word is too formal for say in this context.

3 Can you lend me a book for to read on holiday?

4 My French isn't enough good to have a long chat.

5 I'm the first person in my family going to university.

6 I'm not as brave as to travel around India alone.

## 2 Complete the sentences with a word from box A and the infinitive form of a verb from box B.

A  
easiest emails enough last only shy

B  
answer approach discover leave make understand

1 I was the \_\_\_\_\_ the room, so I turned off all the lights.

2 My brother's too \_\_\_\_\_ a speech in public.

3 Of the languages I know, I find Italian the \_\_\_\_\_.

4 I called the language school \_\_\_\_\_ all the classes were full.

5 I'm not confident \_\_\_\_\_ someone and start a conversation.

6 I've got a few \_\_\_\_\_, and then I'll turn off my laptop.

## 3 Complete the second sentence so that it means the same as the first. Write no more than six words and include the word in brackets.

1 I acquired a new passport, but I had it stolen the first time I used it. (only)

I acquired a new passport \_\_\_\_\_ the first time I used it.

2 Only one person signed up for the German exchange before me. (second)

I was \_\_\_\_\_ for the German exchange.

3 No place is better for learning a language than the country where it is spoken. (best)

\_\_\_\_\_ a language is in the country where it is spoken.

4 We can use the app I've downloaded if we need to ask for something. (to)

I've downloaded \_\_\_\_\_ if we need to ask for something.

5 They speak very fast, so I can't understand what they're saying. (too)

They speak \_\_\_\_\_ what they're saying.

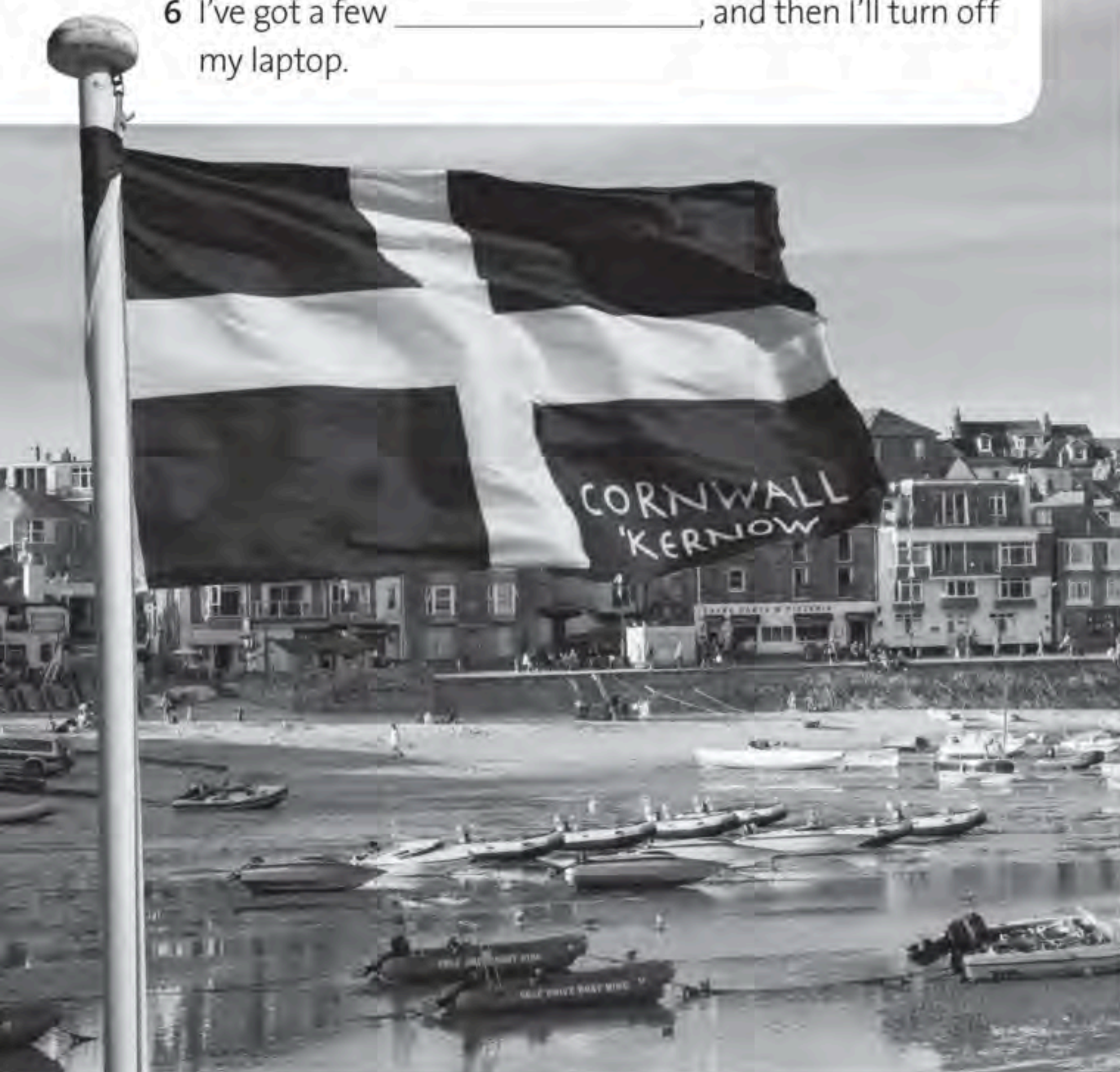
6 The first episode of the series didn't make me want to watch the rest, as it wasn't very good. (so)

The first episode wasn't \_\_\_\_\_ want to watch the rest of the series.

## 4 USE OF ENGLISH Complete the text. Write one word in each gap.

## THE CORNISH REVIVAL

Kernewek, or Cornish, is one of the minority languages of the UK. Spoken only in Cornwall, a county in the south-western tip of England, the language was considered dead after the <sup>1</sup> \_\_\_\_\_ person to speak it fluently passed away in 1777. In the early 20th century, however, a revival of the language began, but there were very few written records <sup>2</sup> \_\_\_\_\_ go on. The <sup>3</sup> \_\_\_\_\_ attempt to provide standardised rules was made by Robert Morton Nance in his 1929 work *Comish For All*. From then on, the revival gathered steam <sup>4</sup> \_\_\_\_\_ to come to a standstill in the 1980s due to an argument over the <sup>5</sup> \_\_\_\_\_ important decision to be made: which of the three or four dialects should be declared official? At one point it seemed that the differences of opinion might be <sup>6</sup> \_\_\_\_\_ great for a compromise to be reached. In 2008, however, a standard written form was agreed upon. Since then, Cornish has gained <sup>7</sup> \_\_\_\_\_ speakers for UNESCO to remove its classification of the language as 'extinct'. Today, some Cornish people are <sup>8</sup> \_\_\_\_\_ bold as to dream of living in their own independent country.





# Collocations with common verbs (*come, do, put and take*)

*I can use collocations with common verbs to discuss spoilers.*



## 1 Choose the correct verb.

- Don't **come / do / put / take** it for granted that I'll help you – I may not have time.
- The main character **came / did / put / took** to an untimely end when his car crashed into a tree.
- It's time our school **came / did / put / took** a stop to the use of mobile phones in class.
- My brother's **coming / doing / putting / taking** his utmost to find a part-time job.
- Jenny's older brother seems to **come / do / put / take** pleasure in making her cry.
- It **came / did / put / took** as a shock to Mia to discover that she'd failed most of her exams.
- I really **came / did / put / took** my foot in it when I asked about his girlfriend – they've just split up!
- It wouldn't **come / do / put / take** them any harm to walk to school once in a while.

## 2 Complete the sentences with the correct form of *come, do, put or take* and one of the words or phrases below.

charge notice (sb) under pressure (sth) into practice  
the trick to mind under fire well

- The police \_\_\_\_\_ last night for allowing the murderer to escape.
- When I get hiccups, I find that drinking water out of the opposite side of a glass \_\_\_\_\_.
- The fire chief \_\_\_\_\_ and ordered everyone out of the building.
- I'm sure you'd \_\_\_\_\_ at university. Medicine is the type of thing you'd be good at.
- Now that you can cook, you can \_\_\_\_\_ your new skills \_\_\_\_\_ and make the dinner.
- Whenever I think of the summer, my local swimming pool \_\_\_\_\_.
- Don't \_\_\_\_\_ any \_\_\_\_\_ of that phone call; I'm sure it was a hoax.
- My coach is \_\_\_\_\_ to play our next match despite the fact that I'm injured.

## 3 Rewrite the sentences replacing the underlined words with the correct form of six of the collocations in exercises 1 and 2.

- The concert finished to thunderous applause.  
\_\_\_\_\_
- The teachers want to halt bullying in our school.  
\_\_\_\_\_
- It upset Amy's parents to hear she was in hospital.  
\_\_\_\_\_
- The mistake caused a lot of damage to the company.  
\_\_\_\_\_
- Jamie had to study hard to succeed at school.  
\_\_\_\_\_
- I always believed that we'd never move house.  
\_\_\_\_\_

### VOCAB BOOST!

One of the most common verbs in English is *get*. Collocations with *get* are listed in a dictionary under the entries for the nouns and adjectives in the collocation. For example, *get your act together* is listed under *act* (*get your act together* = organise yourself in a more effective way).

## 4 Read the *Vocab Boost!* box. Match the collocations below with the definitions 1–8.

get a grip (on yourself) get on sb's nerves get nowhere  
get sth off your chest get sth straight get the hang of sth  
get the picture get your own back on sb

- understand a situation that sb is describing to you \_\_\_\_\_
- annoy sb \_\_\_\_\_
- make a situation clear \_\_\_\_\_
- do sth to sb in return for harm they have done to you \_\_\_\_\_
- talk about sth that has been worrying you in order to feel less anxious \_\_\_\_\_
- control your emotions after being afraid, upset or angry \_\_\_\_\_
- learn how to do sth \_\_\_\_\_
- make no progress \_\_\_\_\_



## Grand finale

*I can understand and react to an article about the endings of films.*

Revision: Student's Book page 102

- 1 Complete the sentences with the correct form of the phrasal verbs below.  
be caught up in break out of bring up come out  
come up with die down hole up track down
- I wonder how the prisoner \_\_\_\_\_ jail.
  - I'm definitely seeing that movie when it \_\_\_\_\_.
  - His parents weren't around when he was young, so he \_\_\_\_\_ by his aunt.
  - She didn't start speaking until all the noise \_\_\_\_\_.
  - We were \_\_\_\_\_ in our basement during the tornado.
  - Police are using dogs to \_\_\_\_\_ the criminal.
  - That politician is in trouble – he \_\_\_\_\_ a corruption scandal.
  - Who \_\_\_\_\_ the solution to the problem?

- 2 Read the article about disappointing film endings. Match the genres 1–3 with the films A–C.

- 1 comedy drama \_\_\_\_\_ 3 crime thriller \_\_\_\_\_  
2 war thriller \_\_\_\_\_

## Reading Strategy

In a multiple matching task, the questions paraphrase the information given in the text. Read the question carefully and underline the key words and phrases. Then scan the text, watching out for paraphrases of the key words and phrases in the question.

- 3 Read the Reading Strategy. Match questions 1–6 with paragraphs A–C.

Which paragraph mentions a movie in which ...

- the story appears to be going nowhere? \_\_\_\_\_
- the suspense increases with every moment? \_\_\_\_\_
- one character is deceived by another? \_\_\_\_\_
- the audience doesn't witness a vital moment? \_\_\_\_\_
- the ending is narrated rather than represented visually? \_\_\_\_\_
- viewers find themselves in the middle of the action in the opening scene? \_\_\_\_\_

## MOVIES THAT FAIL TO MOVE

For critic Allen Palmer, a great movie does not need a happy ending, but one where the final scenes are emotionally satisfying. Below are three movies she feels do not fit the bill.

### A NO COUNTRY FOR OLD MEN

Despite the Coen brothers' four Academy Awards, I found the ending of this 2007 movie disappointing. The movie is a kind of cat-and-mouse tale, where Vietnam veteran Llewelyn Moss is the mouse, and hitman Anton Chigurh the cat. Finding a case containing two million pounds in a field in Texas, Moss flees with the money, and Chigurh is hired by its owners to recover it. Chigurh finishes off everyone standing between him and Moss, using his trademark coin flip to decide the victim's fate. The tension mounts as Chigurh nears his prey, but just when it appears that the two are set to clash, Moss is killed by someone else – off-screen. For me, the greatness of this movie lies in the journey, not the destination.

### B THE HURT LOCKER

Kathryn Bigelow's 2008 movie is awesome – at least, for the first hour or so. When the lights go down, the audience is transported to the battle-scarred streets of Baghdad, where a bomb disposal squad is at work defusing an explosive device. At the start, the movie is a rollercoaster ride, with the tension rising and falling as the bombs are deactivated – or not. Later, however, it suddenly becomes clear that, although the bombs are getting bigger, the action is repeating itself. Towards the end, one soldier gets injured, another shows signs of mental stress and their leader goes home on leave until he can return to do the same all over again. What we seem to have here is the depiction of a conflict zone rather than the exploration of a plot line.

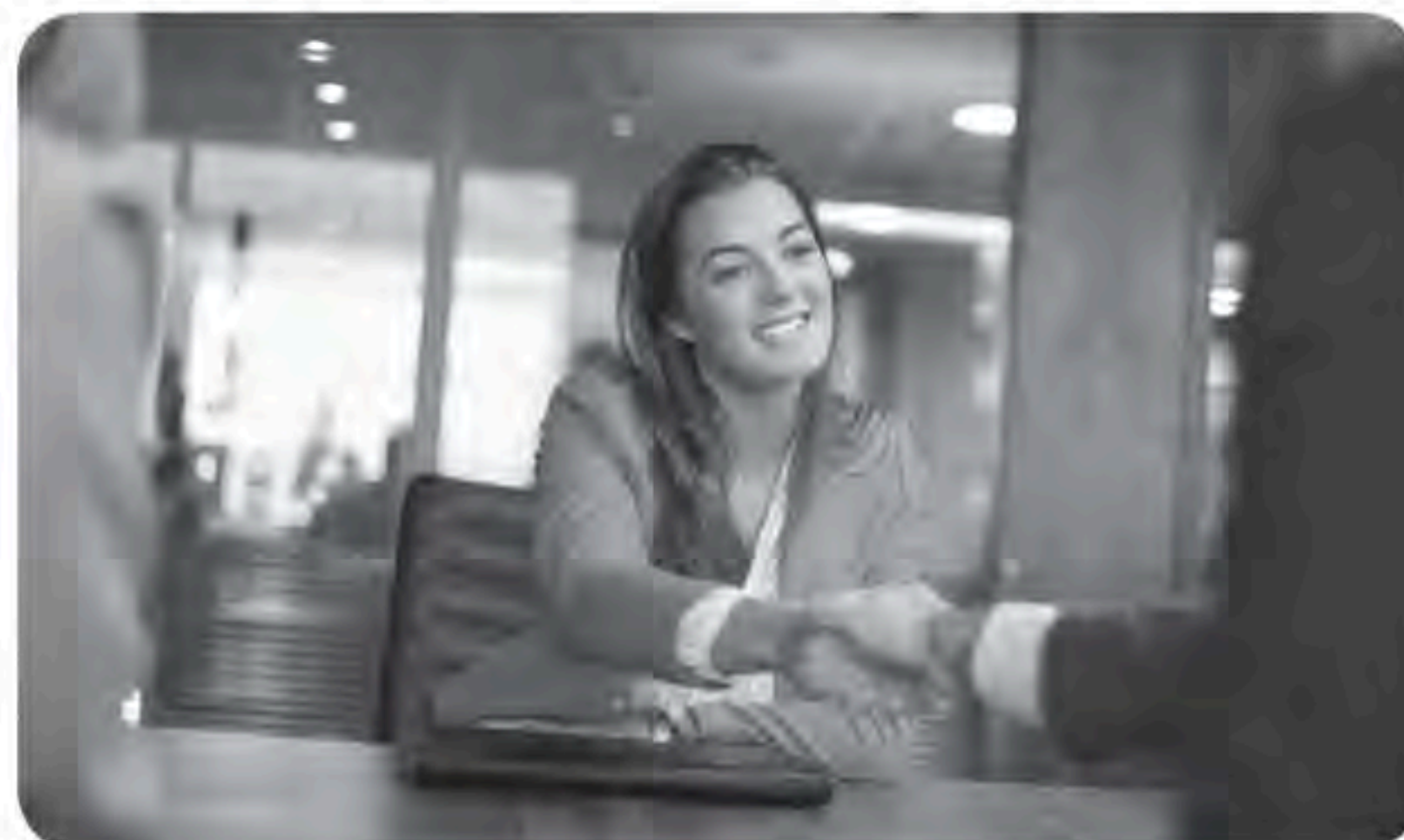
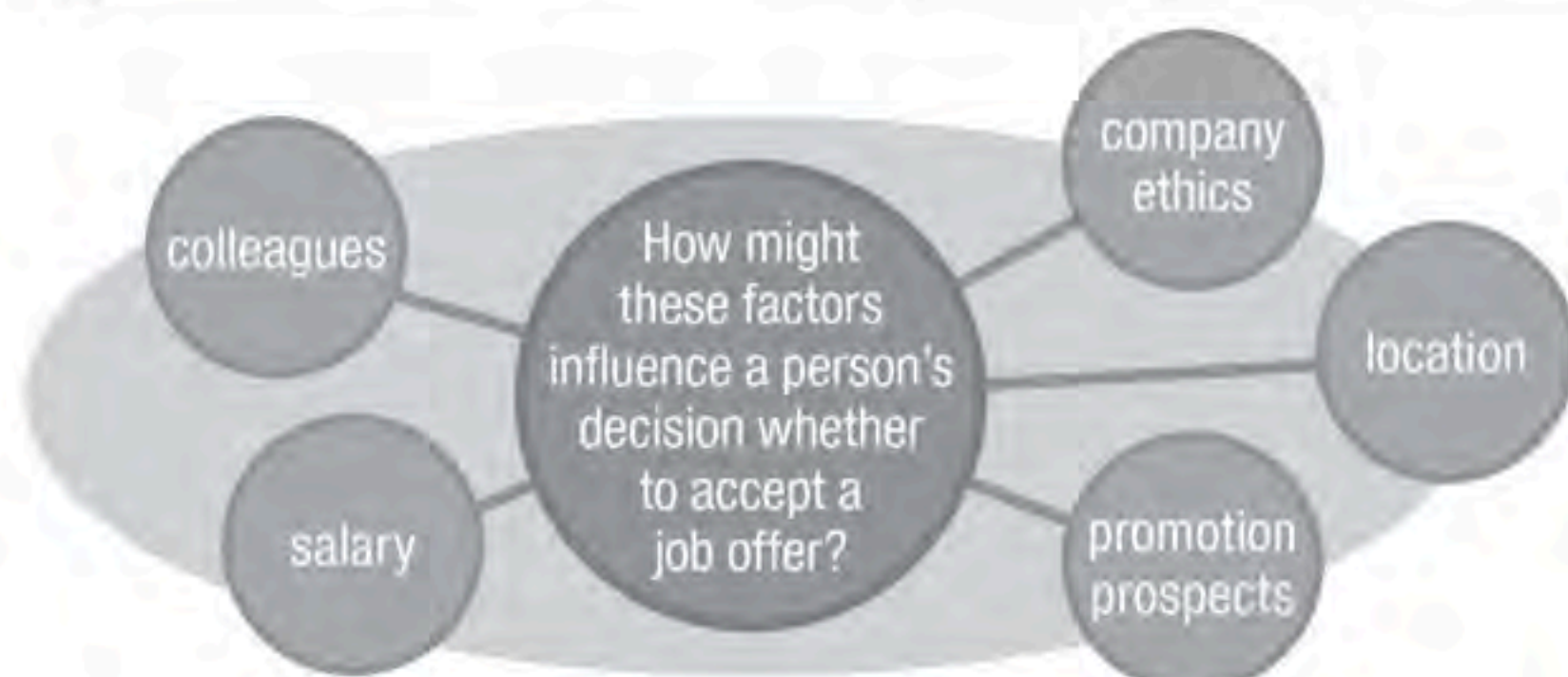
### C UP IN THE AIR

Jason Reitman's 2009 satirical movie about corporate 'downsizer' Ryan Bingham is certainly a lot of fun at the start. Bingham – played by George Clooney – is employed by a Human Resources consultancy to travel the country firing people. Enter Alex, a beautiful executive in the same league as Bingham, and a new colleague, Natalie, whose innovative idea for remote firing via webcam threatens Bingham's very existence. The movie falls apart, however, when Bingham discovers that Alex isn't the woman he thought she was. From this point on, the audience is talked through the action rather than feeling it. We discover that Bingham gives Natalie a glowing reference to help her get a new job, but Alex gets no further mention. Bingham himself is last seen dropping his luggage in front of the destination board of an airport, which could mean anything, really.



## Collaborative task

*I can deal successfully with interruptions.*



Which two factors are the most important when deciding whether or not to accept a job offer?

- 1 **3.07** Read the task and listen to two students discussing it. Answer the questions.

- Which factors do the students talk about?
- Which of the two candidates tries to dominate the conversation?
- How many times does the other candidate interrupt the dominating candidate?

### Speaking Strategy

In a collaborative task, students are expected to share the interaction equally.

- If the other student dominates the discussion, interrupt them politely to give your opinion.
- If you are interrupted when you are speaking, you can choose to allow the interruption or to reject it politely.
- If you reject the interruption, you need to go back to what you were saying.

- 4 **3.08** Read the question and listen to students doing the second part of the task. Which two factors do they choose?

- 5 **3.08** Listen again. Who says the synonyms for *important* below? Write G (girl) or B (boy). There are some extra synonyms that are not used.

critical \_\_\_\_\_ essential \_\_\_\_\_ significant \_\_\_\_\_  
 crucial \_\_\_\_\_ fundamental \_\_\_\_\_ vital \_\_\_\_\_  
 decisive \_\_\_\_\_ imperative \_\_\_\_\_



- 6 Look at the task. Make notes about the importance of each option.

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Which two factors are the least important when choosing a venue?

- 7 Read the question above. Make a note of your choices and reasons.

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- 8 Now do the task using your notes from exercises 6 and 7.

- 2 Read the Speaking Strategy. Match phrases 1–14 with categories A, B, C and D below. Write the numbers.

- A Interrupting \_\_\_\_\_  
 B Allowing an interruption \_\_\_\_\_  
 C Rejecting an interruption \_\_\_\_\_  
 D Continuing after an interruption \_\_\_\_\_

- Yes, of course, go ahead. \_\_\_\_\_
- Sorry for interrupting, but ... \_\_\_\_\_
- Continuing where I left off ... \_\_\_\_\_
- Before you go on, I'd just like to say ... \_\_\_\_\_
- Can I just stop you there for a moment? \_\_\_\_\_
- Can I complete my train of thought? \_\_\_\_\_
- Where was I? Oh yes, ... \_\_\_\_\_
- Do you mind if I finish? \_\_\_\_\_
- If I could just come in here, I think ... \_\_\_\_\_
- Sure. What do you think? \_\_\_\_\_
- Please let me continue. \_\_\_\_\_
- As I was saying, I think ... \_\_\_\_\_
- Excuse me for butting in, but ... \_\_\_\_\_
- That's OK. What did you want to say? \_\_\_\_\_

- 3 **3.07** Listen again and tick (✓) the phrases 1–14 in exercise 2 you hear.



## A report

*I can write a report.*

You have just finished a preparation course for being a lifeguard at a swimming pool. In the mornings you had classes, and in the afternoons you practised what you had learned in a swimming pool. The course director has asked you to write a report in which you should evaluate the programme, explain which part of it was most useful and recommend changes for future courses.

- 1 Read the task above and the report. In the writer's opinion, which part of the course was the most useful?

## Ivybridge Sports Lifeguard Course

### Introduction

The aim of this report is to assess the effectiveness of the lifeguard course I recently participated in, identify the most valuable part of the course, and make some recommendations for improvements.

### Evaluation

On the <sup>1</sup> \_\_\_\_\_, I gained a great deal from the course. As well as learning different techniques for rescuing swimmers in difficulty, I acquired a thorough knowledge of health and safety legislation, and basic first-aid skills. The only <sup>2</sup> \_\_\_\_\_ of the course was the price, which seems excessive considering most of the participants were students.

### Theory vs practice

In <sup>3</sup> \_\_\_\_\_ of teaching, the morning classes definitely had the edge over the afternoon because the time was used more effectively. The morning classes were well planned and interesting, while the ones in the afternoon were much less well organised. This meant we spent much less time in the water, so we did not have the opportunity to practise as much as I would have liked. Therefore, I would say that I benefited more from the theory part of the course than the practical part.

### Recommendations

As a result of my experience, I would like to suggest the following:

- The classes should be more structured to allow for better use of the time available.
- Participants ought to spend more time practising life-saving skills in the water.
- Students should be given a discount on the fees to make the course more accessible to them.

If these recommendations are carried out, the lifeguard course at Ivybridge Sports is bound to improve.

- 2 Read the report again and complete the phrases (1–3) for evaluating an experience / event and comparing and contrasting different aspects.

- 3 Match the two halves of the sentences.

- 1 Broadly speaking, the programme \_\_\_\_\_
  - 2 In general, the course lived \_\_\_\_\_
  - 3 The afternoon classes were superb, unlike \_\_\_\_\_
  - 4 Weighing up the different factors, \_\_\_\_\_
- a I would say I benefited more from the mornings.  
b leaves a lot to be desired.  
c the morning classes, which were appalling.  
d up to my expectations.

### Writing Strategy

In a report you describe and evaluate an experience, and make recommendations for the future. You must use a formal impersonal style, and follow a clear structure, with a title and subheadings.

- Paragraph 1 states the aim of the report by paraphrasing the three elements in the task.
- Paragraphs 2–4 each explore one of the elements in the order they appear in the task.

Read the task carefully to understand the context for the report and the three elements you need to explore.

- 4 Read the Writing Strategy and the task. Underline the three elements in the task.

You have just finished a preparation course for being a helper at a summer camp. In the mornings you had theory classes, and in the afternoons you practised what you had learned with some children. The course director has asked you to write a report in which you should evaluate the programme, explain which part of it was most useful and recommend changes for future courses.

- 5 Make notes about the three elements in the task.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 6 Write your report (220–260 words), using your notes from exercise 5.

### CHECK YOUR WORK

#### Have you ...

- ☐ followed the structure in the Writing Strategy?
- ☐ included phrases for evaluating an experience / event and comparing and contrasting different aspects?
- ☐ checked the spelling and grammar?



## Vocabulary

## 1 Match the global threats below to the quotes.

alien invasion asteroid pandemic pole shift supervolcano

- 'The virus has already spread from West Africa to Europe. Today the first cases are being reported in Canada.'
- 'It's estimated to be about 300 metres wide and is expected to hit Earth somewhere in the southern hemisphere.'
- 'There are fears tonight that increased volcanic activity in the region could lead to the biggest eruption in history.'
- 'The change was massive and sudden. The Earth's new rotation is disrupting weather systems worldwide.'
- 'Strange flying objects have appeared in the sky over Lagos, Tokyo and Paris, causing widespread panic.'

Mark:  / 5

## 2 Complete the words in the sentences.

- Luckily, the police were able to prevent a terrorist from d\_\_\_\_\_ the bomb outside the football stadium.
- We've stopped the disease from spreading, but we haven't w\_\_\_\_\_ it o\_\_\_\_\_ completely yet.
- A big solar storm could w\_\_\_\_\_ h\_\_\_\_\_ on Earth by destroying computer systems worldwide.
- If countries pull out of the agreement, it could s\_\_\_\_\_ d\_\_\_\_\_ for our planet.
- I don't think that intelligent computers will ever o\_\_\_\_\_ humans and take over Earth.
- Asteroids have s\_\_\_\_\_ i\_\_\_\_\_ Earth many times.

Mark:  / 6

## 3 Match the sentence halves and complete the sayings.

- Matt's lucky because his parents are rich. He ... \_\_\_\_\_
  - The band's very popular so concert tickets ... \_\_\_\_\_
  - You think you'll definitely win the competition, ... \_\_\_\_\_
  - It's better not to know how many viruses there are. Sometimes ... \_\_\_\_\_
  - The rumours are probably true. After all, ... \_\_\_\_\_
  - We don't know whether we can avert the worst effects of climate change. In the end, ... \_\_\_\_\_
- a there's \_\_\_\_\_ without fire.  
 b will be sold on a \_\_\_\_\_, first served basis.  
 c \_\_\_\_\_ is bliss.  
 d was born with a \_\_\_\_\_ in his mouth.  
 e \_\_\_\_\_ will tell.  
 f but I wouldn't count \_\_\_\_\_ before they hatch.

Mark:  / 6

## 4 Choose the correct words to complete the text.

The great Roman cities of North Africa <sup>1</sup>**gave** / **enjoyed** huge wealth in their time. Today they stand abandoned. At one time it was felt that climate change <sup>2</sup>**triggered** / **put** the demise of Roman cities like Sabratha and Leptis Magna. Today, however, that theory has been <sup>3</sup>**given** / **undermined** by scientific data.

Natural events such as earthquakes undoubtedly <sup>4</sup>**enjoyed** / **played** a role in the destruction of some ancient North African cities, but we now believe that human actions are mostly to blame. Wars and invasions led to the destruction of irrigation systems. That was followed by widespread deforestation, which <sup>5</sup>**spelled** / **undermined** the end for agriculture. Visiting the semi-desert region today <sup>6</sup>**spells** / **gives** us an alarming indication of what will happen if we don't prevent deforestation in other parts of the world.

Mark:  / 6

## Word skills

5 Complete the dialogue with the correct form of *come, do, put or take*.

**Bradley** Who's <sup>1</sup>\_\_\_\_\_ charge of organising the college Arts Week this year?

**Meltem** I have – but I wish I hadn't! I'm <sup>2</sup>\_\_\_\_\_ my utmost to please everyone, but I'm <sup>3</sup>\_\_\_\_\_ under a lot of fire. Some students are even posting comments online, saying I'm not <sup>4</sup>\_\_\_\_\_ a good job.

**Bradley** Don't <sup>5</sup>\_\_\_\_\_ any notice of stupid comments like that.

**Meltem** I'm trying not to – but it's all <sup>6</sup>\_\_\_\_\_ as a bit of a shock to me.

Mark:  / 6

## 6 Rewrite the sentences using the correct form of a phrasal verb formed from the verbs in brackets.

1 Tom's grandparents looked after him as a child. (bring)  
 \_\_\_\_\_

2 Three prisoners have escaped a prison in Devon. (break)  
 \_\_\_\_\_

3 It'll take a while for these rumours to stop. (die)  
 \_\_\_\_\_

4 It wasn't easy to find you. (track)  
 \_\_\_\_\_

5 The criminal was hiding in a warehouse when the police found him. (hole)  
 \_\_\_\_\_

Mark:  / 5



- 7 Complete phrases A–H with 1–2 words. Then write them under the correct heading: interrupting, allowing an interruption, rejecting an interruption, continuing after an interruption.

- A What did you \_\_\_\_\_ to say?  
 B Please \_\_\_\_\_ to continue.  
 C Can I just \_\_\_\_\_ you there?  
 D As I \_\_\_\_\_, I think ...  
 E Sure. What do you \_\_\_\_\_?  
 F \_\_\_\_\_ where I left off, ...  
 G Excuse me for \_\_\_\_\_ in, but ...  
 H Can I complete my \_\_\_\_\_ thought?

Mark:  / 8

## Grammar

- 8 Rewrite the sentences, avoiding repetition by using ellipsis (E) or substitution (S).

- 1 Have you done your homework yet, because I haven't done it? (E)  
 \_\_\_\_\_  
 2 We don't want to leave, but we have to leave. (E)  
 \_\_\_\_\_  
 3 I don't know if this will work but I hope it will work. (S)  
 \_\_\_\_\_  
 4 We asked Tom to phone us, and he said he would phone but he hasn't phoned. (E)  
 \_\_\_\_\_  
 5 I'd come to the party if I could come. But unfortunately I can't come. (E)  
 \_\_\_\_\_  
 6 Our team could win the match, but I expect they won't win. (S)  
 \_\_\_\_\_  
 7 You keep talking about wanting to learn to play the guitar, so I think you really should learn to play it. (E)  
 \_\_\_\_\_  
 8 I don't know if Rachel is a professional artist, but I imagine that she is a professional. (S)  
 \_\_\_\_\_

Mark:  / 8

- 9 Complete the sentences with the correct form of the words below.

anything nice / eat easy / way / go enough / hold  
 first person / make me / lift only / find only student / pass

- 1 We travelled all the way to Birmingham,  
 \_\_\_\_\_ that the concert had been cancelled.  
 2 Kathy was the \_\_\_\_\_ friends with me at college.  
 3 You must be strong! That box is too heavy  
 \_\_\_\_\_.

- 4 The \_\_\_\_\_ to the station from here is along Stanton Road and over the canal bridge.  
 5 I'm starving! Have we got \_\_\_\_\_ in the fridge?  
 6 Rebecca was the \_\_\_\_\_ the test. It was far too difficult.  
 7 The car isn't big \_\_\_\_\_ all these boxes, so we'll have to make two trips.

Mark:  / 7

## Use of English

- 10 Complete the text. Write one word only in each gap.

Could Armageddon really strike some day and wipe  
 1 \_\_\_\_\_ most of mankind? Fifty-year-old Briton Peter Stanford certainly thinks 2 \_\_\_\_\_ – and he's doing everything he can 3 \_\_\_\_\_ prepare for it. Stanford is a 'prepper' – someone who is preparing for doomsday. Preppers consider all manner of events that could wreak havoc and 4 \_\_\_\_\_ disaster for the human race – and then they begin to make preparations to survive. Stanford already 5 \_\_\_\_\_ – his preparations include secret meeting places and a boat to stay at sea in for months.

Preppers may be readier than most of us for a global disaster, but will that guarantee their survival? I think 6 \_\_\_\_\_. After all, a lot will still depend on sheer luck. You might build yourself a nice shelter, 7 \_\_\_\_\_ to realise that it's right where a meteorite is projected to slam into Earth. Or when aliens go on the rampage, you may be so unlucky 8 \_\_\_\_\_ to find that someone else has discovered your hiding place – and isn't going to let you in!

Mark:  / 8

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

|                                                                                            | ★ | ★★ | ★★★★ |
|--------------------------------------------------------------------------------------------|---|----|------|
| I can talk about potential threats to our planet.                                          |   |    |      |
| I can use auxiliaries, modals, <i>so</i> and <i>not</i> ... <i>so</i> to avoid repetition. |   |    |      |
| I can use context to understand a text on lost civilisations.                              |   |    |      |
| I can use advanced uses of the infinitive.                                                 |   |    |      |
| I can use collocations with common verbs.                                                  |   |    |      |
| I can understand and react to an article about the endings of films.                       |   |    |      |
| I can deal successfully with interruptions.                                                |   |    |      |
| I can write a report.                                                                      |   |    |      |



## Reading

**Strategy**

Once you have chosen a paragraph, remember to check that it fits the text after the gap as well as the text before. Remember to focus on the development of the text, and not on the repetition of words.

- 1 Read the Strategy above and the gapped text in exercise 2. Read the paragraphs before and after gap 1 and missing paragraph D. Does paragraph D fit the gap? Why?/Why not?

- 2 Read the text. Match paragraphs A–G with gaps 1–6. There is one extra paragraph you do not need.

**How old is old?**

As far as living organisms go, it would appear that trees are the ones that live the longest. But how do scientists determine the age of something that has been around for so much longer than they have?

1 \_\_\_\_\_

A more usual practice is to count the rings in a tree trunk, where one ring equals one year of growth. Tree-ring dating has several drawbacks, however: firstly, it only works for trees with an annual growth spurt, and secondly, it usually involves the tree being cut down.

2 \_\_\_\_\_

Those trees that have already been dated appear on the Old List, a register compiled by researchers in the USA. Notable entries are: a 2,222-year-old sacred fig tree in Sri Lanka; and a Patagonian Cypress tree in Chile, which is 3,627 years old. Extraordinary though these figures may seem, there are two trees that are even older than these.

3 \_\_\_\_\_

It is astonishing to think that both of these trees have witnessed the rise and fall of the Roman Empire. More amazing still is the fact that they were already established when the ancient Egyptians started building pyramids. But are they really the oldest single living things on the planet? That depends how you understand the word 'single'.

4 \_\_\_\_\_

Dating an organism of this kind is highly problematic, as the new plants grow in all directions and regenerate themselves as they go. Therefore, taking a section of one of the trunks will not tell you how old the whole tree is. Instead, scientists have used Pando's size to estimate its age, coming up with a figure somewhere 'between a few thousand and 80,000 years'.

5 \_\_\_\_\_

Scientists are almost certain that this is not the case for one simple reason: all known species can die, even species that appear not to age. However, certain factors do exist that appear to influence longevity, not only in the world of plants.

6 \_\_\_\_\_

For now, it seems, we will have to accept the Great Basin bristlecone pine as the oldest, precisely measured, organism on Earth, although Pando the quaking aspen and Antarctic glass sponges may well be older. Of course, there's also a chance that the oldest living organism has not yet been found.

- A The quaking aspen is a remarkable tree which can multiply in a kind of clone-like way by having new plants sprout from the root system of the parent plant. One such tree, nicknamed Pando, has produced a forest of an estimated 50,000 trees in Fishlake National Park in Utah, USA.
- B The least intrusive method is to consult records detailing which specimens are growing where, or look at maps showing significant ancient trees. Arboriculturalists also examine old paintings and artwork to see if their tree existed at a certain time.
- C Take the Antarctic glass sponge, for example. Its freezing cold habitat causes it to grow extremely slowly. Scientists think that this slow growth contributes directly to its advanced age. With an estimated life span of 15,000 years, the Antarctic glass sponge is almost certainly the oldest living animal on the planet, although there is no scientific evidence to prove this title.
- D A well-known method for measuring the age of a tree is dendrochronology, or tree-ring dating. This method has been used since the 1900s to establish how old a tree might be, and it is still the most common method used today.
- E One is Methuselah, a Great Basin bristlecone pine growing in the White Mountains of California. Methuselah is an incredible 4,850 years old. But the tree that tops the list is an unnamed bristlecone pine from the same location. Aged 5,067, this tree has existed for over five millennia.
- F The question is: if a tree can live to such a great age, are there any living organisms that are actually immortal?
- G Fortunately, today's scientists have an instrument they can use to avoid this. It is called an increment borer, and is a kind of drill that allows them to extract a section of the trunk without killing the tree.

## Listening

**Strategy**

In multiple-choice tasks, you should choose the option for each question which best interprets the context.

- 3  3.09 Read the Strategy above. You will hear a radio interview about the future of the Olympic Games. For questions 1–6, choose the answer (A, B, C or D) which best interprets the context.



- What prompted the withdrawal of two cities from the 2024 Olympics bid?
  - Dissatisfaction with the selection process.
  - Objections from council members.
  - Opposition from the public.
  - The results of a vote.
- When Los Angeles held the Games, the city
  - benefited directly from the event.
  - exceeded the financial plan considerably.
  - got into substantial debt with lenders.
  - invested unwisely on new installations.
- According to Jeremy, there are very few visitors to the Olympic Park in Rio because
  - it is completely inaccessible.
  - it has been closed for a number of years.
  - it offers nothing for people to do.
  - it is way out of most people's price range.
- Jeremy implies that past Olympic Games
  - weren't as well organised.
  - had a better atmosphere.
  - didn't have as many rules and regulations.
  - were much less commercialised.
- Regarding the future of the Games, Jeremy thinks
  - its days are numbered.
  - it won't exist much longer in its current form.
  - it will always be held in the same place.
  - it may need to change some of the events.
- In Jeremy's opinion
  - the Games should last for at least a month.
  - the medal winners should get more recognition.
  - the medal board should be shown more often.
  - the number of events should be limited.

- Harry's great, but he forgets things very easily. **SIEVE**  
I'm very fond of Harry, but he \_\_\_\_\_.
- Lucy doesn't agree with her cousin about politics. **EYE**  
Lucy and her cousin don't \_\_\_\_\_ about politics.
- Hugh made a bad start on his first day at work. **FOOT**  
Hugh \_\_\_\_\_ on his first day at work.
- I didn't enjoy that book you lent me. **GET**  
I \_\_\_\_\_ that book you lent me.
- I promise I won't say a word. **LIPS**  
My \_\_\_\_\_, I promise.
- She didn't start to speak until everyone was quiet. **DIED**  
She waited until the noise \_\_\_\_\_ before she started to speak.

## Speaking

### Strategy

In the speaking test, you may not understand everything the examiner or the other candidate says. Use phrases to ask for repetition or clarification if necessary.

### 6 Read the Strategy. Complete the phrases below.

- I didn't \_\_\_\_\_ catch that. Would you \_\_\_\_\_ saying it again?
- Sorry, could you \_\_\_\_\_ that again? I just want to make \_\_\_\_\_ I understood the question.

### 7 Work in pairs. Do the task below. Use the ideas in the Strategy to ask for repetition if appropriate.

Which of these endings might be the most stressful?

- ending a relationship
- leaving school/university
- leaving home
- retiring from a job

## Writing

### Strategy

When you write a report, you can use the facts from the task, but you will also need to make use of your own ideas and experiences.

### 8 Read the Strategy and the task below. Which of the facts from the task can you use and which of your own ideas and experiences?

You have just been on a school trip organised by your school. There have been a number of complaints about the trip. The head teacher has asked you to write a report in which you should evaluate the trip, outline the main problems and recommend changes for future trips.

### 9 Write the report (220–260 words) for the task in exercise 8.

## Use of English

### Strategy

If the key word appears to have no connection with the first sentence, it may well be part of an idiom. Think of idioms you know that contain the key word, and choose the one that matches the meaning of the first sentence.

### 4 Read the Strategy and the sentence below. Which idioms do you know that contain the word TIME? Complete the second sentence with the correct 'time' idiom.

Kendra is always gossiping, so I don't really like her. **TIME**  
I \_\_\_\_\_ Kendra because she's always gossiping.

### 5 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence. Use between three and six words including the word given. Do not change the word given. Use the strategy in exercise 5 to help you.



# Cumulative Review 1 (Units I–1)

## Listening

- 1  3.10 Listen to a radio interview and choose the best answers (a–d).



- 1 What does Kauffman claim in his book?
  - a It doesn't take as long as people think to become very good at something.
  - b Twenty hours is enough time to learn any language fluently.
  - c Everyone can quickly become reasonably competent at anything.
  - d Learning any new skill takes no effort at all.
- 2 What does the speaker say about the 10,000-hour figure?
  - a It's very inaccurate, and not well researched.
  - b It's only true for some people.
  - c It discourages people from trying to learn new things.
  - d It doesn't match her experience of learning.
- 3 What is the first step in learning something new, according to Kauffman's book?
  - a Breaking the skill down into smaller parts.
  - b Discovering shortcuts to learning.
  - c Learning how to memorise things fast.
  - d Finding enough time to practise.
- 4 What does the speaker say is a major barrier to learning?
  - a A lack of natural ability.
  - b Inability to memorise or recall new information.
  - c A lack of time to practise.
  - d An inflexible attitude to learning.
- 5 What do Kaufmann and Gladwell both believe about learning?
  - a The amount of time you spend learning something is totally unimportant.
  - b There's no such thing as natural talent.
  - c Talent isn't everything when it comes to learning.
  - d People give up learning new skills too easily.

## Speaking

- 2 Work in pairs. Take turns to ask and answer the questions.

- What subjects and skills do you enjoy and dislike learning? Why?
- What do you find easy or difficult to remember? Why?
- What skills do you have?
- What new skills would you like to learn in the future? Why?
- How do you like to spend your free time?
- What do you think you will be doing in ten years' time?

## Reading

- 3 Read the texts about vision and match them with questions 1–8. Each text can be matched with more than one question.

Which text ...

- 1 mentions the brain creating something? \_\_\_\_\_
- 2 talks about qualified people being influenced? \_\_\_\_\_
- 3 mentions the link between language and perception? \_\_\_\_\_
- 4 mentions our inability to remember things? \_\_\_\_\_
- 5 discusses differences in colour perception? \_\_\_\_\_
- 6 suggests a reason for something by mentioning the natural world? \_\_\_\_\_
- 7 mentions seeing more when you pay attention? \_\_\_\_\_
- 8 suggests competitions are not as fair as they seem? \_\_\_\_\_

### A Do you see the same colour as me?

The Candoshi native people of Peru have one word for orange and yellow, when most people in Peru would use separate Spanish words for these two colours. More surprisingly, they have the same colour word (*kavabana*) for colours from purple to blue to green, but another word (*kamachpa*) for what most Peruvians would call 'dark green'. It's clear that different groups of people tend to divide up colours differently, but do they actually see them in a different way?

Tests with the Himba people of Namibia suggest that we do see colours differently. In one experiment, a slightly different tone of green in a circle of green dots really stood out for the Himba people. This is interesting, bearing in mind it was almost impossible for Europeans to see the difference. In contrast, the Himba found a test where they had to find a light blue spot amongst light green ones very difficult. This may be owing to the fact that the Himba word for these two colours is the same. It seems that people around the world really do see things differently.





# Cumulative Review 1 (Units I–1)



## B Seeing red

Whether or not a sports team will win their next match may partly depend on the colour of their shirts. Two British anthropologists at Durham University reached this startling conclusion by studying the results of boxing, wrestling and tae-kwondo matches from the 2004 Athens Olympics. Olympic officials randomly give blue or red clothes and equipment to competitors in these sports. However, the study found that in matches where the opponents were well matched in terms of skill, the competitor in red had won more often. It seems that colour was affecting the judgement of the referees. This is worrying, given that sports referees are highly qualified and must be impartial.

One explanation for this may be the role of red in nature, where the colour will usually indicate dominance and strength. Referees may tend to perceive players in red as being more capable – something that is crucial in sports where winning and losing often come down to points awarded by the judges. Interestingly, the study also suggested that competitors may feel more self-assured and confident when they are wearing red.

## C What do we see?

Stop anyone in the street and ask them about the things they've just walked past, like the colour of a car or what was in a shop window. The chances are they won't be able to recall these things – even if you try to jog their memory with questions.

Some scientists think the reason for this is that it would simply take too long for our minds to process everything that our eyes have seen. But, they say, we've all seen city streets before so we've built mental models of things like buildings and cars. When we walk along the street, they claim that we tend to rely on these models and don't actually 'experience' many of the real things around us.

According to this theory, we only really 'see' things when we pay attention to them – like avoiding a pedestrian who is about to walk into us. Even then, we are unlikely to perceive details like the person's hair or clothes – unless they're particularly unusual. But our mind does a great job of filling in the details, and consequently our world seems rich and detailed. In effect, we may all be living inside our own virtual models of the world: our own personal *Matrix*.

## Grammar and vocabulary

4 Choose the correct answers (a–d).

- |               |                |                |                |
|---------------|----------------|----------------|----------------|
| 1 a are apt   | b would always | c keep on      | d tend to      |
| 2 a the brain | b a brain      | c brain        | d our brains   |
| 3 a place     | b view         | c mind         | d case         |
| 4 a enduring  | b abiding      | c traumatic    | d vague        |
| 5 a explains  | b is           | c works        | d else         |
| 6 a human     | b body         | c mind         | d volunteer    |
| 7 a evoke     | b recall       | c reminisce    | d remind       |
| 8 a happened  | b happening    | c had happened | d would happen |

## SEEING IN SLOW MOTION

People <sup>1</sup>\_\_\_\_\_ report that time seems to slow down when we are in life-threatening situations. Objects seem to move in slow motion, and seconds seem to stretch as a person realises they are about to have an accident. So is <sup>2</sup>\_\_\_\_\_ somehow able to work faster than normal during an emergency? This would give us more chance to make life-or-death decisions, but also slow down our perception of time.

In <sup>3</sup>\_\_\_\_\_ of this common experience, neuroscientist David Eagleman conducted experiments where volunteers were asked to look at a fast-moving clock and try to read the numbers. They did this under normal conditions, and when they were in a <sup>4</sup>\_\_\_\_\_ situation. (The latter involved dropping volunteers from a height of 70 feet attached to a bungee cord.) In both situations, the numbers moved too fast for the volunteers to read. Given this fact, Eagleman concluded that the brain wasn't working any faster than normal in stressful situations. But if that's not the reason for this commonly reported experience, then what <sup>5</sup>\_\_\_\_\_?

One explanation might be that the <sup>6</sup>\_\_\_\_\_ pays more attention to threats and dangers. This means that our brains process more information about them, so frightening events are associated with more detailed, vivid memories. When we remember the event later, we have more information to <sup>7</sup>\_\_\_\_\_. This greater detail makes it feel like the event <sup>8</sup>\_\_\_\_\_ in slow motion.

## Writing

5 Read the task then write an opinion essay of 220–260 words. Remember to plan your paragraphs before beginning to write.

We will soon have the technology to blot out or suppress painful or traumatic memories. But should we use this technology or not? Write an essay in which you discuss this question and give your opinion.



## Cumulative Review 2 (Units 1–3)

## Listening

- 1  3.11 Listen to a speaker reviewing a book and complete the sentences with 1–2 words.

*The Seven Basic Plots, by Christopher Booker*

- 1 Booker suggests that all stories are \_\_\_\_\_ on one of seven basic plots.
- 2 The speaker found the idea intriguing because as a teacher, she's used to \_\_\_\_\_.
- 3 In 'overcoming the monster' stories, the monster always appears \_\_\_\_\_ than the hero.
- 4 Often the plot contains a last-minute \_\_\_\_\_, after all appears lost.
- 5 The characters in 'rags to riches' stories don't \_\_\_\_\_ their poverty or bad circumstances.
- 6 In 'rags to riches' stories, the hero's \_\_\_\_\_ leads to their success in the end.
- 7 In 'voyage and return' stories, a character visits a place which is \_\_\_\_\_ from their ordinary world.
- 8 Plots may be similar because ancient stories are \_\_\_\_\_ in different cultures and times.

## Reading

- 3 Read the text opposite about a famous person and her book and complete it with paragraphs A–G below. There is one extra paragraph that you do not need to use.

**A** Her chance came a few years later, when the Leakeys proposed that she lead a study of mountain gorillas living in Rwanda. This was quite a leap of faith for the Leakeys, when you consider that Dian Fossey had no qualifications in zoology.

**B** Challenging as those problems were, the biggest danger was the poachers – hunters who killed the gorillas to sell their body parts as chilling souvenirs. Fossey fought off the poachers, and refused to give in to their threats to kill her if she didn't leave.

**C** If I hadn't read the book, I wouldn't know anything about this remarkable woman, who gave her life to study and protect mountain gorillas. The book is a wonderful portrait both of the woman herself and of the animals that she devoted much of her short life to.

**D** *Gorillas in the Mist* is a touching and thought-provoking account of Fossey's life with the gorillas. Not only does it beautifully portray the gorillas, but it also highlights the grave dangers that they face. The book became a best-seller, and it led to a worldwide conservation campaign.

**E** Ultimately, so much of conservation work comes down to the efforts of people like Dian Fossey. Brave individuals who devote their lives to protecting wildlife and sometimes pay the ultimate price.

**F** It did take the mountain gorillas time to accept her, but eventually she was living with four gorilla families – an accepted member of their group. Fossey studied the animals for many years – earning a PhD for her work.

**G** No sooner had Fossey arrived in Africa in 1963 than she fell in love with the continent. There she met famous scientists Joan and Louis Leakey, who would later change her destiny. She also made friends with two wildlife photographers who were making a documentary about mountain gorillas. It was they who first took her to see these amazing creatures.

## Speaking

- 2 Work in pairs. Look at the photos and discuss the question.



What are the advantages and disadvantages of each of these presents? Which one would you prefer to receive?





## Cumulative Review 2 (Units I–3)

# GORILLAS IN THE MIST

A friend recently advised me to read *Gorillas in the Mist*, by Dian Fossey. I confess to having been reluctant at first because I don't generally enjoy autobiographies. But I'm glad that I took the time to read it.

1 \_\_\_\_\_ Fossey had always loved animals as a child, but not until much later did she begin working in conservation. After graduating from university in 1953, Fossey worked with disabled children in Louisville, Kentucky. She lived on a farm in Louisville, looking after farm animals in her spare time and saving up money for the trip of lifetime – a journey through Africa.

2 \_\_\_\_\_ Although she had only stayed in Africa for seven weeks, the experience changed her. The wildlife of Africa – and particularly the mountain gorillas – left a lasting impression on her. Africa was in her blood, and she was determined to go back.

3 \_\_\_\_\_ Fossey returned to Africa in 1966, and in 1967, she founded the Karisoke Research Foundation, a camp on the slopes of a 14,000-foot volcano in Rwanda. There, she slowly learned how to approach the mountain gorillas – creatures that would have killed her had they felt threatened by her presence.

4 \_\_\_\_\_ As well as her struggle to become accepted by the gorillas, Fossey constantly battled against the harsh realities of her day-to-day life. She was usually alone, and far from any help. And she was living in a high mountain forest nearly always blanketed by rain.

5 \_\_\_\_\_ Fossey stayed on despite the threats, and by the mid-1980s, she had become the world's leading authority on the behaviour of gorillas. Then, tragically, in 1985 she was murdered – probably by poachers. Two years earlier, Dian Fossey had written her autobiography, *Gorillas in the Mist*. Ultimately this book ensured that her death was not in vain.

6 \_\_\_\_\_ What is most striking about the book is Fossey's portrayal of the gorillas' complicated society and intricate social rules. Despite their fearsome reputation, mountain gorillas are clearly gentle creatures who care for one another.

The book was later made into a film, starring Sigourney Weaver. During film production, Weaver also spent time with the gorillas and, like Fossey, was deeply affected by them. Twenty years later, Sigourney Weaver visited the mountain gorillas again. She was happy to see that gorilla populations there are increasing. The future will be brighter for Rwanda's mountain gorillas – thanks to the sacrifice of Dian Fossey.

## Grammar and vocabulary

4 Choose the correct words to complete the text.

- |                       |             |                |               |
|-----------------------|-------------|----------------|---------------|
| 1 a had sat           | b have sat  | c were sitting | d were seated |
| 2 a wondered          | b mentioned | c proposed     | d suggested   |
| 3 a Why               | b Let's     | c Don't we     | d Why not     |
| 4 a wasn't            | b isn't     | c wouldn't be  | d hadn't been |
| 5 a bigger and bigger | b much more | c by far       | d the biggest |
| 6 a So                | b Such      | c Much         | d Great       |
| 7 a the most          | b like      | c by far       | d nearly      |
| 8 a can you           | b you       | c are you      | d you don't   |



In 1974, a group of young publishers and booksellers <sup>1</sup> \_\_\_\_\_ in a coffee shop in Kolkata, India, when someone <sup>2</sup> \_\_\_\_\_ the Frankfurt Book Fair. <sup>3</sup> \_\_\_\_\_ have a fair in Kolkata? they asked. Two years later, the first fair opened, with 56 bookstalls. It would probably have stayed as a small affair if it <sup>4</sup> \_\_\_\_\_ for the hard work of the booksellers and book lovers of Kolkata – but with their efforts, the fair grew <sup>5</sup> \_\_\_\_\_ over the years. <sup>6</sup> \_\_\_\_\_ was the demand for stalls at the fair that the venue had to move several times to accommodate everyone. Despite some setbacks, such as a huge fire in 1997 which destroyed thousands of books, the fair has become <sup>7</sup> \_\_\_\_\_ Asia's largest book festival, attracting a huge following. Nowhere in Asia today <sup>8</sup> \_\_\_\_\_ find so many publishers and books in one place.

## Writing

5 Read the task below and write a review of 220–260 words. Remember to plan your paragraphs before you begin.

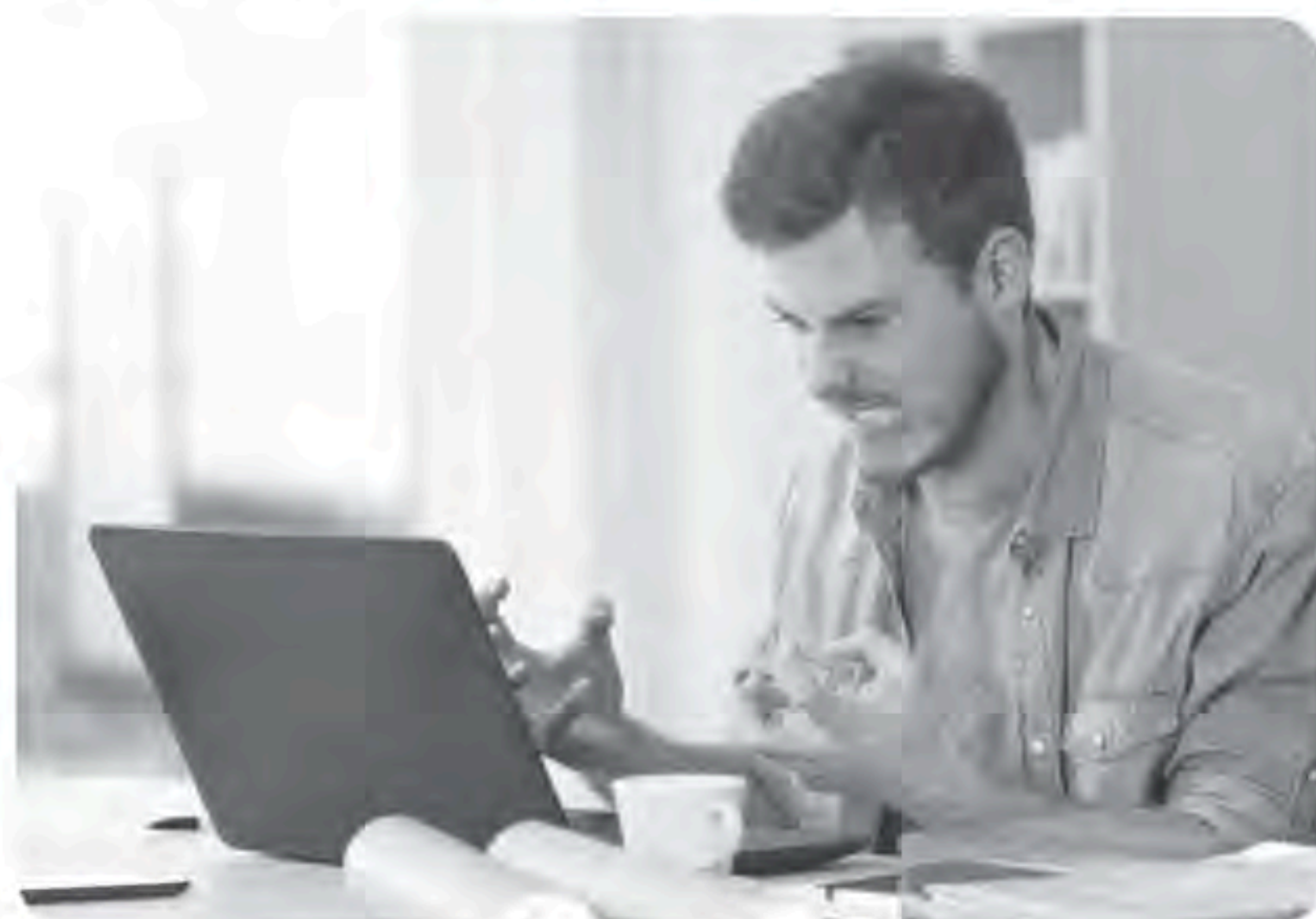
Write a review of a book which you have recently read. What did you like and/or dislike about the book? (Think about the plot, characters, language and setting.) Give reasons why you would or wouldn't recommend the book.



## Cumulative Review 3 (Units 1–5)

### Listening

- 1  3.12 Listen to five people talking about problems with technology. For questions 1 and 2, choose from the list (A–H). There are three extra sentences.



- 1 What main problem does each speaker have?
- A They were denied access to information.
  - B They found it very difficult to contact somebody.
  - C Their house was damaged.
  - D They lost something that they had enjoyed.
  - E It took ages to download something.
  - F A device which used to perform well has become less efficient.
  - G They lost something that they had spent time on.
  - H Doing something is taking up a lot of their time.

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |

- 2 Why did each speaker feel annoyed?
- A They felt cheated.
  - B They felt pressured to buy something.
  - C They should have known how to do something.
  - D It took them a lot of time to solve a problem.
  - E They feel that technology is too difficult to grasp.
  - F They feel that they have a right to something.
  - G They feel pressured to do something.
  - H Their work was often interrupted.

| Speaker | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
|         |   |   |   |   |   |

### Speaking

- 2 Work in pairs. Discuss the question. Think about topics such as the environment, entertainment and communications.

Has technology made life better or worse for most people in the last 50 years? Why?

### Reading

- 3 Read the text and choose the correct options (a–d).

- 1 What is true about the building in Chengdu mentioned by the author?
  - a Like the Sydney Opera House, it's an entertainment complex.
  - b The building has a symbolic value for the city.
  - c It was designed to attract tourists.
  - d It proves that Chengdu is now a megacity.
- 2 What does the text NOT say about the Industrial Revolution?
  - a It led to migration from rural areas.
  - b It didn't initially improve the lives of workers.
  - c It made city planners immediately improve urban areas.
  - d It led to the growth of new cities.
- 3 What does the writer say about city farms?
  - a They are only possible in cities which have a lot of green space.
  - b They already exist, but not in very big cities.
  - c They will only be possible in cities with tall buildings.
  - d They will lead to food shortages.



In 2013, people in Chengdu, China, excitedly toured their city's latest attraction – a mammoth building twenty times bigger than the Sydney Opera House, with two 1,000-bed hotels, hundreds of shops, and an artificial beach complete with a Mediterranean village. Chengdu is one of the fastest-growing cities on the planet – just one of the many new megacities that are mushrooming worldwide. This showcase building was clearly intended to show the city's new wealth and power.

In 1800, only 3% of the world's population lived in urban areas. But in Europe, the Industrial Revolution was already underway, and new cities were growing up almost overnight. It was at this time that rural workers began migrating in large numbers in search of work and a better life in the cities. Most of those early migrants found little but poverty, overcrowding, pollution and disease. Urban life expectancy plummeted after the Industrial Revolution, until drastic improvements in city planning helped to put an end to some of the worst problems. By 1950, Tokyo had become the world's first 'megacity' – a city with a population of more than ten million. Today eleven cities are home to more than twice that number of people – and in the near future we will be seeing more.



## Cumulative Review 3 (Units I–5)

- 4 The writer thinks that the growth of megacities ...  
 a is definitely a good thing.  
 b will mean that governments can't cope.  
 c may well be unstoppable.  
 d will be bad for mankind.
- 5 What message does the last paragraph contain?  
 a The difference between a better or worse future depends a lot on what we do.  
 b We need to halt the growth of megacities immediately.  
 c We must invest more money in new technologies.  
 d Wealthy countries will continue to act unfairly towards developing nations.

## Grammar and vocabulary

- 4 Choose the correct words to complete the text.

- |                 |              |                 |                 |
|-----------------|--------------|-----------------|-----------------|
| 1 a using       | b were used  | c being used    | d that used     |
| 2 a hadn't been | b didn't yet | c were not      | d couldn't have |
| 3 a most        | b few        | c more and more | d far more      |
| 4 a propose     | b recommend  | c inform        | d claim         |
| 5 a as          | b like       | c being         | d as if         |
| 6 a be making   | b are making | c have made     | d be made       |
| 7 a they are    | b it         | c could be      | d so            |
| 8 a insist      | b argue      | c agree         | d urge          |

## Should we be worried about ROBOTS?



The word 'robot' first appeared in Karel Čapek's 1920 play *RUR*, which portrayed robots<sup>1</sup> \_\_\_\_\_

as factory workers before they rebelled and began to kill their human bosses. At the time, real robots<sup>2</sup> \_\_\_\_\_ invented, but today they are a part of our lives. Robots are being used to do<sup>3</sup> \_\_\_\_\_ jobs all the time, and they are useful in far more ways than Čapek could have dreamed. But what if he was right?

Today many scientists<sup>4</sup> \_\_\_\_\_ that robots could one day be a grave danger to mankind. They point out that the computing power of devices is doubling every few years. Given this fact, it's seen<sup>5</sup> \_\_\_\_\_ inevitable that one day machines will be able to think. But when that happens, will they be friendly or hostile towards us?

Armed military robots are already used on the battlefield – albeit under human control. But could robot soldiers<sup>6</sup> \_\_\_\_\_ their own decisions one day, and could they also commit terrible atrocities? People like Elon Musk and Stephen Hawking certainly think<sup>7</sup> \_\_\_\_\_ possible. They<sup>8</sup> \_\_\_\_\_ us to find ways to control thinking machines before the first ones appear. If we don't, they warn, thinking machines could find ways to control us!

## Writing

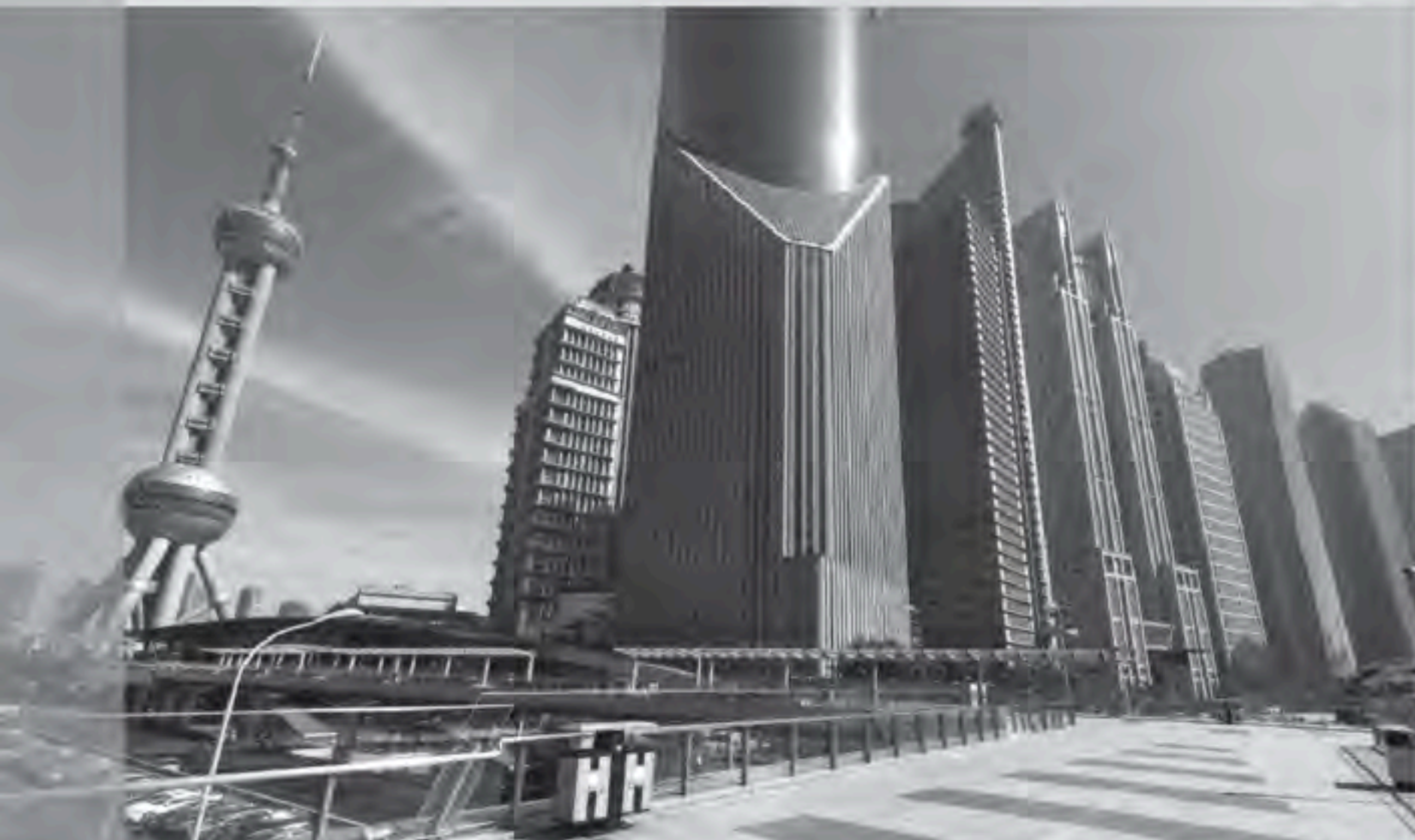
- 5 Read the essay task below and write an essay of 220–260 words. Remember to plan your paragraphs before you start writing.

Some people argue that wind power is an important energy technology which helps to protect the environment. Others say that wind turbines are ugly structures which spoil the landscape. Write an essay which presents the advantages and disadvantages of using wind power.

The streets of growing cities are often built on old farm land, so food for the city's sky-rocketing population has to come from further and further away. One solution may be to build farms inside the city – in small empty spaces between buildings, or even on rooftops. There are already such city farms in small cities like Havana and Vancouver, but the big challenge is to scale these up for megacities, where space is in even shorter supply. For this reason, some people envisage huge vertical farms in skyscrapers, where food can be grown on each floor.

Megacities like São Paulo and Los Angeles – where hundreds of new cars go onto the streets every week – are regularly paralysed by traffic congestion. Clearly, transport systems will need to be totally redesigned to cope with escalating urban populations. To this end, China will soon have developed an electric bus which can carry up to 1,000 people! And this megabus won't be taking up any space on the road – it's designed to be like a bridge on wheels, travelling over other traffic.

The growth of megacities is probably inevitable, but will it be a good or a bad thing? Optimists point to cities like Shanghai and Chengdu, which have transformed themselves and radically improved life for their populations. However, others point to megacities like Mumbai and Jakarta, where population growth far outpaces the ability of local governments to provide enough infrastructure. At the end of the day, wealthy governments need to do their bit to help improve the infrastructure of cities in developing nations. If they do this, megacities will become magnets of technology, education and culture, creating new opportunities for mankind. If they don't, untold millions will be forced to live in poverty-stricken, crime-ridden cities, competing desperately for dwindling resources.





## Listening

1  3.13 Listen to a person describing a visit to the town of Selma, Alabama. Are the sentences true or false?

- 1 The speaker planned to visit Selma on his/her way to Dallas. \_\_\_\_\_
- 2 Elijah and his brothers took part in the 1965 protests in Selma. \_\_\_\_\_
- 3 At that time, African-Americans in Selma were supposed to have equal rights, but didn't. \_\_\_\_\_
- 4 Martin Luther King's campaign in Selma focused on education rights. \_\_\_\_\_
- 5 The authorities in Alabama used violence to prevent King's first protest march. \_\_\_\_\_
- 6 When people saw images of the protests on TV, most Americans approved of police tactics. \_\_\_\_\_
- 7 Things changed after someone was killed. \_\_\_\_\_
- 8 In the end, the march was banned by the federal government. \_\_\_\_\_

## Speaking

2 Work in pairs and complete the task.

Your school has asked you to plan a day trip for some visiting exchange students. What are the advantages and disadvantages of these ideas? Agree which one is the most appropriate.

- a visit to a museum, historical monument or castle
- a day at a shopping and entertainment centre
- a walk and picnic in the countryside
- a visit to a pretty nearby town or village
- an adventure sports day with canoeing and rock climbing

## Reading

3 Read the text and answer the questions in your own words.

- 1 How was the cave of crystals discovered?  
\_\_\_\_\_
- 2 What can't the miner who died have known?  
\_\_\_\_\_
- 3 Why is the human body unable to cope with the high heat and humidity in the caves?  
\_\_\_\_\_
- 4 How did Paolo Forti's team overcome this problem?  
\_\_\_\_\_
- 5 What work did the explorers do inside the caves?  
\_\_\_\_\_
- 6 What does the writer think will happen in the future?  
\_\_\_\_\_

# THE CAVE OF CRYSTALS

The Naica mine, near Chihuahua, Mexico, has been worked by generations of miners. Over the years, a maze of tunnels has slowly been excavated, some of which now reach hundreds of metres down under the ground. But until this century, nobody knew that a beautiful but deadly hidden world lay right next to the Naica mine.

In 2000, brothers Juan and Pedro Sanchez were digging for silver in the mine when they broke through a rock wall into a vast cave. The inside of the cave was a surreal world of huge crystals that dwarfed the men. The crystals, the biggest of which turned out to weigh 55 tonnes, grew at angles across the cave and glimmered in the light of their lamps.

The heat and humidity in the cave was so high that the men soon left – probably in the nick of time before being overcome by the lethal atmosphere. Two days later an iron door was installed – to stop anyone from going inside. However, one miner did enter the cave later. He might have hoped to take some pieces of crystal from the cave, but he can't have understood the dangers. When his body was later found, it had been slowly cooked by the intense heat and humidity.

Temperatures of over 65°C have been measured in the main cave, and the humidity is nearly 100%. As a result, it's impossible for the body to cool down. Unable to cope, the body diverts a lot of blood to the skin in a futile attempt to lose heat. Because of this, you lose consciousness as the brain is deprived of oxygen. Then you die.

In 2006, an international team of scientists led by Italian Paolo Forti conducted a series of expeditions to explore the cave, which people had by now called 'The Cave of Crystals'. Due to the intense heat and humidity, the scientists carried oxygen and wore specially designed clothes which had ice in them. Even with this equipment, exploring the caves nearly proved to be fatal.



## Grammar and vocabulary

4 Choose the correct answers to complete the text.

- 1 a that posts b posted c to post d which is posted
- 2 a it b where c their d which
- 3 a may have b can't have c must have d should have
- 4 a want b had c was d would want  
wanted wanted
- 5 a to suggest b I request c begging d they propose
- 6 a last b end of c end of it d final  
the day
- 7 a worth b necessary c great d important
- 8 a up b in c out d off

It was difficult and dangerous for the explorers to climb over the crystals and make their way through the cave. What's more, they couldn't go slowly because the ice in their suits quickly melted. After that time, they became dangerously hot and had to retreat to specially cooled tents in the main mine.

Despite these difficulties, the scientists were able to map the main caves, take samples and analyse the chemistry which had led to this amazing environment. It turns out that the Cave of Crystals is actually three linked caves – one much bigger and hotter than the other two – and possibly there are more caves nearby. The crystals are made of a mineral called selenite. Over hundreds of thousands of years, the caves had been periodically flooded by water rich in the mineral gypsum. The heat produced by underground volcanic activity had turned this gypsum into glass-like crystals of selenite. The longest crystal found was nearly 12 metres in length, and it had probably been growing for about half a million years!

Paolo Forti's team mounted twelve short expeditions to the mine in 2006. Even so, the cave system hasn't yet been fully mapped. Since 2006, nobody has dared to go back there but no doubt one day explorers will. The Naica mine is still in use, but the door to the staggeringly beautiful and equally lethal Cave of Crystals remains firmly shut.



Student work and travel placements can be great for your English – and great fun too. *But do your research*, writes Fabrizio Melegari.

I was excited when I saw an advert for a work and travel abroad scheme <sup>1</sup>\_\_\_\_\_ on my language school website. I went to the open day advertised, <sup>2</sup>\_\_\_\_\_ was held at a local hotel. My application was processed on the spot, and they soon contacted me with two possible placements – one as a swimming coach in Durham, England, and the other in a restaurant in Tropic Utah, USA. I <sup>3</sup>\_\_\_\_\_ checked the places out before replying, but I jumped at the chance of going to America.

It wasn't until I arrived that I realised that Tropic was a tiny settlement two hours from the nearest town – Cedar City. I was gutted. I <sup>4</sup>\_\_\_\_\_ to have fun in the States, but here I was flipping burgers at a diner in the middle of nowhere. Initially I considered <sup>5</sup>\_\_\_\_\_ the agency to change my placement. But at the <sup>6</sup>\_\_\_\_\_ I'm glad I didn't. I made some good friends in Tropic, and had a surprisingly good time hanging out with them – even in a place where nothing ever happens. And nearby Bryce Canyon is beautiful, and really <sup>7</sup>\_\_\_\_\_ seeing. So there was an upside to my experience. Having said that, I'd certainly recommend checking out any placement before signing <sup>8</sup>\_\_\_\_\_ for it.



## Writing

5 Read the question below and write an informal email in 220–260 words. Remember to plan your paragraphs before writing.

You've received an email from an English-speaking friend.  
*I'm trying to get used to living in my new home – and new country – but it isn't easy. I miss my old friends, and my neighbourhood too. I know you're away from home all summer on a language course, so how are you feeling? Are you enjoying it or missing home? What do you think I should do?*



## Cumulative Review 5 (Units 1–9)

### Listening

- 1  3.14 Listen and complete the sentences with a short word or phrase.



- 1 British illusionist Derren Brown didn't think that luck was a \_\_\_\_\_, but he wanted to test his theory.
- 2 Film-maker Dawn O'Porter helped him to create a \_\_\_\_\_ about a lucky statue in a small English town.
- 3 Most people said they'd heard about it because they didn't want to seem \_\_\_\_\_.
- 4 People began to visit the statue and they were \_\_\_\_\_ for good luck.
- 5 Slowly, the \_\_\_\_\_ of the town began to change.
- 6 Local butcher Wayne Stansfield strongly believed that he would always be \_\_\_\_\_.
- 7 Derren Brown's admission that the lucky dog was a hoax came \_\_\_\_\_ to people who had believed in it.
- 8 Amazingly, the town's \_\_\_\_\_ continued, even after they knew the truth.

### Speaking

- 2 **Work in pairs. Take turns to ask and answer the questions.**

- Do you think that some people are luckier than others? Why or why not?
- Have you ever been extremely lucky? What happened?
- Are you generally optimistic or pessimistic about the future? Why?
- What do you think are the most important dangers facing our planet? Why?
- What do you see yourself doing in twenty years' time?
- What important scientific breakthroughs do you think will happen in your lifetime?

### Reading

- 3 Read texts A–C and match them with the statements.

Which text mentions ...

- 1 something which can change people's behaviour?
- 2 criticism of a film by scientists?
- 3 a huge disaster which took place a long time ago?
- 4 something which may become more dangerous one day?
- 5 the fact that a film has exaggerated something?
- 6 the typical ending of a plot?
- 7 new evidence that a theory may be correct?
- 8 the low probability that something will happen soon?

**Global catastrophe is one of Hollywood's best-loved themes, but how realistic are disaster film scenarios? Read on for our reality check.**

#### A A sudden climate change

In the film *The Day after Tomorrow*, a weather circulation system over the Atlantic referred to by scientists as AMOC shuts down. This plunges Europe and North America into a sudden and severe ice age. The film was put down as rubbish by scientists at the time of its release in 2004, but a new study by the University of Southampton and the Max Planck Institute is making people reconsider.

Using sophisticated climate modelling programs, researchers calculated that climate change caused by carbon emissions could indeed cause AMOC to shut down – cooling the planet instead of warming it for a period of about 20 years. What is unrealistic in the film, however, is the speed and severity with which this happens. However badly climate change affects AMOC, it won't happen in the way depicted in the film.





**B A zombie attack**

Films such as *Resident Evil* and *The Walking Dead* portray embattled heroes fighting for their lives against a plague of killer zombies. Whatever Hollywood says, it's impossible for dead people to rise up from the grave. But could some future disease infect people and control their minds, turning them violent? Worryingly, some biologists think so.

Some mind-controlling diseases already exist, such as the parasite toxoplasmosis. This makes mice lose their fear of cats – the parasite needs the mouse to be eaten by the cat in order to complete its life cycle. Interestingly, human studies show that whoever becomes infected with toxoplasmosis tends to become bolder and take more risks.

Another virus already exists which causes people to become violent, and even bite others: rabies. Luckily, rabies is difficult to get, but viruses evolve over time and change. If one day rabies became as infectious as flu, it would be time to arm yourself and lock the doors!

**C A meteorite impact**

Asteroid impacts are another favourite Hollywood theme – with blockbuster films featuring planet-killing rocks that hurtle towards Earth, only to meet their match in a heroic astronaut like Bruce Willis in *Armageddon* or Robert Duvall in *Deep Impact*. These tough-talking, good-looking heroes always manage to save us, only to die themselves after a suitably moving farewell.

The fact is that Earth has been hit by many big asteroids in the past – and will be again. A huge asteroid wiped out the dinosaurs 65 million years ago, causing worldwide destruction. So the big question is, when will this happen again?

What astronomers know is that there are millions of asteroids out there. A really big one could hit us at almost any time – but statistically it isn't likely for thousands of years. By that time scientists hope to have figured out a way to deal with them – either destroying the asteroid or changing its orbit so it flies harmlessly past Earth.

**Grammar and vocabulary**

4 Choose the correct answers to complete the text.

- |              |               |           |              |
|--------------|---------------|-----------|--------------|
| 1 a That     | b That        | c What    | d It         |
| 2 a they are | b such        | c them    | d so         |
| 3 a it       | b which       | c for     | d what       |
| 4 a is named | b to be named | c named   | d they named |
| 5 a we       | b to          | c to be   | d as         |
| 6 a will be  | b must have   | c had     | d are        |
| 7 a Whenever | b Whichever   | c However | d Whatever   |
| 8 a it       | b all         | c so      | d that       |

**USE OF ENGLISH**

Is it possible that there are intelligent aliens somewhere out there, on a distant planet far from Earth? <sup>1</sup> \_\_\_\_\_ we've learned about the universe in the last few decades certainly suggests <sup>2</sup> \_\_\_\_\_. The question is, will any of them ever visit Earth? And what would happen if they did?

SETI is a scientific organisation <sup>3</sup> \_\_\_\_\_ searches for intelligent alien life. A division of SETI <sup>4</sup> \_\_\_\_\_ the Post Detection Task Force has plans in place for what to do in the event of alien contact. These basically involve contacting the United Nations and scientific agencies, sharing data, and working out how to respond. The military would be the last <sup>5</sup> \_\_\_\_\_ involved. The thinking behind this is simple: any aliens who actually manage to cross light-years of interstellar space and get here <sup>6</sup> \_\_\_\_\_ developed technology that is far more advanced than ours. <sup>7</sup> \_\_\_\_\_ weapons they have will be incomparably better than ours, so attempting to fight them would be futile.

At the end of the day, <sup>8</sup> \_\_\_\_\_ we can hope is that any aliens who do visit us will turn out to be friendly – more like the gentle creatures in the film *Arrival* than the killers of *Independence Day*.

**Writing**

5 Read the task. Then write a report of 220–260 words. Remember to plan your paragraphs before writing.

You have been asked to write a report about how ready your school is to deal with an emergency such as a fire, flood or earthquake. In your report, you should examine what facilities and equipment your school has (e.g. emergency stairs, fire extinguishers, etc.) and how well staff and students have been prepared for an emergency (e.g. first-aid-trained staff, emergency drills, etc.). Evaluate your school's preparations and make recommendations to improve them.



### Discursive Essay / CAE Part 1 Essay

Your class has watched a TV documentary about the negative effects of CCTV surveillance on society. You have made the notes below:

#### Effects of surveillance:

- the loss of privacy and freedom
- the decline in 'real' policing
- the lack of crime reduction

#### Some opinions expressed in the documentary:

- 'You cannot escape the cameras even if you are doing nothing wrong.'
- 'The authorities use CCTV cameras as an excuse for reducing the number of police officers on the streets.'
- 'Cameras are intended to reduce crime but there is little evidence that they are effective.'

**Write an essay (220–260 words) discussing two of the effects of surveillance. You should explain which effect is more important, giving reasons in support of your answer.**

Over the past few years, especially after recent terrorist attacks, public safety has become an important issue. It is undoubtedly true that the use of video surveillance (CCTV) has increased, but it is also true to say that this is not without drawbacks. This essay will take a closer look at two of the main disadvantages of video surveillance.

The purpose of security measures is not only to keep people safe but also to instil confidence in the general public. In this respect, CCTV is a poor substitute for good neighbourhood policing. Indeed, there is even some evidence to suggest that the presence of CCTV cameras makes people feel less secure, because they associate the cameras with high-crime areas. And yet, for financial reasons, police numbers continue to be cut, while CCTV surveillance increases.

There is another problem with the spread of CCTV surveillance which concerns our rights as citizens. We are surrounded by cameras throughout our everyday lives, even when our activities are entirely law-abiding. This represents a significant infringement of our civil liberties. Cameras which are installed to prevent crime can also be used to monitor our behaviour in other ways.

While the appeal of using video surveillance as a security measure is understandable, the potential dangers are, in my opinion, too great. The risk to civil liberties is the more important of the two issues discussed in this essay, because widespread surveillance threatens our way of life and our privacy. Individual freedoms and rights which took centuries to achieve should not be sacrificed so easily.

- Make sure your essay covers all the information requested in the task. Remember to organise the information into separate paragraphs.

- In the first paragraph (the introduction) establish the topic for your essay, alluding briefly to any recent events or trends that are relevant. Outline the structure of your essay to help the reader follow your argument.

- Remember that you will be assessed on the range of language you use as well as its correct use, so do not limit yourself to simple vocabulary and structures.

- Try to develop your points wherever possible, using appropriate linking words to introduce the additional information.

- Your essay can include opinions from the task, but try to express them in your own words. (This sentence rephrases the first opinion in the task.)

- In the final paragraph (the conclusion) sum up your opinion. If the task requires it, include a clear statement of which point you consider more important and why.



## Discursive Essay / CAE Part 1 Essay

Your class has had a discussion about the possible uses of space travel in the near future. You have made the notes below:

### Possible uses:

- finding new planets to inhabit
- space tourism
- searching for natural resources

### Some opinions expressed in the discussion:

- 'Earth will become less habitable because of climate change.'
- 'As space travel gets cheaper, it will become a popular leisure activity.'
- 'Other planets and moons could definitely provide a rich source of precious metals.'

**Write an essay (220–260 words) discussing two of the uses of space travel. You should explain which use is more important, giving reasons in support of your answer.**

It is more than half a century since humans first ventured into space, and we now appear to be on the verge of a new era in space travel, as private companies develop new kinds of re-usable space craft. In this essay, I will discuss two different aspects of this imminent revolution in space travel.

Space tourism is already becoming a reality and a handful of extremely wealthy individuals have paid to experience the adventure of space flight. As new technologies are developed, this opportunity is sure to become more affordable. Naturally, safety will be a concern initially, but with time, space craft will become as safe as aeroplanes and it is possible to envisage an era when adventure holidays on the Moon are commonplace.

Aside from tourism, other uses for space travel will certainly emerge over the coming decades. At some point in the future, it may become necessary for humans to leave Earth, owing to climate change, nuclear war or simply over-population, and to live in space or colonise another planet. The first steps towards this are already being taken, as NASA prepares for a manned mission to Mars. Moreover, studies are continually being undertaken to assess how humans might cope with life in a space colony.

Enthralling as the possibility of holidays in space may be, the quest for other habitable planets is undoubtedly more important as it concerns the very survival of the human race. It seems certain that, at some point, our species will expand beyond Earth. Whether this happens by choice or through necessity remains to be seen.

- In your introduction, it may be a good idea to place the topic in its historical context.

- If you are writing about the future, use a range of appropriate grammatical forms, including *will*, modal verbs and set phrases like *'be bound / sure / certain to'*.

- Make sure your essay is written in an appropriately formal style. This is likely to include passive forms. Avoid colloquial language.

- Try to display a good knowledge of topic-related vocabulary.

- Your essay will achieve a higher mark if you use a variety of sentence structures, including subordinate clauses where appropriate.

- When writing about future possibilities, you may wish to conclude with a rhetorical question or open-ended remark.



## Review

Your college magazine would like students to submit film reviews for the next issue. They would like these reviews to focus in particular on whether films would appeal to older teenagers. You decide to write a review of two films you have seen, one of which is very appealing to older teenagers and the other much less so. Write your review (220–260 words) in an appropriate style.

In 2017, two films were released which attempted to capture the older teenage market: *The Mummy*, starring Tom Cruise and Russell Crowe, and *It*, based on a Stephen King book familiar to many older teenagers. Universal Studios, who produced *The Mummy*, have announced that it will be the first in a series of films known as *Dark Universe*, while a second instalment of *It* is already being planned.

The film *It* tells the story of an evil clown who kills children in a small American town. A group of teenagers, known as 'The Losers' Club' because they are all victims of bullying, come together to fight the demon. The film is brilliantly directed, with the cinematography and lighting adding to the terror. There are moments of comedy too, which lighten what is admittedly a slightly over-long film.

In *The Mummy*, an ancient princess awakens from her tomb beneath the desert. As the victim of betrayal centuries earlier, she now seeks to inflict a terrible revenge on the modern world. The film has an all-star cast and is a true Hollywood blockbuster. Although the storyline is rather far-fetched, many older teenagers will enjoy the mix of action, adventure and fantasy.

While I found both films enjoyable, I would recommend *It* rather than *The Mummy* for older teenagers, partly because of the age of the protagonists, but also because of the gripping storyline and excellent acting. Stephen King himself considers the film *It* a triumph and I am confident that most older teenagers would share his opinion.

- In the introduction, mention the titles and a few other key facts about the film or films you are reviewing.

- In the following paragraphs, describe the film(s): include a plot summary and mention some of the strengths and weaknesses.

- A film review should include some film-specific vocabulary: *plot*, *cast*, *cinematography*, *lighting*, and so on.

- Use appropriate adjectives, either positive or negative, to describe aspects of the films: *gripping*, *far-fetched*, *(un)convincing*, *fast/slow-paced*, and so on.

- Keep in mind the specific audience for your review that the task mentions. It may be a good idea to mention this explicitly in your conclusion.



## Report

As part of a temporary summer job, you recently accompanied a group of teenage students from your country on a two-week study holiday in England. Your manager has asked you to write a report evaluating the trip from both your own and the students' perspectives and suggesting improvements for next year's trip.

Write your report (220–260 words) in an appropriate style.

### Report on the two-week study holiday in England

#### Introduction

The aim of this report is to evaluate the trip from the students' point of view, as well as from my own perspective as an employee. It is based primarily on my own opinions but also reflects conversations with several students during the two-week stay.

#### Overall assessment

The trip went smoothly and provided the students with an enjoyable opportunity to improve their English and broaden their knowledge of the culture. I felt able to offer support and advice to the students where necessary and no major problems were encountered. The small team of employees collaborated effectively.

#### Specific strengths and weaknesses

The host families provided friendly and comfortable accommodation, though several students would have preferred a more central location. Although the English tuition was felt to be of a high standard, several students felt that their progress was hampered by being in large, mixed-ability groups. As far as the organised activities were concerned, students enjoyed some excursions more than others, and were generally frustrated by the lack of time available for shopping and relaxation.

#### Recommendations

There are several changes that I would suggest for next year's trip to England.

- Ensure that host families are located as close to town centres as possible.
- Reduce the size of the groups for English tuition.
- Eliminate the least popular excursions to allow more free time for students.

These adjustments would ensure an even better experience for the students and for the employees who accompany them.

- It is appropriate to give your report a title. For clarity, you may also wish to add a sub-heading to the start of each paragraph.

- In the first paragraph, give the aims and objectives of your report and explain where you are drawing your information from.

- Decide how best to divide up the information in your report and organise your paragraphs accordingly. Remember that a simple, logical structure is easier to follow.

- In a report, it is often better to soften negative comments with more words than necessary (periphrasis) or by not being direct (euphemism).

- Finish with clear recommendations if the task requires you to make them. Use bullet points, if you wish.



**Introducing reasons and explanations**

|                                                                          |
|--------------------------------------------------------------------------|
| given (+ noun phrase) / given that (+ clause) (1G)                       |
| what with (+ noun phrase) (1G)                                           |
| seeing as / that (+ clause) (1G)                                         |
| in view of (+ noun phrase) (1G)                                          |
| owing to (+ noun phrase) (1G)                                            |
| bearing in mind (+ noun phrase) / bearing in mind (that) (+ clause) (1G) |

**Marking a change of topic**

|                                             |
|---------------------------------------------|
| As far as (hobbies) are concerned, ... (1G) |
| When it comes to (hobbies), ... (1G)        |
| As for (hobbies), ... (1G)                  |
| As regards (hobbies), ... (1G)              |
| Regarding (hobbies), ... (1G)               |

**Comparing and contrasting photos**

|                                                             |
|-------------------------------------------------------------|
| The most obvious similarity between the photos is ... (2G)  |
| The photos are similar in that ... (2G)                     |
| What the photos have in common is ... (2G)                  |
| The clearest difference between the photos is ... (2G)      |
| In contrast to photo 1, photo 2 depicts ... (2G)            |
| Photo 1 shows ... On the other hand, photo 2 shows ... (2G) |
| In photo 1 ... , while / whereas in photo 2 ... (2G)        |

**Expressing, justifying and adding opinions**

|                                                                |
|----------------------------------------------------------------|
| Off the top of my head, I'd say ... (2G)                       |
| I tend to think that, ... (2G)                                 |
| There's a part of me that thinks ... (2G)                      |
| All things considered, ... (2G)                                |
| It would seem to me that ... (2G)                              |
| I'm of the opinion that ... (2G)                               |
| I think it's true to say that ... (2G)                         |
| It would be wrong to argue that ... (2G)                       |
| As I see it, ... (2G)                                          |
| The principle justification for this point of view is ... (8G) |
| The main reason for believing this is (that) ... (8G)          |
| The reason I say that is ... (8G)                              |
| To give you just one example, ... (8G)                         |
| And I would add that ... (8G)                                  |
| As well as that, I'd say ... (8G)                              |
| And besides the argument we've just heard, ... (8G)            |
| It's also the case that ... (8G)                               |
| Not only that, but ... (8G)                                    |

**Talking about advantages and disadvantages**

|                                                                |
|----------------------------------------------------------------|
| the main (dis)advantage of ... is ... (3G)                     |
| one major benefit / drawback of ... is ... (3G)                |
| the upside / downside of ... is ... (3G)                       |
| weighing up the pros and cons ... , I'd say ... (3G)           |
| ... has some additional benefits / drawbacks, such as ... (3G) |
| ... has the added bonus of ... (3G)                            |
| the advantages outweigh the disadvantages (3G)                 |
| ... for me, it's a plus / minus. (3G)                          |
| For me, the main benefit / drawback would be ... (7G)          |
| Personally, ... would be a real plus / minus. (7G)             |
| I think ... would be a bonus. (7G)                             |
| The upside / downside would be ... (7G)                        |
| There are pros and cons. (7G)                                  |

**Disagreeing politely and acknowledging without agreeing**

|                                                          |
|----------------------------------------------------------|
| I can't help thinking that ... (3G)                      |
| That's one way of looking at it, I suppose, but ... (3G) |
| Maybe, but I just wonder if ... (3G)                     |
| It isn't always the case (that ...) (8G)                 |
| I think we'll have to agree to disagree. (8G)            |
| I'm not so sure about that. (8G)                         |
| That's not necessarily true. (8G)                        |
| That's a fair point, but I still think ... (4G)          |
| True, but what it really comes down to is ... (4G)       |
| Maybe so, but what it really boils down to is ... (4G)   |
| Perhaps, although in my view ... (4G)                    |
| I see what you mean, but at the end of the day, ... (4G) |
| That may be the case, but for me, it's more about ...    |
| I take your point, but at the same time, ... (4G)        |
| That could well be true, but even so, I think ... (4G)   |

**Agreeing and asking if your partner agrees**

|                                                  |
|--------------------------------------------------|
| Would you be happier if ... ? (3G)               |
| You wouldn't disagree with that, would you? (3G) |
| Would you go along with that? (3G)               |
| I couldn't agree more. (8G)                      |
| I'm of the same opinion. (8G)                    |
| That's a really good point. (8G)                 |
| I was going to make the same point myself. (8G)  |
| I would concur with that. (8G)                   |
| I'm with you 100% on that. (8G)                  |



**Conceding a point and concluding a discussion**

Good point. I hadn't thought of that. (3G)

Fair enough. I can accept that. (3G)

Yes, I suppose you're right. (3G)

So, have we come to a decision? (3G)

Which one are we going for, then? (3G)

Let's wrap this up, shall we? (3G)

**A proposal: stating the purpose**

The main aim of this proposal is to ... (3H)

This proposal is intended to ... (3H)

In this proposal, I will present ... (3H)

**Background information**

Comments made during focus groups show that ... (3H)

Feedback from ... suggests that ... (3H)

Following a survey of ... it was revealed that ... (3H)

**Making recommendations and suggestions**

There ought to be ... (3H)

I recommend that ... (3H)

... need / should (+ passive infinitive) (3H)

**Final recommendation**

Unless these ideas are implemented, it is unlikely ... (3H)

The results of ... suggest that ... would be the best option. (3H)

If these recommendations are carried out, ... (3H)

**Introducing, speculating and listing arguments**

For me, ... (1C)

To my mind ... (1C)

As far as I'm concerned ... (1C)

I wonder, in fact, if ... (5G)

No doubt ... (5G)

In all probability, ... (5G)

I daresay ... (5G)

The chances are ... (5G)

I imagine that ... (5G)

My best guess would be that ... (5G)

It's highly unlikely that ... (5G)

My initial impression is that ... (5G)

His expression suggests that ... (5G)

It's not entirely clear if / how / what, etc. (5G)

It is often / sometimes argued that ... (5H)

Some people maintain / hold / believe that ... (5H)

There is a strong case for ... (5H)

One argument in favour of / against ... (5H)

Another compelling argument / reason for ... is ... (5H)

The reasoning is as follows. To begin / start with, ... (5H)

In the first / second place, ... (5H)

Last but not least, ... (5H)

**Fillers and paraphrasing**

Well, ... Let's see, ... Let me think, ... (5G)

What else? ... You know, ... Actually, ... (5G)

if you see what I mean ... You see, ... I suppose (5G)

What I mean is, ... It's a kind of ... You use it to ... (5G)

it looks a bit like a ... it's similar to a ... How do you say? (5G)

I'm not sure what it is in English ... those things that you ... (5G)

**Introducing similar and opposing points**

Similarly, ... Likewise, ... In the same way, ... (5H)

By the same token, ... Equally, ... (5H)

By contrast, ... Alternatively, ... All the same, ... (5H)

On the other hand, ... Having said that, ... (5H)

Putting the same idea in a different way, ... (5H)

In other words, ... To put it (more) ... (5H)

Simply, ... In a nutshell, ... (5H)

**Adding further information**

Besides, ... What's more, ... As well as that, ... (6G)

**Announcing the subject in advance**

As for ..., As far as ... is concerned, ... (6G)

Regarding ..., (6G)

**Clarifying**

I mean, that is to say, ... in other words, ... (6G)

**Concession**

It's true, ... Certainly, ... Of course, ... (6G)

**Counter-argument**

All the same, ... Even so, ... Still, ... (6G)

**Explaining the reason for something**

As a result, ... Because of this, ... Consequently, ... (6G)

**Generalising**

On the whole, ... By and large, ... Broadly speaking, ... (6G)

**Structuring**

To start with, ... For one thing, ... For another thing, ... (6G)

**Showing empathy**

I don't know about you, but I ... (6H)

If it's any consolation, you aren't the only one who ... (6H)

I see where you're coming from with ... (6H)

I'm sure everything will turn out all right in the end. (6H)

If it helps, ... (6H)

I know what you mean about ... (6H)



**Eliciting a response**

What do you think of the idea that ... ? (7G)

What's your view of ... ? (7G)

Don't you agree that ... ? (7G)

Would it be fair to say that ... ? (7G)

Why do / don't you like the idea of ... ? (7G)

Would you prefer to ... ? (7G)

What do you like / dislike about ... ? (7G)

**Causes and consequences**

This situation / state of affairs has been brought about by ... (8H)

This is due to ... / This is the result of ... (8H)

One reason for ... is ... (8H)

The situation / problem has been exacerbated by ... (8H)

The principle cause of ... is ... (8H)

This has given rise to ... (8H)

One of the main consequences of ... is ... (8H)

This has resulted in ... (8H)

Consequently, ... / As a result, ... / Hence, ... (8H)

**Dealing with interruptions**

Can I just stop you there for a moment? (9G)

Sorry for interrupting, but ... (9G)

Excuse me for butting in, but ... (9G)

Before you go on, I'd just like to say ... (9G)

If I could just come in here, I think ... (9G)

Sure. What do you think? (9G)

That's OK. What did you want to say? (9G)

Yes, of course, go ahead. (9G)

Please let me continue. (9G)

Can I complete my train of thought? (9G)

Do you mind if I finish? (9G)

As I was saying, I think ... (9G)

Continuing where I left off ... (9G)

Where was I? Oh yes, ... (9G)

**Evaluating an experience / event**

Broadly speaking, ... leaves a lot to be desired (9H)

The downside of my placement was ... (9H)

In general, ... lived up to my expectations. (9H)

On the whole, I gained a great deal / very little from ... (9H)

In terms of ..., ... definitely has / had the edge over ... (9H)

The ... was superb, unlike the ..., which was appalling. (9H)

Weighing up the different factors, I would say ... (9H)



## W

## Wordlist

## Unit 1

|                         |                               |
|-------------------------|-------------------------------|
| a trip down memory lane | /ə ,trɪp ,daʊn ,meməri 'leɪn/ |
| abrasive (adj)          | /ə'breɪsɪv/                   |
| account for (phr v)     | /ə'kaʊnt fə(r)/               |
| biochemist (n)          | /,baɪəʊ'kemɪst/               |
| biochemistry (n)        | /,baɪəʊ'kemɪstri/             |
| biological (adj)        | /,baɪə'lɒdʒɪkl/               |
| biologically (adv)      | /,baɪə'lɒdʒɪkli/              |
| biologist (n)           | /baɪ'blɒdʒɪst/                |
| biology (n)             | /baɪ'blɒdʒi/                  |
| biotechnology (n)       | /,baɪəutek'nɒlədʒi/           |
| blend in (phr v)        | /,blend 'ɪn/                  |
| blot out (v)            | /,blɒt 'aʊt/                  |
| breakdown (n)           | /'breɪkdaʊn/                  |
| breakthrough (n)        | /'breɪkθruː/                  |
| broad-minded (adj)      | /,brɔːd 'maɪndɪd/             |
| busybody (n)            | /'bɪzɪbɒdi/                   |
| catch on (phr v)        | /,kætʃ 'ɒn/                   |
| chemical warfare (n)    | /,kemɪkl 'wɔːfeə(r)/          |
| chemical weapons (n)    | /,kemɪkl 'wepən/              |
| chemist (n)             | /'kemɪst/                     |
| chemistry (n)           | /'kemɪstri/                   |
| come across (phr v)     | /'kʌm ə,kroʊs/                |
| come down to (phr v)    | /,kʌm 'daʊn tə/               |
| cynical (adj)           | /'smɪkl/                      |
| designer babies (n)     | /dɪ,zʌɪnə 'beɪbɪz/            |
| down to earth (adj)     | /,daʊn tuː 'ɜːθ/              |
| drop-out (n)            | /'drɒp ,aʊt/                  |
| ecologically (adv)      | /i'kɒlədʒi/                   |
| ecologist (n)           | /i'kɒlədʒɪst/                 |
| eco-friendly (adj)      | /iːkəʊ 'frendli/              |
| ecosystem (n)           | /'iːkəʊsɪstəm/                |
| ecotourism (n)          | /'iːkəʊtʊərɪzəm/              |
| ecotourist (n)          | /'iːkəʊtʊərɪst/               |
| end up (phr v)          | /'end ,ʌp/                    |
| eradicate a disease     | /ɪ,rædɪkeɪt ə dɪ'ziːz/        |
| ethically unacceptable  | /eθɪkli ,ʌnək'septəbl/        |
| evocative (adj)         | /ɪ'vɒkətɪv/                   |
| evoke (v)               | /ɪ'vəʊk/                      |
| extrovert (n)           | /'ekstrəvɜːt/                 |
| fit in (phr v)          | /,fɪt 'ɪn/                    |
| gene (n)                | /dʒiːn/                       |
| gene therapy (n)        | /'dʒiːn θerəpi/               |
| genetic (adj)           | /dʒə'netɪk/                   |
| geneticist (n)          | /dʒə'netɪsɪst/                |
| genetics (n)            | /dʒə'netɪks/                  |
| genetically (adv)       | /dʒə'netɪkli/                 |
| genetically modified    | /dʒə,netɪkli 'mɒdɪfaɪd/       |
| get away with (phr v)   | /,get ə'wei ,wɪð/             |
| go down (phr v)         | /,gəʊ 'daʊn/                  |
| go for (phr v)          | /'gəʊ fə(r)/                  |
| gullible (adj)          | /'gʌləbl/                     |

|                                         |                                         |
|-----------------------------------------|-----------------------------------------|
| hand over (phr v)                       | /,hænd 'əʊvə(r)/                        |
| hereditary diseases (n)                 | /hə'redɪtri dɪ,zɪːzɪz/                  |
| introvert (n)                           | /'ɪntərəvɜːt/                           |
| lasting (adj)                           | /'lɑːstɪŋ/                              |
| life and soul (of a party)              | /laɪf ən ,səʊl (əv ə 'paːti)/           |
| look into (phr v)                       | /'lʊk ,ɪntə/                            |
| look up to (phr v)                      | /,lʊk 'ʌp tə/                           |
| make up (phr v)                         | /meɪk 'ʌp/                              |
| microbiologist (n)                      | /maɪkrəʊbaɪ'blɒdʒɪst/                   |
| microbiology (n)                        | /maɪkrəʊbaɪ'blɒdʒi/                     |
| mind (n)                                | /'maɪnd/                                |
| narrow-minded (adj)                     | /,nærəʊ 'maɪndɪd/                       |
| nostalgia (n)                           | /nɒ'stældʒə/                            |
| pass (it) on (phr v)                    | /,pɑːs (ɪt) 'ɒn/                        |
| placid (adj)                            | /'plæsɪd/                               |
| play God                                | /pleɪ 'ɡɒd/                             |
| play up (phr v)                         | /pleɪ 'ʌp/                              |
| punctual (adj)                          | /'pʌŋktʃuəl/                            |
| put up with (phr v)                     | /,pʊt 'ʌp ,wɪð/                         |
| quick-tempered (adj)                    | /kwɪk 'tempəd/                          |
| recall (v)                              | /rɪ'kɔːl/                               |
| recollections (n)                       | /rekə'lekʃnz/                           |
| remind (v)                              | /rɪ'maɪnd/                              |
| reminisce (v)                           | /remɪ'nɪs/                              |
| reserved (adj)                          | /rɪ'zɜːvd/                              |
| runaway (n)                             | /'rʌnəweɪ/                              |
| self-assured (adj)                      | /,self ə'ʃʊəd/                          |
| self-effacing (adj)                     | /,self ɪ'feɪsɪŋ/                        |
| set in your ways                        | /,set ,ɪn ,jɔː 'weɪz/                   |
| setback (n)                             | /'setbæk/                               |
| shrewd (adj)                            | /fruːd/                                 |
| shrinking violet                        | /,ʃrɪŋkɪŋ 'vaɪələt/                     |
| sign up (phr v)                         | /saɪn 'ʌp/                              |
| someone's bark is worse than their bite | /sʌmwʌnz 'bɑːk ɪz ,wɜːs ðən ,ðeə 'baɪt/ |
| spontaneous (adj)                       | /spɒn'teɪniəs/                          |
| stand-off (n)                           | /'stænd ,ɒf/                            |
| stand out (phr v)                       | /,stænd 'aʊt/                           |
| stand up for (phr v)                    | /,stænd 'ʌp fə(r)/                      |
| suppress (v)                            | /sə'pres/                               |
| take after (phr v)                      | /'teɪk ,ɑːftə(r)/                       |
| think you are God's gift                | /θɪŋk ju ə 'ɡɒdz ,ɡɪft/                 |
| to come flooding back                   | /tə ,kʌm ,flʌdɪŋ 'bæk/                  |
| to have a memory like a sieve           | /tə ,hæv ə ,meməri ,laɪk ə 'siːv/       |
| to jog your memory                      | /tə ,dʒɒg ,jɔː 'meməri/                 |
| to know something by heart              | /tə ,nəʊ ,sʌmθɪŋ ,baɪ 'haːt/            |
| to rack your brains                     | /tə 'ræk ,jɔː ,breɪnz/                  |
| to ring a bell                          | /tə ,rɪŋ ə 'bel/                        |
| to take you back to                     | /tə 'teɪk ju ,bæk tə/                   |
| turnaround (n)                          | /'tɜːnəraʊnd/                           |
| unecological (adj)                      | /,ʌn,iːkə'lɒdʒɪkl/                      |
| upbringing (n)                          | /'ʌpbɪrɪŋŋ/                             |



# W

## Wordlist

|                                |                                  |
|--------------------------------|----------------------------------|
| trustworthy (adj)              | /ˈtrʌstwɜːði/                    |
| turn down (phr v)              | /tɜːn ˈdaʊn/                     |
| turn out (phr v)               | /tɜːn ˈaʊt/                      |
| unforgettable (adj)            | /ˌʌnfəˈgetəbl/                   |
| walk out on (phr v)            | /wɔːk ˈaʊt ˌɒn/                  |
| warm to (phr v)                | /ˈwɔːm tə/                       |
| wear your heart on your sleeve | /weə ˌjɔː ˈhɑːt ˌɒn ˌjɔː ˈsliːv/ |

### Unit 2

|                                  |                                    |
|----------------------------------|------------------------------------|
| a bit of a bookworm              | /ə ˌbɪt əv ə ˈbʊkwɜːm/             |
| a breakdown                      | /ə ˈbreɪkdaʊn/                     |
| a fast pace                      | /ə ˈfɑːst ˈpeɪs/                   |
| a happy ending                   | /ə ˈhæpi ˈendɪŋ/                   |
| a real page turner               | /ə ˈriːl ˈpeɪdʒ ˌtɜːnə(r)/         |
| action (n)                       | /ˈækʃn/                            |
| alliteration (n)                 | /ə ˌlɪtəˈreɪʃn/                    |
| an intriguing plot               | /ən ɪnˌtriːɡɪŋ ˈplɒt/              |
| analogy (n)                      | /əˈnælədʒi/                        |
| assonance (n)                    | /ˈæsənəns/                         |
| award-winning (adj)              | /əˈwɔːd ˌwɪnɪŋ/                    |
| be of assistance                 | /biː əv əˈsɪstəns/                 |
| be surprised at                  | /bi səˈpraɪzd ət/                  |
| beautifully drawn                | /ˈbjʊtɪfli ˌdrɔːn/                 |
| bent on                          | /ˈbent ˌɒn/                        |
| best-selling (adj)               | /ˈbest ˌselɪŋ/                     |
| big-budget (adj)                 | /ˈbɪɡ ˌbʌdʒɪt/                     |
| break down (phr v)               | /breɪk ˈdaʊn/                      |
| break up (n)                     | /ˈbreɪk ˌʌp/                       |
| breaking news                    | /ˈbreɪkɪŋ ˌnjuːz/                  |
| breath-taking (adj)              | /ˈbreθ ˌteɪkɪŋ/                    |
| central (adj)                    | /ˈsentrəl/                         |
| chambers (n)                     | /ˈtʃeɪmbəz/                        |
| characters you can identify with | /ˌkærəktəz ju kən aɪˈdentɪfaɪ wɪð/ |
| check in (desk) (n)              | /ˈtʃek ˌɪn (ˌdesk)/                |
| chilling (adj)                   | /ˈtʃɪlɪŋ/                          |
| clichéd (adj)                    | /ˈkliːʃeɪd/                        |
| colour (n)                       | /ˈkʌlə(r)/                         |
| comic book (n)                   | /ˈkɒmɪk ˌbʊk/                      |
| compelling (adj)                 | /ˌkəmˈpelɪŋ/                       |
| complex (adj)                    | /ˈkɒmpleks/                        |
| crack down                       | /ˈkræk ˌdaʊn/                      |
| creep (v)                        | /kriːp/                            |
| cut a long story short           | /kʌt ə ˌlɒŋ ˌstɔːri ˈʃɔːt/         |
| dig around for                   | /ˈdɪɡ əˌraʊnd fə(r)/               |
| disappointing (adj)              | /ˌdɪsəˈpɔɪntɪŋ/                    |
| determined (adj)                 | /dɪˈtɜːmɪnd/                       |
| earnestness (adj)                | /ˈɜːnɪstnəs/                       |
| easy-going (adj)                 | /ˌiːzi ˈɡəʊɪŋ/                     |
| English-speaking (adj)           | /ˈɪŋɡlɪʃ ˌspiːkɪŋ/                 |
| ethics (n)                       | /ˈeθɪks/                           |
| euphemism (n)                    | /ˈjuːfəˌmɪzəm/                     |
| evocative descriptions           | /ɪˈvɒkətɪv dɪˌskrɪpʃnz/            |

|                           |                                  |
|---------------------------|----------------------------------|
| fable (n)                 | /ˈfeɪbl/                         |
| fairy tale (n)            | /ˈfeəri ˌteɪl/                   |
| fantasy (n)               | /ˈfæntəsi/                       |
| far-fetched (adj)         | /ˌfɑː ˈfeɪtʃt/                   |
| fast-moving (adj)         | /ˈfɑːst ˌmuːvɪŋ/                 |
| fast-paced (adj)          | /ˈfɑːst ˌpeɪst/                  |
| fear (v)                  | /fiə(r)/                         |
| feelings (n)              | /ˈfiːlɪŋz/                       |
| folk tale (n)             | /ˈfəʊk ˌteɪl/                    |
| garments (n)              | /ˈɡɑːmənts/                      |
| get into it               | /ˌget ˈɪntuː ɪt/                 |
| good bedtime reading      | /ɡʊd ˌbedtaɪm ˈriːdɪŋ/           |
| graphic novel (n)         | /ˌɡræfɪk ˈnɒvl/                  |
| grave (adj)               | /ɡreɪv/                          |
| gripping (adj)            | /ˈɡrɪpɪŋ/                        |
| ground-breaking (adj)     | /ˈɡraʊnd ˌbreɪkɪŋ/               |
| gruesome (adj)            | /ˈɡruːsəm/                       |
| gutsy (adj)               | /ˈɡʌtsi/                         |
| gutter press              | /ˈɡʌtə ˌpres/                    |
| hand-made (adj)           | /ˌhænd ˈmeɪd/                    |
| heavy going               | /ˌhevi ˈɡəʊɪŋ/                   |
| high-road (n)             | /ˈhaɪ ˌrəʊd/                     |
| hinge on (phr v)          | /ˈhɪŋdʒ ˌɒn/                     |
| hue (n)                   | /hjuː/                           |
| humorous (adj)            | /ˈhjuːməəs/                      |
| humour (n)                | /ˈhjuːmə(r)/                     |
| hyperbole (n)             | /haɪˈpɜːbəli/                    |
| immediately (adv)         | /ɪˈmiːdiətli/                    |
| incognito (adj)           | /ˌɪnkɒɡˈniːtəʊ/                  |
| infiltrate (v)            | /ɪnˈfɪltreɪt/                    |
| judge a book by its cover | /dʒʌdʒ ə ˌbʊk ˌbaɪ ɪts ˈkʌvə(r)/ |
| last-minute goal          | /ˌlɑːst ˌmɪnɪt ˈɡəʊl/            |
| lead-free (adj)           | /ˈled ˌfriː/                     |
| life-threatening (adj)    | /ˈlaɪf ˌθretnɪŋ/                 |
| lift-off                  | /ˈlɪft ˌɒf/                      |
| light-hearted (adj)       | /ˌlaɪt ˈhɑːtɪd/                  |
| lightweight (adj)         | /ˈlaɪtweɪt/                      |
| love interest             | /ˈlʌv ˌɪntərəst/                 |
| low-budget (adj)          | /ˈləʊ ˌbʌdʒɪt/                   |
| macabre (adj)             | /məˈkɑːbrə/                      |
| make up (phr v)           | /ˌmeɪk ˌʌp/                      |
| make-up (n)               | /ˈmeɪk ˌʌp/                      |
| many-sided                | /ˈmeni ˌsaɪdɪd/                  |
| media coverage            | /ˈmiːdiə ˌkʌvərɪdʒ/              |
| mediocre (adj)            | /ˌmiːdiˈəʊkə(r)/                 |
| meet with (phr v)         | /ˈmiːt wɪð/                      |
| metaphor (n)              | /ˈmetəfə(r) ˌ-fə(r)/             |
| middle-aged (adj)         | /ˌmɪdl ˈeɪdʒd/                   |
| mystery and suspense      | /ˌmɪstri ən səˈspens/            |
| myth (n)                  | /mɪθ/                            |
| nail-biting (adj)         | /ˈneɪl ˌbaɪtɪŋ/                  |
| narrative (n)             | /ˈnærətɪv/                       |
| natural dialogue          | /ˌnætʃrəl ˈdaɪələɡ/              |



## W

## Wordlist

|                                  |                                     |
|----------------------------------|-------------------------------------|
| never-ending (adj)               | /ˈnevər ˌendɪŋ/                     |
| news channel                     | /ˈnjuːz ʃænl/                       |
| novel (n)                        | /ˈnɒvl/                             |
| on the instant                   | /ɒn ðiː ˈɪnstənt/                   |
| onomatopoeia (n)                 | /ˌɒnəˌmætəˈpiːə/                    |
| open (v)                         | /ˈəʊpən/                            |
| opinion poll (n)                 | /əˈpɪnjən ˌpəʊl/                    |
| personification (n)              | /ˌpɜːsnɪfɪˈkeɪʃn/                   |
| play (n)                         | /pleɪ/                              |
| please (v)                       | /pliːz/                             |
| poetry (n)                       | /ˈpəʊətri/                          |
| poignant (adj)                   | /ˈpɔɪnjənt/                         |
| point of view (n)                | /ˌpɔɪnt əv ˈvjuː/                   |
| portrayal (n)                    | /pɔːˈtreɪəl/                        |
| powerful (adj)                   | /ˈpaʊəfl/                           |
| predictable (adj)                | /prɪˈdɪktəbl/                       |
| press conference (n)             | /ˈpres ˌkɒnfərəns/                  |
| press freedom                    | /ˌpres ˈfriːdəm/                    |
| pressure group (n)               | /ˈprefə ˌgruːp/                     |
| read between the lines           | /riːd bɪˌtwiːn ðə ˈlaɪnz/           |
| realistic, believable characters | /ˌriːəˌlɪstɪk bɪˌliːvəbl ˈkærəktəz/ |
| receive (v)                      | /rɪˈsiːv/                           |
| recommend (v)                    | /ˌrekəˈmend/                        |
| red herring                      | /ˌred ˈherɪŋ/                       |
| revelations (n)                  | /ˌrevəˈleɪʃnz/                      |
| rip off (phr v)                  | /ˌrɪp ˈɒf/                          |
| rip-off (n)                      | /ˈrɪp ˌɒf/                          |
| rooms (n)                        | /ruːmz/                             |
| scandal (n)                      | /ˈskændl/                           |
| sensational (adj)                | /ˌsenˈseɪʃənl/                      |
| sensations (n)                   | /ˌsenˈseɪʃnz/                       |
| sentimental (adj)                | /ˌsentrɪˈmentl/                     |
| seriousness (n)                  | /ˈsɪəriəsnes/                       |
| set (v)                          | /set/                               |
| shallow (adj)                    | /ˈʃæləʊ/                            |
| short story (n)                  | /ˌʃɔːt ˈstɔːri/                     |
| simile (n)                       | /ˈsɪməli/                           |
| singular (adj)                   | /ˈsɪŋɡjələ(r)/                      |
| slow-moving (adj)                | /ˈsləʊ ˌmuːvɪŋ/                     |
| spectacular (adj)                | /spekˈtækjələ(r)/                   |
| steal after (phr v)              | /ˌstiːl ˈɑːftə(r)/                  |
| strange (adj)                    | /streɪndʒ/                          |
| strong-willed (adj)              | /ˌstrɒŋ ˈwɪld/                      |
| take away (phr v)                | /ˌteɪk əˈweɪ/                       |
| take-away (n)                    | /ˈteɪk əˌweɪ/                       |
| tax-free (adj)                   | /ˌtæks ˈfriː/                       |
| tedious (adj)                    | /ˈtiːdiəs/                          |
| thought-provoking (adj)          | /ˈθɔːt prəˌvəʊkɪŋ/                  |
| three-hour movie                 | /ˈθriː ˌaʊə ˌmuːvi/                 |
| tip off (phr v)                  | /ˌtɪp ˈɒf/                          |
| tip-off (n)                      | /ˈtɪp ˌɒf/                          |
| touching (adj)                   | /ˈtʌʃɪŋ/                            |
| turn towards (phr v)             | /ˈtɜːn təˌwɔːdz/                    |

|                             |                             |
|-----------------------------|-----------------------------|
| twists and turns            | /ˈtwɪsts ən ˈtɜːnz/         |
| two-dimensional (adj)       | /tuː daɪˈmenʃənl/           |
| (un)convincing (adj)        | /ˌ(ʌn)kənˈvɪnsɪŋ/           |
| unfold (v)                  | /ʌnˈfəʊld/                  |
| user-friendly (adj)         | /ˌjuːzə ˈfrendli/           |
| warm-hearted (adj)          | /wɔːm hɑːtɪd/               |
| warm up (phr v)             | /wɔːm ˈʌp/                  |
| warm-up (n)                 | /ˈwɔːm ˌʌp/                 |
| welcome (v)                 | /ˈwelkəm/                   |
| well-dressed (adj)          | /wel ˈdrest/                |
| well-rounded (adj)          | /wel ˈraʊndɪd/              |
| wish to (v)                 | /ˈwɪʃ tə/                   |
| wonder at (v)               | /ˈwʌndə ət/                 |
| world famous (adj)          | /wɜːld ˈfeɪməs/             |
| worldwide (adj)             | /ˈwɜːldwaɪd/                |
| written in the third person | /ˌrɪtɪn ɪn ðə ˈθɜːd ˈpɜːsn/ |
| 20-storey (adj)             | /ˈtwenti ˌstɔːri/           |
| 800-page novel              | /eɪt ˌhʌndrəd ˌpeɪʒ ˈnɒvl/  |

## Unit 3

|                                           |                                     |
|-------------------------------------------|-------------------------------------|
| a face like thunder                       | /ə ˌfeɪs ˌlaɪk ˈθʌndə(r)/           |
| act like sheep                            | /ækt ˌlaɪk ˈʃiːp/                   |
| aggrieved (adj)                           | /əˈɡriːvd/                          |
| as blind as a bat                         | /əz ˌblaɪnd əz ə ˈbæt/              |
| as cool as a cucumber                     | /əz ˌkuːl əz ə ˈkjuːkʌmbə(r)/       |
| as deaf as a post                         | /əz ˌdef əz ə ˈpəʊst/               |
| as dry as a bone                          | /əz ˌdraɪ əz ə ˈbəʊn/               |
| as quiet as a mouse                       | /əz ˌkwaɪət əz ə ˈmaʊs/             |
| as light as a feather                     | /əz ˌlaɪt əz ə ˈfedə(r)/            |
| attract investors (v) + (n)               | /əˌtrækt ɪnˈvestəz/                 |
| baffled (adj)                             | /ˈbæflɪd/                           |
| be doomed (v)                             | /bi ˈduːmd/                         |
| be inseparable (v)                        | /bi ɪnˈseprəbl/                     |
| be like chalk and cheese                  | /bi ˌlaɪk ˌʃɔːk ən ˈʃiːz/           |
| be on the same wavelength                 | /bi ɒn ðə ˌseɪm ˈweɪvləŋθ/          |
| bond with somebody over something (phr v) | /ˈbɒnd ˌwɪð ˌsʌmbədi ˌəʊvə ˌsʌmθɪŋ/ |
| boost confidence (v) + (n)                | /ˌbuːst ˈkɒnfɪdəns/                 |
| break into a market (v) + (n)             | /ˈbreɪk ˌɪntu ə ˌmɑːkɪt/            |
| break somebody's heart                    | /ˌbreɪk ˌsʌmbədiz ˈhɑːt/            |
| captivating (adj)                         | /ˈkæptɪveɪtɪŋ/                      |
| close a deal (v) + (n)                    | /ˌkləʊz ə ˈdiːl/                    |
| compatibility (n)                         | /ˌkɒmˌpætiˈbɪləti/                  |
| confidence (n)                            | /ˈkɒnfɪdəns/                        |
| co-operation (n)                          | /ˌkəʊˌɒpəˈreɪʃn/                    |
| cry like a baby                           | /kraɪ ˌlaɪk ə ˈbeɪbi/               |
| cut costs (v) + (n)                       | /ˌkʌt ˈkɒsts/                       |
| daunting (adj)                            | /ˈdɔːntɪŋ/                          |
| devastated (adj)                          | /ˈdevəsteɪtɪd/                      |



# W

## Wordlist

|                                |                                     |
|--------------------------------|-------------------------------------|
| drift apart (phr v)            | /ˈdrɪft əˈpɑːt/                     |
| drive (n)                      | /draɪv/                             |
| drop out (phr v)               | /ˈdrɒp ˈaʊt/                        |
| drop somebody (v)              | /ˈdrɒp ˌsʌmbədi/                    |
| dump somebody (v)              | /ˈdʌmp ˌsʌmbədi/                    |
| eat like a horse               | /iːt ˌlaɪk ə ˈhɔːs/                 |
| ecstatic (adj)                 | /ɪkˈstætɪk/                         |
| elated (adj)                   | /ɪˈleɪtɪd/                          |
| fall out with somebody (phr v) | /ˈfɔːl ˈaʊt wɪð ˌsʌmbədi/           |
| fight like cats and dogs       | /faɪt ˌlaɪk ˌkæts ən ˈdɒɡz/         |
| fit like a glove               | /fɪt ˌlaɪk ə ˈɡlʌv/                 |
| flexibility (n)                | /ˌfleksəˈbɪləti/                    |
| frenetic (adj)                 | /frəˈnetɪk/                         |
| friend somebody (v)            | /ˈfrend ˌsʌmbədi/                   |
| get acquainted with somebody   | /ˌget əˈkweɪntɪd wɪð ˌsʌmbədi/      |
| get on like a house on fire    | /ˌget ɒn ˌlaɪk ə ˈhaʊs ɒn ˈfaɪə(r)/ |
| get talking to somebody        | /ˌget ˈtɔːkɪŋ tə ˌsʌmbədi/          |
| go back a long way             | /ˌɡəʊ ˌbæk ə ˌlɒŋ ˈweɪ/             |
| gobsmacked (adj)               | /ˈɡɒbsmækt/                         |
| get off on the wrong foot      | /ˌget ɒf ɒn ðə ˌrɒŋ ˈfʊt/           |
| gutted (adj)                   | /ˈɡʌtɪd/                            |
| have a soft spot for           | /ˌhæv ə ˈsɒft ˌspɒt fɔ(r)/          |
| have (your) ups and downs      | /ˌhæv (jɔːr) ˌʌps ən ˈdaʊnz/        |
| head over heels in love with   | /ˌhed ˌəʊvə ˌhiːlz ɪn ˈlʌv wɪð/     |
| hire employees (v) + (n)       | /ˌhaɪər ɪmˈplɔɪiːz/                 |
| hit it off                     | /ˌhɪt ɪt ˈɒf/                       |
| honoured (adj)                 | /ˈɒnəd/                             |
| impervious (adj)               | /ɪmˈpɜːviəs/                        |
| keep a friendship going        | /ˌkiːp ə ˌfrendʃɪp ˈɡəʊɪŋ/          |
| keep track of somebody         | /ˌkiːp ˈtræk əv ˌsʌmbədi/           |
| know somebody inside out       | /ˌnəʊ ˌsʌmbədi ɪnsaɪd ˈaʊt/         |
| launch a product (v) + (n)     | /ˌlɔːntʃ ə ˈprɒdʌkt/                |
| life is like an open book      | /ˌlaɪf ɪz ˌlaɪk ən ˌəʊpən ˈbʊk/     |
| like two peas in a pod         | /ˌlaɪk ˌtuː ˌpiːz ɪn ə ˈpɒd/        |
| meet a deadline (v) + (n)      | /ˌmiːt ə ˈdedlaɪn/                  |
| miniscule (adj)                | /ˈmɪnɪskjʊl/                        |
| not see eye to eye             | /ˌnɒt ˌsiː ˌaɪ tuː ˈaɪ/             |
| on the rocks                   | /ɒn ðə ˈrɒks/                       |
| outraged (adj)                 | /ˈaʊtreɪdʒd/                        |
| passion (n)                    | /ˈpæʃn/                             |
| patch things up                | /ˌpætʃ ˌθɪŋz ˈʌp/                   |
| perplexed (adj)                | /ˈpɜːplekst/                        |
| perturbed (adj)                | /ˈpɜːtʃʊbd/                         |
| place an order (v) + (n)       | /ˌpleɪs ən ˈɔːdə(r)/                |
| plain sailing                  | /ˈpleɪn ˌseɪlɪŋ/                    |
| privileged (adj)               | /ˈprɪvələdʒd/                       |
| profound (adj)                 | /ˈprəʊfaʊnd/                        |
| pulled out (phr v)             | /ˌpʊld ˈaʊt/                        |

|                                              |                                           |
|----------------------------------------------|-------------------------------------------|
| punctuality (n)                              | /ˌpʌŋktɪʃuˈæləti/                         |
| respect (n)                                  | /rɪˈspekt/                                |
| rigid (n)                                    | /ˈrɪdʒɪd/                                 |
| run into somebody                            | /ˈrʌn ɪntə ˌsʌmbədi/                      |
| see a lot of somebody                        | /ˌsiː ə ˈlɒt əv ˌsʌmbədi/                 |
| sharing the same passion for                 | /ˌʃeərɪŋ ðə ˈseɪm ˌpæʃn fɔ(r)/            |
| sign a contract (v) + (n)                    | /ˌsaɪn ə ˈkɒntrækt/                       |
| sleep like a log                             | /ˌsliːp ˌlaɪk ə ˈlɒɡ/                     |
| startling (n)                                | /ˈstɑːtlɪŋ/                               |
| stay in touch with somebody                  | /ˌsteɪ ɪn ˈtʌʃ wɪð ˌsʌmbədi/              |
| stick together through thick and thin        | /ˌstɪk təˌgeðə ˌθruː ˌθɪk ən ˈθɪn/        |
| strike up a friendship with somebody (phr v) | /ˌstraɪk ˌʌp ə ˈfrendʃɪp wɪð ˌsʌmbədi/    |
| stunned (adj)                                | /ˈstʌnd/                                  |
| sweep somebody off their feet                | /ˌswiːp ˌsʌmbədi ɒf ðeə ˈfiːt/            |
| take off (phr v)                             | /ˌteɪk ˈɒf/                               |
| talk about somebody behind their back        | /ˌtɔːk əˌbaʊt ˌsʌmbədi bɪˌhaɪnd ðeə ˈbæk/ |
| talk somebody into something (phr v)         | /ˌtɔːk ˌsʌmbədi ɪntə ˌsʌmθɪŋ/             |
| tie the knot                                 | /ˌtaɪ ðə ˈnɒt/                            |
| toy with the idea of                         | /ˌtɔɪ wɪð ðiː aɪˌdɪə əv/                  |
| troubled (adj)                               | /ˈtrʌblɪd/                                |
| trust (n)                                    | /trʌst/                                   |
| unconcerned (adj)                            | /ˌʌnkənˈsɜːnd/                            |
| unfriend somebody (v)                        | /ˌʌnˈfrend ˌsʌmbədi/                      |
| witness a milestone                          | /ˌwɪtnəs ə ˈmaɪlstəʊn/                    |
| work like a dream                            | /ˌwɜːk ˌlaɪk ə ˈdriːm/                    |
| wreck a friendship (v) + (n)                 | /ˌrek ə ˈfrendʃɪp/                        |

### Unit 4

|                            |                           |
|----------------------------|---------------------------|
| aches and pains            | /ˌeɪks ən ˈpeɪnz/         |
| adapt / adaptation (v/n)   | /əˈdæpt, ˌædæpˈteɪʃn/     |
| address (v)                | /əˈdres/                  |
| adjust / adjustment (v/n)  | /əˈdʒʌst, əˈdʒʌstmənt/    |
| advise (v)                 | /ədˈvaɪz/                 |
| alter / alteration (v/n)   | /ˈɔːltə(r), ˌɔːltəˈreɪʃn/ |
| amend / amendment (v/n)    | /əˈmend, əˈmendmənt/      |
| armed conflicts (n)        | /ˌɑːmd ˈkɒnflɪkts/        |
| blurt (v)                  | /blɜːt/                   |
| caution (v)                | /ˈkɔːʃn/                  |
| chant (v)                  | /tʃaɪnt/                  |
| conceive (v)               | /kənˈsiːv/                |
| conjecture (v)             | /kənˈdʒektʃə(r)/          |
| convert / conversion (v/n) | /kənˈvɜːt, kənˈvɜːʃn/     |
| cosmetic (adj)             | /kɒzˈmetɪk/               |
| crash (v)                  | /kræʃ/                    |
| dead and buried            | /ˌded ən ˈberɪd/          |



# W

## Wordlist

|                             |                           |
|-----------------------------|---------------------------|
| discard (v)                 | /dɪs'kɑ:d/                |
| distribute (v)              | /dɪ'strɪbjʊt/             |
| dos and don'ts              | /du:z ən 'dəʊnts/         |
| dramatic (adj)              | /drə'mætɪk/               |
| drastic (adj)               | /'dræstɪk/                |
| dwindle (v)                 | /'dwɪndl/                 |
| elicit (v)                  | /ɪ'lɪsɪt/                 |
| ensure (v)                  | /ɪn'ʃʊə(r)/               |
| entreat (v)                 | /ɪn'tri:t/                |
| epidemics (n)               | /epɪ'demɪks/              |
| escalate (v)                | /'eskəleɪt/               |
| evolve / evolution (v/n)    | /ɪ'vɒlv, ɪ:və'lʊʃn/       |
| fair and square             | /,feər ən 'skweə(r)/      |
| famine (n)                  | /'fæmɪn/                  |
| flatline (v)                | /'flætlaɪn/               |
| fluctuate (v)               | /'flʌktʃueɪt/             |
| fundamental (adj)           | /,fʌndə'mentl/            |
| global capitalism (n)       | /,gləʊbl 'kæpɪtəlɪzəm/    |
| high and dry                | /,haɪ ən 'draɪ/           |
| highlight (v)               | /'haɪlaɪt/                |
| hiss (v)                    | /hɪs/                     |
| keep pace with              | /,ki:p 'peɪs ,wɪð/        |
| lag behind (v)              | /,læɡ bɪ'haɪnd/           |
| level off (v)               | /,levl 'ɒf/               |
| life expectancy (n)         | /'laɪf ɪk'spektənsɪ/      |
| live and learn              | /,lɪv ən 'lɜ:n/           |
| make or break               | /,meɪk ɔ: 'breɪk/         |
| marginal (adj)              | /'mɑ:ʃnəl/                |
| marked (adj)                | /mɑ:kt/                   |
| minimal (adj)               | /'mɪnɪməl/                |
| modify / modification (v/n) | /'mɒdɪfaɪ, ,mɒdɪfɪ'keɪʃn/ |
| momentous (adj)             | /mə'mentəs/               |
| mount (v)                   | /maʊnt/                   |
| mouth (v)                   | /maʊθ/                    |
| mushroom (v)                | /'mʌʃrʊm/                 |
| mutate / mutation (v/n)     | /mju:'teɪt, mju:'teɪʃn/   |
| nag (v)                     | /næg/                     |
| neat and tidy               | /,ni:t ən 'taɪdi/         |
| nose-dive (v)               | /'nəʊz ,daɪv/             |
| outpace (v)                 | /,aʊt'peɪs/               |
| outstrip (v)                | /,aʊt'strɪp/              |
| overtake (v)                | /,əʊvə'teɪk/              |
| pick and choose             | /,pɪk ən 'tʃu:z/          |
| plateau (v)                 | /'plætəʊ/                 |
| plummet (v)                 | /'plʌmɪt/                 |
| plunge (v)                  | /plʌndʒ/                  |
| population growth (n)       | /,pɒpjʊ'leɪʃn ,grəʊθ/     |
| poverty (n)                 | /'pɒvəti/                 |
| probe (v)                   | /prəʊb/                   |
| prove (v)                   | /pru:v/                   |
| radical (adj)               | /'rædɪkl/                 |
| refugees (n)                | /,refju'dʒi:z/            |
| remain constant             | /rɪ'meɪn 'kɒnstənt/       |

|                                  |                              |
|----------------------------------|------------------------------|
| retort (v)                       | /rɪ'tɔ:t/                    |
| revise / revision (v/n)          | /rɪ'vaɪz, rɪ'vɪʒn/           |
| rough and ready                  | /,rʌf ən 'redi/              |
| rumour (n)                       | /'ru:mə(r)/                  |
| safe and sound                   | /,seɪf ən 'saʊnd/            |
| scold (v)                        | /skəʊld/                     |
| seek (v)                         | /si:k/                       |
| short and sweet                  | /,ʃɔ:t ən 'swi:t/            |
| sick and tired                   | /'sɪk ən ,taɪəd/             |
| skyrocket (v)                    | /'skaɪrɒkɪt/                 |
| snap (v)                         | /snæp/                       |
| snivel (v)                       | /'snɪvl/                     |
| soar (v)                         | /sɔ:(r)/                     |
| squeal (v)                       | /skwi:l/                     |
| submit (v)                       | /səb'mɪt/                    |
| subtle (adj)                     | /'sʌtl/                      |
| surge (v)                        | /sɜ:ʒ/                       |
| surpass (v)                      | /sə'pɑ:s/                    |
| sweeping (adj)                   | /'swi:pɪŋ/                   |
| tease (v)                        | /ti:z/                       |
| terrorism (n)                    | /'terərɪzəm/                 |
| through and through              | /θru: ən 'θru:/              |
| transform / transformation (v/n) | /træns'fɔ:m, ,trænsfə'meɪʃn/ |
| tumble (v)                       | /'tʌmbəl/                    |
| vary / variation (v/n)           | /'veəri, ,veəri'eɪʃn/        |
| wear and tear                    | /,weər ən 'teə(r)/           |
| whine (v)                        | /waɪn/                       |
| yell (v)                         | /jel/                        |
| yield (v)                        | /ji:ld/                      |

### Unit 5

|                            |                               |
|----------------------------|-------------------------------|
| a danger to                | /ə 'deɪndʒə tə/               |
| absolutely freezing        | /,æbsəlu:tli 'fri:zɪŋ/        |
| admit (v)                  | /əd'mɪt/                      |
| allies (n)                 | /'ælaɪz/                      |
| announce (v)               | /ə'naʊns/                     |
| appeal for                 | /ə'pi:l fə(r)/                |
| appeal to                  | /ə'pi:l tə/                   |
| argue (v)                  | /'ɑ:gju:/                     |
| asymmetric warfare (n)     | /eɪsə'metrɪk 'wɔ:feə(r)/      |
| atrocities (n)             | /ə'trɒsətɪz/                  |
| available to someone       | /ə'veɪləbl tə ,sʌmwʌn/        |
| bitterly regret            | /,bɪtəli rɪ'gret/             |
| boast (v)                  | /bəʊst/                       |
| border (n)                 | /'bɔ:də(r)/                   |
| break the stalemate        | /breɪk ðə 'steɪlmeɪt/         |
| carry out a suicide attack | /,kæri ,aʊt ə 'su:saɪd ə'tæk/ |
| civilian government (n)    | /sə'vɪliən ,gʌvənmənt/        |
| claim (v)                  | /kleɪm/                       |
| claim victory              | /kleɪm 'vɪktəri/              |
| coalition (n)              | /,kəʊə'lɪʃn/                  |
| complain (v)               | /kəm'pleɪn/                   |



# W

## Wordlist

|                            |                                 |
|----------------------------|---------------------------------|
| compulsively gripping      | /kəmˌpʌlsɪvli ˈɡrɪpɪŋ/          |
| concede (v)                | /kənˈsiːd/                      |
| confirm (v)                | /kənˈfɜːm/                      |
| declare war                | /dɪˌkleə ˈwɔː(r)/               |
| deeply touched             | /ˌdiːpli ˈtʌʃt/                 |
| defend someone against     | /dɪˈfend ˌsʌmwʌn əˌɡenst/       |
| deny (v)                   | /dɪˈnaɪ/                        |
| differ from                | /ˈdɪfə frəm/                    |
| differ with                | /ˈdɪfə wɪð/                     |
| disapprove of              | /ˌdɪsəˈpruːv əv/                |
| dismiss (v)                | /dɪsˈmɪs/                       |
| disregard for              | /ˌdɪsrɪˈɡɑːd fə(r)/             |
| doubt (v)                  | /daʊt/                          |
| enquire (v)                | /ɪnˈkwaɪə(r)/                   |
| excuse someone for         | /ɪkˈskjuːz ˌsʌmwʌn fə/          |
| ferociously steep          | /fəˈrəʊəsli ˌstiːp/             |
| form of                    | /ˈfɔːm əv/                      |
| guerrilla raids (n)        | /ɡəˈrɪlə ˌreɪdz/                |
| have/lose sympathy for     | /hæv ˌluːz ˈsɪmpəθi fə(r)/      |
| highly probable            | /ˌhaɪli ˈprɒbəbl/               |
| highly successful          | /ˌhaɪli səkˈsesfl/              |
| improve on                 | /ɪmˈpruːv ˌɒn/                  |
| improvement (in)           | /ɪmˈpruːvmənt (ɪn)/             |
| inflict casualties         | /ɪnˌflɪkt ˈkæʒuəltiz/           |
| inform (v)                 | /ɪnˈfɔːm/                       |
| injustice of               | /ɪnˈdʒʌstɪs əv/                 |
| insist (v)                 | /ɪnˈsɪst/                       |
| insurgency (n)             | /ɪnˈsɜːdʒənsi/                  |
| intent on                  | /ɪnˈtent ɒn/                    |
| invasion (n)               | /ɪnˈveɪʒn/                      |
| issue an ultimatum         | /ɪʃuː ən ˌʌltɪˈmɛtəm/           |
| justified in               | /ˈdʒʌstɪfaɪd ɪn/                |
| leader (n)                 | /ˈliːdə(r)/                     |
| limit to                   | /ˈlɪmɪt tə/                     |
| lose one's life            | /luːz wʌnz ˈlaɪf/               |
| make a breakthrough        | /ˌmeɪk ə ˈbreɪkθruː/            |
| make up (phr v)            | /ˌmeɪk ˈʌp/                     |
| means of                   | /ˈmiːnz əv/                     |
| mention (v)                | /ˈmenʃn/                        |
| object (to) (v)            | /əbˈdʒekt (tə)/                 |
| observe (v)                | /əbˈzɜːv/                       |
| occupation (n)             | /ˌɒkjʊˈpeɪʃn/                   |
| occupy a country / an area | /ˈɒkjʊpaɪ ə ˌkʌntri ˌən ˌeəriə/ |
| opposed to                 | /əˈpəʊzd tə/                    |
| preferable to              | /ˈprefrəbl tə/                  |
| propose (v)                | /prəˈpəʊz/                      |
| protest (v)                | /prəˈtest/                      |
| protest against            | /ˈprəʊtest əˌɡenst/             |
| put up resistance          | /ˌpʊt ˌʌp rɪˈzɪstəns/           |
| question (v)               | /ˈkwesʃən/                      |
| refuse a request           | /rɪˈfjuːz ə rɪˈkwest/           |
| regret (v)                 | /rɪˈɡret/                       |

|                              |                              |
|------------------------------|------------------------------|
| remark (v)                   | /rɪˈmɑːk/                    |
| resent (v)                   | /rɪˈzent/                    |
| resort to                    | /rɪˈzɔːt tə/                 |
| responsible for              | /rɪˈspɒnsəbl fə(r)/          |
| restrict to                  | /rɪˈstrɪkt tə/               |
| result in                    | /rɪˈzʌlt ɪn/                 |
| reveal (v)                   | /rɪˈviːl/                    |
| ridiculously expensive       | /rɪˈdɪkjələsli ɪkˌspensɪv/   |
| security (n)                 | /sɪˈkjʊərəti/                |
| seize power                  | /ˌsiːz ˈpaʊə(r)/             |
| special forces (n)           | /ˈspeʃl ˌfɔːsɪz/             |
| stage a protest              | /ˌsteɪdʒ ə ˈprəʊtest/        |
| stage an ambush              | /ˌsteɪdʒ ən ˈæmbʊʃ/          |
| station troops (in)          | /ˈsteɪʃn ˌtruːps (ɪn)/       |
| strongly suggest             | /ˈstrɒŋli səˌdʒest/          |
| suffer losses                | /ˌsʌfə ˈlɒsɪz/               |
| supply arms (to)             | /səˌplaɪ ˈɑːmz (tə)/         |
| terrorist-training camps (n) | /ˌterərɪst ˈtreɪnɪŋ ˌkæmps/  |
| terrorists (n)               | /ˈterərɪsts/                 |
| threat of                    | /ˈθret əv/                   |
| threat to                    | /ˈθret tə/                   |
| threaten (v)                 | /ˈθreɪn/                     |
| troops (n)                   | /truːps/                     |
| unrelentingly dangerous      | /ˌʌnrɪˌlentɪŋli ˈdeɪndʒərəs/ |
| warn (v)                     | /wɔːn/                       |
| warn someone about           | /ˈwɔːn ˌsʌmwʌn əˌbaʊt/       |
| warn someone against         | /ˈwɔːn ˌsʌmwʌn əˌɡenst/      |
| withdraw someone's forces    | /wɪðˈdrɔː ˌsʌmwʌnz ˌfɔːsɪz/  |

## Unit 6

|                                                                              |                                                                |
|------------------------------------------------------------------------------|----------------------------------------------------------------|
| a race against time                                                          | /ə ˌreɪs əˌɡenst ˈtaɪm/                                        |
| accomplish / achieve / attain / fulfil / meet / reach an objective (v) + (n) | /əˌkʌmplɪʃ ˌəʃiːv ˌəˌteɪn ˌfʊlˌfɪl ˌmiːt ˌriːtʃ ən əbˈdʒektɪv/ |
| accomplish / complete a mission (v) + (n)                                    | /əˌkʌmplɪʃ ˌkəmˌpliːt ə ˈmɪʃn/                                 |
| achieve / attain / reach a goal (v) + (n)                                    | /əʃiːv ˌəˌteɪn ˌriːtʃ ə ˈɡəʊl/                                 |
| achieve / fulfil an aim (v) + (n)                                            | /əʃiːv ˌfʊlˌfɪl ən ˈeɪm/                                       |
| achieve / fulfil / meet an aspiration (v) + (n)                              | /əʃiːv ˌfʊlˌfɪl ˌmiːt ən ˌæspəˈreɪʃn/                          |
| achieve / fulfil / realise a dream (v) + (n)                                 | /əʃiːv ˌfʊlˌfɪl ˌriːəlaɪz ə ˈdriːm/                            |
| achieve / fulfil / realise an ambition (v) + (n)                             | /əʃiːv ˌfʊlˌfɪl ˌriːəlaɪz ən æmˈbɪʃn/                          |
| achieve / meet / reach a target (v) + (n)                                    | /əʃiːv ˌmiːt ˌriːtʃ ə ˈtɑːɡɪt/                                 |
| actor / actress (n)                                                          | /ˈæktə ˌæktres/                                                |
| air steward / air stewardess (n)                                             | /ˈeə ˌstjuːəd ˌeə ˌstjuːədɪs/                                  |
| alone (adj)                                                                  | /əˈləʊn/                                                       |
| anxiety (n)                                                                  | /æŋˈzaɪəti/                                                    |
| attitude (n)                                                                 | /ˈætɪtjuːd/                                                    |



# W

## Wordlist

|                                    |                                 |
|------------------------------------|---------------------------------|
| barman / barmaid (n)               | /ˈbɑːmən, ˈbɑːmeɪd/             |
| becoming (adj)                     | /bɪˈkʌmɪŋ/                      |
| blend (n)                          | /blend/                         |
| businessman /<br>businesswoman (n) | /ˈbɪznəsˌmæn,<br>ˈbɪznəsˌwʊmən/ |
| chaperone (v)                      | /ˈʃæpəreɪn/                     |
| cleaning lady (n)                  | /ˈkliːnɪŋ ˈleɪdi/               |
| condemn (v)                        | /kənˈdem/                       |
| consternation (n)                  | /ˌkɒnstəˈneɪʃn/                 |
| converge (v)                       | /kənˈvɜːdʒ/                     |
| cowardly (adj)                     | /ˈkaʊədli/                      |
| critical (adj)                     | /ˈkrɪtɪkl/                      |
| crystallise (v)                    | /ˈkrɪstəlaɪz/                   |
| demeanour (n)                      | /ˈdiːmiːnə(r)/                  |
| dire (adj)                         | /ˈdaɪə(r)/                      |
| disappointed (adj)                 | /ˌdɪsəˈpɔɪntɪd/                 |
| dismal (adj)                       | /ˈdɪzməl/                       |
| dismay (v)                         | /ˈdɪsˈmeɪ/                      |
| distinguished (adj)                | /dɪˈstɪŋɡwɪʃt/                  |
| dreary (adj)                       | /ˈdriəri/                       |
| escort (v)                         | /ˈeskɔːt/                       |
| fainthearted (adj)                 | /ˌfeɪntˈhɑːtɪd/                 |
| fall out (phr v)                   | /ˌfɔːl ˈaʊt/                    |
| fearless (adj)                     | /ˈfiələs/                       |
| fitting (adj)                      | /ˈfɪtɪŋ/                        |
| foreshadow (v)                     | /ˌfɔːʃədəʊ/                     |
| get on (phr v)                     | /ˌget ˈɒn/                      |
| get over (phr v)                   | /ˌget ˈəʊvə(r)/                 |
| get up (phr v)                     | /ˌget ˈʌp/                      |
| ghost (n)                          | /ɡəʊst/                         |
| go off (phr v)                     | /ˌɡəʊ ˈɒf/                      |
| great (adj)                        | /ɡreɪt/                         |
| hair-raising (adj)                 | /ˈheə ˌreɪzɪŋ/                  |
| have no time for                   | /ˌhæv ˈnəʊ ˌtaɪm fə(r)/         |
| have the time of your<br>life      | /ˌhæv ðə ˌtaɪm əv jɔː ˈlaɪf/    |
| ideas (n)                          | /aɪˈdɪəz/                       |
| improper (adj)                     | /ɪmˈprɒpə(r)/                   |
| in the nick of time                | /ɪn ðə ˌnɪk əv ˈtaɪm/           |
| in time                            | /ɪn ˈtaɪm/                      |
| insignificant (adj)                | /ɪnsɪɡˈnɪfɪkənt/                |
| intolerant (adj)                   | /ɪnˈtɒlərənt/                   |
| leave out (phr v)                  | /ˌliːv ˈaʊt/                    |
| liberal (adj)                      | /ˈlɪbərəl/                      |
| living on borrowed time            | /ˌlɪvɪŋ ɒn ˌbɒrəd ˈtaɪm/        |
| make up (phr v)                    | /ˌmeɪk ˈʌp/                     |
| make up for lost time              | /ˌmeɪk ʌp fə ˌlɒst ˈtaɪm/       |
| mankind (n)                        | /ˌmænˈkaɪnd/                    |
| negligible (adj)                   | /ˈneglɪdʒəbl/                   |
| notion (n)                         | /ˈnəʊʃn/                        |
| obscure (v)                        | /əbˈskjʊə(r)/                   |
| policeman /<br>policewoman (n)     | /pəˈliːsmən,<br>pəˈliːswʊmən/   |
| postman (n)                        | /ˈpəʊstmən/                     |

|                                  |                                     |
|----------------------------------|-------------------------------------|
| put on (phr v)                   | /ˈput ˌɒn/                          |
| put out (phr v)                  | /ˈput ˌaʊt/                         |
| quiet (adj)                      | /ˈkwaɪət/                           |
| resonate (v)                     | /ˈrezənɪt/                          |
| revive (v)                       | /rɪˈvaɪv/                           |
| right place at the right<br>time | /ˌraɪt ˌpleɪs ət ðə ˌraɪt<br>ˈtaɪm/ |
| salesman (n)                     | /ˈseɪlzmən/                         |
| settle down (phr v)              | /ˌsetl ˈdaʊn/                       |
| spectre (n)                      | /ˈspektə(r)/                        |
| spokesman /<br>spokeswoman (n)   | /ˈspəʊksmən,<br>ˈspəʊkswʊmən/       |
| subdued (adj)                    | /səbˈdjuːd/                         |
| switch off (phr v)               | /ˌswɪtʃ ˈɒf/                        |
| take in (phr v)                  | ˌteɪk ˈɪn                           |
| take off (phr v)                 | /ˌteɪk ˈɒf/                         |
| thrilling (adj)                  | /ˈθrɪlɪŋ/                           |
| unaccompanied (adj)              | /ˌʌnəˈkʌmpəneɪd/                    |
| unbiased (adj)                   | /ˌʌnˈbaɪəst/                        |
| unknown (adj)                    | /ˌʌnˈnəʊn/                          |
| unsuitable (adj)                 | /ˌʌnˈsuɪtəbl/                       |
| valiant (adj)                    | /ˈvæliənt/                          |
| waiter / waitress (n)            | /ˈweɪtə(r), ˈweɪtrəs/               |
| wife / husband (n)               | /waɪf, ˈhʌzbənd/                    |

### Unit 7

|                               |                            |
|-------------------------------|----------------------------|
| accelerate (v)                | /əkˈseləreɪt/              |
| admire the scenery<br>(phr v) | /ədˌmaɪə ðə ˈsiːnəri/      |
| alleged (adj)                 | /əˈleɪdʒd/                 |
| any day now                   | /eni ˌdeɪ ˈnaʊ/            |
| apparent (adj)                | /əˈpærənt/                 |
| at the end of the day         | /ət ðiː ˌend əv ðə ˈdeɪ/   |
| automatic car (n)             | /ˌɔːtəˌmætɪk ˈkɑː(r)/      |
| back seat (n)                 | /ˌbæk ˈsiːt/               |
| beach holiday (n)             | /ˈbiːtʃ ˌhɒlədeɪ/          |
| brake (v)                     | /breɪk/                    |
| brake levers (n)              | /ˈbreɪk ˌliːvəz/           |
| break something up<br>(phr v) | /breɪk ˌsʌmθɪŋ ˈʌp/        |
| call a halt to something      | /kɔːl ə ˈhɔːlt tə ˌsʌmθɪŋ/ |
| cancellations (n)             | /kænsəˈleɪʃnz/             |
| Caribbean cruise (n)          | /kærɪˌbiːən ˈkruːz/        |
| central reservation (n)       | /ˌsentrəl ˌrezəˈveɪʃn/     |
| chain (n)                     | /tʃeɪn/                    |
| change gear (v)               | /tʃeɪndʒ ˈɡɪə(r)/          |
| city break (n)                | /ˈsɪti ˌbreɪk/             |
| collision (n)                 | /kəˈlɪʒn/                  |
| congestion (n)                | /kənˈdʒestʃən/             |
| come to a halt                | /kʌm tuː ə ˈhɔːlt/         |
| crossroads (n)                | /ˈkrɒsrəʊdz/               |
| cul-de-sac (n)                | /ˈkʌl də ˌsæk/             |
| day in day out                | /deɪ ɪn ˌdeɪ ˈaʊt/         |
| delays (n)                    | /dɪˈleɪz/                  |



# W

## Wordlist

|                                |                            |
|--------------------------------|----------------------------|
| diversion (n)                  | /daɪ'vɜːʃn/                |
| driving test (n)               | /'draɪvɪŋ ,test/           |
| drop in on somebody (phr v)    | /,drɒp 'ɪn ɒn ,sʌmbədi/    |
| drop somebody off (phr v)      | /,drɒp ,sʌmbədi 'ɒf/       |
| dual carriageway (n)           | /,djuːəl 'kærɪdʒweɪ/       |
| emergency stop (n)             | /ɪ,mɜːdʒənsɪ 'stɒp/        |
| first aid (n)                  | /fɜːst 'eɪd/               |
| flyover (n)                    | /'flaɪəʊvə(r)/             |
| from day one                   | /frəm ,deɪ 'wʌn/           |
| gears (n)                      | /gɪəz/                     |
| get away (phr v)               | /,get ə'weɪ/               |
| get away from it all (phr v)   | /,get ə'weɪ frəm ,ɪt ,ɔːl/ |
| give a shriek                  | /,gɪv ə 'ʃriːk/            |
| give way                       | /,gɪv 'weɪ/                |
| gridlock (n)                   | /'grɪdlɒk/                 |
| handlebars (n)                 | /'hændlbɑːz/               |
| hard shoulder (n)              | /,hɑːd 'ʃəʊldə(r)/         |
| have another attempt           | /,hæv ə,nʌðə ə'tempt/      |
| hit the slopes (phr v)         | /hɪt ðə 'sləʊps/           |
| in this day and age            | /ɪn 'ðɪs ,deɪ ən ,eɪdʒ/    |
| indicate (v)                   | /'ɪndɪkeɪt/                |
| industrial action (n)          | /ɪn,dʌstriəl 'ækʃn/        |
| kerb (n)                       | /kɜːb/                     |
| lay-by (n)                     | /'leɪ ,baɪ/                |
| learner drivers (n)            | /'lɜːnə ,draɪvəz/          |
| level crossing (n)             | /,levl 'krɒsɪŋ/            |
| likely (adj)                   | /'laɪkli/                  |
| lost luggage (phr)             | /lɒst 'lʌɡɪdʒ/             |
| lounge by the pool (phr v)     | /,laʊndʒ ,baɪ ðə 'puːl/    |
| make a left turn               | /,meɪk ə 'left ,tɜːn/      |
| mechanical fault               | /mə'kænikl ,fɔːlt/         |
| on the face of it              | /ɒn ðə 'feɪs əv ,ɪt/       |
| ostensibly (adv)               | /ɒ'stensəbli/              |
| overcrowding (n)               | /,əʊvə'kraʊdɪŋ/            |
| overtake (v)                   | /,əʊvə'teɪk/               |
| pass through (a place) (phr v) | /'pɑːs 'θruː (ə ,pleɪs)/   |
| pedals (n)                     | /'pedlz/                   |
| (a) pile-up (n)                | /(ə) 'paɪl ,ʌp/            |
| pull out (phr v)               | /pʊl 'aʊt/                 |
| pull over (phr v)              | /pʊl 'əʊvə(r)/             |
| pump (n)                       | /'pʌmp/                    |
| puncture (n)                   | /'pʌŋktʃə(r)/              |
| purport (v)                    | /'pɜːpɔːt/                 |
| put somebody up (phr v)        | /'pʊt ,sʌmbədi 'ʌp/        |
| put your feet up (phr v)       | /'pʊt ,jɔː 'fiːt ,ʌp/      |
| reflector (n)                  | /'rɪ'flektə(r)/            |
| reverse (v)                    | /'rɪ'vɜːs/                 |
| road atlas (n)                 | /'rəʊd ,ætɪləs/            |
| road safety (n)                | /'rəʊd 'seɪfti/            |

|                                         |                                          |
|-----------------------------------------|------------------------------------------|
| road-traffic accident (n)               | /,rəʊd 'træfɪk ,æksɪdənt/                |
| road trip (n)                           | /'rəʊd ,trɪp/                            |
| road users                              | /'rəʊd ,juːzəz/                          |
| road works                              | /'rəʊd ,wɜːks/                           |
| saddle (n)                              | /'sædl/                                  |
| safari (n)                              | /sə'fɑːri/                               |
| sample the local cuisine                | /'sɑːmpl ðə ,ləʊkl kwi'ziːn/             |
| security alert                          | /'sɪ'kjʊərəti ə,lɜːt/                    |
| see somebody off (phr v)                | /,siː ,sʌmbədi 'ɒf/                      |
| seemingly (adv)                         | /'siːmɪŋli/                              |
| shoot a glance at somebody or something | /'ʃuːt ə 'glɑːns ət ,sʌmbədi ɔː ,sʌmθɪŋ/ |
| side street (n)                         | /'saɪd ,striːt/                          |
| sightseeing tour (n)                    | /'saɪtsiːŋ ,tʊə(r)/                      |
| skiing trip (n)                         | /'skiːŋ ,trɪp/                           |
| slip road (n)                           | /'slɪp ,rəʊd/                            |
| so-called (adj)                         | /'səʊ ,kɔːld/                            |
| spa holiday (n)                         | /'spɑː ,hɒlədeɪ/                         |
| speed bumps (n)                         | /'spiːd ,bʌmps/                          |
| spokes (n)                              | /'spəʊks/                                |
| stall (v)                               | /stɔːl/                                  |
| stand (n)                               | /stænd/                                  |
| steer (v)                               | /stiə(r)/                                |
| T-junction (n)                          | /'tiː ,dʒʌŋkʃn/                          |
| supposed (adj)                          | /'sə'pəʊzd/                              |
| tailbacks (n)                           | /'teɪlbæks/                              |
| take a dip in the sea (phr v)           | /'teɪk ə ,dɪp ,ɪn ðə 'siː/               |
| take in a film or show (phr v)          | /'teɪk ɪn ə 'fɪlm ɔː 'ʃəʊ/               |
| the other day                           | /ðiː 'ʌðə ,deɪ/                          |
| time to call it a day                   | /'taɪm tə ,kɔːl ɪt ə 'deɪ/               |
| trekking holiday (n)                    | /'trekɪŋ ,hɒlədeɪ/                       |
| try your hand at water sports (phr v)   | /'traɪ jɔː ,hænd ət 'wɔːtə ,spɔːts/      |
| turbulence (n)                          | /'tɜːbjələns/                            |
| tyres (n)                               | /'taɪəz/                                 |
| valve (n)                               | /'vælv/                                  |
| vehicle maintenance (n)                 | /'viːəkl 'meɪntənəns/                    |
| villa holiday (n)                       | /'vɪlə ,hɒlədeɪ/                         |

### Unit 8

|                           |                                 |
|---------------------------|---------------------------------|
| a frank exchange of views | /ə ,fræŋk ɪks,tʃeɪndʒ əv 'vjuz/ |
| accede to (v)             | /ək'siːd tə/                    |
| acquiesce in (v)          | /ækwi'es ɪn/                    |
| Anglophile/phobe (n)      | /'æŋgləʊfaɪl, -fəʊb/            |
| assent to (v)             | /ə'sent tə/                     |
| authorise (v)             | /'ɔːθəraɪz/                     |
| banoffee (n)              | /'bʌ'nɒfi/                      |
| be accused of libel       | /'biː ə,kjuːzd əv 'laɪbl/       |
| be expecting              | /'biː ɪk'spektɪŋ/               |
| bear a resemblance to     | /'beər ə rɪ'zembləns tə/        |



# W

## Wordlist

|                               |                                 |                              |                                  |
|-------------------------------|---------------------------------|------------------------------|----------------------------------|
| between you and me            | /bi,twi:n ,ju: ən 'mi:/         | keep it under your hat       | /ki:p it ,ʌndə ,jɔ: 'hæt/        |
| biopic (n)                    | /'baɪəpɪk/                      | let (employees) go           | /let (ɪm,plɔɪ:z) 'gəʊ/           |
| bite your tongue              | /baɪt ,jɔ: 'tʌŋ/                | libel (n/v)                  | /'laɪbl/                         |
| blog (n)                      | /blɒg/                          | listen in on a message       | /lɪsn ,ɪn ɒn ə 'mesɪdʒ/          |
| Brexit (n)                    | /'breksɪt/                      | London-based (adj)           | /'lʌndən ,beɪst/                 |
| broker a deal                 | /brəʊkər ə 'di:l/               | make a claim                 | /meɪk ə 'kleɪm/                  |
| brunch (n)                    | /brʌnʃ/                         | malware (n)                  | /'mælweə(r)/                     |
| bullet-proof (adj)            | /'bʊlɪt ,pru:f/                 | market-led (adj)             | /'mɑ:ktɪt ,led/                  |
| call in the police            | /kɔ:l ,ɪn ðə pə'li:s/           | misinformation (n)           | /mɪsɪnfə'meɪʃn/                  |
| champagne socialist (n)       | /ʃæmpɛɪn 'səʊʃəlɪst/            | monolingual (adj)            | /mɒnə'lɪŋgwəl/                   |
| chillax (v)                   | /tʃɪ'læks/                      | monorail (n)                 | /'mɒnəʊreɪl/                     |
| class-based (adj)             | /'klɑ:s ,beɪst/                 | motel (n)                    | /məʊ'tel/                        |
| climb the greasy pole         | /klaɪm ðə ,grɪ:si 'pəʊl/        | my lips are sealed           | /maɪ ,lɪps ə 'si:ld/             |
| comply with (v)               | /kəm'plaɪ ,wɪð/                 | not breathe a word to anyone | /nɒt ,brɪ:ð ə ,wɜ:d tu: 'eniwʌn/ |
| concur with (v)               | /kən'kʊ: ,wɪð/                  | not let on (to anyone)       | /nɒt ,let ,ɒn (tu: 'eniwʌn/      |
| condone (v)                   | /kən'dəʊn/                      | not quote me (on that)       | /nɒt 'kwəʊt ,mi: (ɒn ,ðæt/       |
| confirm a story               | /kən,fɜ:m ə 'stɔ:ri/            | obtain inside information    | /əb'teɪn ,ɪnsaɪd ,ɪnfə'meɪʃn/    |
| conspiracy (n)                | /kən'spɪrəsi/                   | overbook (v)                 | /əʊvə'bʊk/                       |
| conspiracy theory (n)         | /kən'spɪrəsi ,θiəri/            | overwrite (v)                | /əʊvə'raɪt/                      |
| cover-up (n)                  | /'kʌvər ,ʌp/                    | Oxbridge (n)                 | /'ɒksbrɪdʒ/                      |
| cover up (v)                  | /kʌvər 'ʌp/                     | pay out damages              | /peɪ ,aʊt 'dæmɪdʒɪz/             |
| cybercafé (n)                 | /'saɪbəkæfeɪ/                   | play politics                | /pleɪ 'pɒlətɪks/                 |
| cyberspace (n)                | /'saɪbəspeɪs/                   | plot (n/v)                   | /plɒt/                           |
| damage someone's reputation   | /dæmɪdʒ ,sʌmwʌnz ,repju'teɪʃn/  | political correctness (n)    | /pə,lɪtɪkl kə'rektnəs/           |
| debug (v)                     | /di:'bʌg/                       | political hot potato         | /pə,lɪtɪkl ,hɒt pə'tetəʊ/        |
| deforest (v)                  | /di:'fɒrɪst/                    | praiseworthy (adj)           | /'preɪzwɜ:ði/                    |
| download (v)                  | /daʊn'ləʊd/                     | pre-owned (adj)              | /pri: 'əʊnd/                     |
| downsize (v)                  | /'daʊnsaɪz/                     | public outcry (n)            | /pʌblɪk 'aʊtkraɪ/                |
| eco-terrorism (n)             | /'i:kəʊtərərɪzəm/               | put on a few extra pounds    | /put ɒn ə ,fju: ,ekstrə 'paʊndz/ |
| economically disadvantaged    | /i:kə,nɒmɪkli ,dɪsəd'vʌntɪdʒd/  | reach the asking price       | /ri:tʃ ði: 'ɑ:skɪŋ ,praɪs/       |
| endorse (v)                   | /ɪn'dɔ:z/                       | remain a mystery             | /rɪ'meɪn ə 'mɪstri/              |
| ethnic cleansing              | /eθnɪk 'klenzɪŋ/                | research an article          | /rɪ,sɜ:ʃ ən 'ɑ:tɪkl/             |
| exposé (n)                    | /ek'spəʊzeɪ/                    | rest room (US) (n)           | /'rest ,ru:m/                    |
| face allegations of / that    | /'feɪs ,ælə,geɪʃnz əv, ðæt/     | restore somebody's fortunes  | /rɪ,sto: ,sʌmbədɪz 'fɔ:ʃu:nz/    |
| fanzine (n)                   | /'fænzɪn/                       | revelations emerge           | /revə'leɪʃnz i'mɜ:ɪdʒ/           |
| fat-free (adj)                | /fæt 'fri:/                     | roadworthy (adj)             | /'rəʊdwɜ:ði/                     |
| future-proof (adj)            | /'fju:ʃə ,pru:f/                | rom-com (n)                  | /'rɒm ,kɒm/                      |
| get on your soapbox           | /get ,ɒn jɔ: 'səʊpbɒks/         | rumour has it (that)...      | /'ru:mə ,hæz ɪt (ðæt)/           |
| getting thin on top           | /getɪŋ ,θɪn ɒn 'tɒp/            | safety-conscious (adj)       | /'seɪftɪ ,kɒnfəs/                |
| glamping (n)                  | /'glæmpɪŋ/                      | secure a scoop               | /sɪ,kjuər ə 'sku:p/              |
| hack into someone's voicemail | /hæk ,ɪntə ,sʌmwʌnz 'vɔɪsmeɪl/  | settle a lawsuit             | /setl ə 'lɔ:suɪt/                |
| hamper an inquiry             | /hæmpər ən ɪn'kwɪəri/           | sitcom (n)                   | /'sɪtkɒm/                        |
| have friends in high places   | /hæv ,frendz ɪn ,haɪ 'pleɪsɪz/  | skort (n)                    | /skɔ:t/                          |
| health-conscious (adj)        | /'helθ ,kɒnfəs/                 | slander (n/v)                | /'slɑ:ndə(r)/                    |
| hear the latest               | /hɪə ðə 'leɪtɪst/               | smear campaign (n)           | /'smɪə kæm,peɪn/                 |
| if word gets out              | /ɪf ,wɜ:d ,gets 'aʊt/           | smog (n)                     | /smɒg/                           |
| issue a public apology        | /ɪʃu: ə ,pʌblɪk ə'pɒlədʒi/      | spin doctor (n)              | /'spɪn ,dɒktə(r)/                |
| it won't go any further       | /ɪt 'wəʊnt ,gəʊ ,eni ,fɜ:ðə(r)/ | spork (n)                    | /spɔ:k/                          |
| it's just hearsay             | /ɪts ,dʒʌst 'hɪəseɪ/            | staycation (n)               | /steɪ'keɪʃn/                     |



|                       |                      |
|-----------------------|----------------------|
| student-led (adj)     | /ˈstjuːdnt ˌled/     |
| technophile/phobe (n) | /ˈteknəʊfaɪl, -fəʊb/ |
| undercover (adj)      | /ˈʌndəˌkʌvə(r)/      |
| underexpose (v)       | /ˌʌndəˈrɪksˈpəʊz/    |
| update (v)            | /ˌʌpˈdeɪt/           |
| upgrade (v)           | /ˌʌpˈɡreɪd/          |
| vlog (n)              | /ˈvɒlɒɡ/             |
| webinar (n)           | /ˈwebɪnɑː(r)/        |

## Unit 9

|                                                   |                                                    |
|---------------------------------------------------|----------------------------------------------------|
| a bird in the hand is worth two in the bush       | /ə ˈbɜːd ɪn ðə ˈhænd ɪz ˌwɜːθ tuː ɪn ðə ˈbʊʃ/      |
| a stitch in time saves nine                       | /ə ˈstɪʃ ɪn ˈtaɪm ˌseɪvz ˈnaɪn/                    |
| alien invasion                                    | /ˈeɪliən ɪnˈveɪʒn/                                 |
| all work and no play makes Jack a dull boy        | /ɔːl ˌwɜːk ən ˌnəʊ ˈpleɪ ˌmeɪks ˌdʒæk ə ˌdʌl ˈbɔɪ/ |
| asteroid impact                                   | /ˈæstərɔɪd ˌɪmpækt/                                |
| birds of a feather flock together                 | /ˈbɜːdz əv ə ˈfeðə ˌflɒk təˈɡeðə(r)/               |
| born with a silver spoon in your mouth            | /bɔːn wɪð ə ˌsɪlvə ˈspuːn ɪn jɔː ˌmaʊθ/            |
| break out (phr v)                                 | /breɪk ˈaʊt/                                       |
| bring up (phr v)                                  | /brɪŋ ˈʌp/                                         |
| carry out (phr v)                                 | /kæri ˈaʊt/                                        |
| caught up in (adj)                                | /ˈkɔːt ˌʌp ɪn/                                     |
| climate change (n)                                | /ˈklaɪmət ˌʃeɪndʒ/                                 |
| combat a threat                                   | /kəmˈbæt ə ˈθret/                                  |
| come as a shock (to somebody)                     | /kʌm əz ə ˈʃɒk (tə ˌsʌmbədi)/                      |
| come out (phr v)                                  | /kʌm ˈaʊt/                                         |
| come to an (untimely) end                         | /kʌm tuː ən ʌnˌtaɪmli ˈend/                        |
| come to mind                                      | /kʌm tə ˈmaɪnd/                                    |
| come under fire                                   | /kʌm ˌʌndə ˈfaɪə(r)/                               |
| come up with (phr v)                              | /kʌm ˈʌp ˌwɪð/                                     |
| corruption (n)                                    | /kəˈrʌpʃn/                                         |
| crucial (adj)                                     | /ˈkruːʃl/                                          |
| deal a deathblow                                  | /diːl ə ˈdeθbləʊ/                                  |
| decisive (adj)                                    | /dɪˈsaɪsɪv/                                        |
| depose (v)                                        | /dɪˈpəʊz/                                          |
| detonate (v)                                      | /ˈdetəneɪt/                                        |
| do harm                                           | /duː ˈhɑːm/                                        |
| do the trick                                      | /duː ðə ˈtrɪk/                                     |
| do well                                           | /duː ˈwel/                                         |
| do your utmost                                    | /duː jɔːr ˈʌtməʊst/                                |
| don't count your chickens before they are hatched | /dəʊnt ˌkaʊnt jɔː ˈʃɪkɪnz bɪˈfɔː ˌðeɪ ə ˈhætʃt/    |
| die down (phr v)                                  | /daɪ ˈdaʊn/                                        |
| economic collapse                                 | /iːkəˌnɒmɪk kəˈlæps/                               |
| enjoy success                                     | /ɪnˌdʒɔɪ səkˈses/                                  |
| essential (adj)                                   | /ɪˈsenʃl/                                          |
| exacerbate a problem                              | /ɪgˈzæsəbeɪt ə ˌprɒbləm/                           |
| face a nightmare                                  | /feɪs ə ˈnaɪtməə(r)/                               |
| fall into decline                                 | /fɔːl ɪntə dɪˈklaɪn/                               |
| fight off (phr v)                                 | /faɪt ˈɒf/                                         |
| finish off (phr v)                                | /fɪnɪʃ ˈɒf/                                        |
| first come, first served                          | /fɜːst ˌkʌm ˌfɜːst ˈsɜːvd/                         |
| foreign invasion (n)                              | /ˌfɒrən ɪnˈveɪʒn/                                  |
| forewarned is forearmed                           | /fɔːˌwɜːnd ɪz ˌfɔːrˈɑːmd/                          |
| give (somebody) an indication of something        | /ɡɪv (ˌsʌmbədi) ən ˌɪndɪˈkeɪʃn əv ˌsʌmθɪŋ/         |
| global pandemic                                   | /ˌɡləʊbl pænˈdemɪk/                                |
| go by                                             | /ˌɡəʊ ˌbaɪ/                                        |
| gobble up (v)                                     | /ˌɡɒbl ˈʌp/                                        |
| grind to a halt                                   | /ˌɡraɪnd tuː ə ˈhɔːlt/                             |
| hole up (phr v)                                   | /həʊl ˈʌp/                                         |
| hurtle (v)                                        | /ˈhɜːtl/                                           |
| ignorance is bliss                                | /ɪɡnərəns ɪz ˈblɪs/                                |
| imperative (adj)                                  | /ɪmˈperətɪv/                                       |
| internal conflict                                 | /ɪnˌtɜːnl ˈkɒnflɪkt/                               |
| interplanetary collision                          | /ɪntəˌplænɪtri kəˈlɪʒn/                            |
| it takes all sorts to make a world                | /ɪt ˌteɪks ˈɔːl ˌsɔːts tə ˌmeɪk ə ˈwɜːld/          |
| look after (phr v)                                | /lʊk ˌɑːftə(r)/                                    |
| nuclear holocaust                                 | /ˌnjuːkliə ˈhɒləkɔːst/                             |
| only time will tell                               | /əʊnli ˌtaɪm ˌwɪl ˈtel/                            |
| overpopulation (n)                                | /ˌəʊvəˌpɒpjʊˈleɪʃn/                                |
| overthrow (v)                                     | /ˌəʊvəˈθrəʊ/                                       |
| play a role (in something)                        | /pleɪ ə ˈrɔːl (ɪn ˌsʌmθɪŋ)/                        |
| pole shift                                        | /ˈpəʊl ʃɪft/                                       |
| pull out (phr v)                                  | /pʊl ˈaʊt/                                         |
| put a stop to something                           | /pʊt ə ˈstɒp tə ˌsʌmθɪŋ/                           |
| put one's foot in it                              | /pʊt ˌwʌnz ˈfʊt ɪn ɪt/                             |
| put pressure on somebody / something              | /pʊt ˈpreʃər ɒn ˌsʌmbədi ˌsʌmθɪŋ/                  |
| put something into perspective                    | /pʊt ˌsʌmθɪŋ ɪntə pəˈspektɪv/                      |
| put something into practice                       | /pʊt ˌsʌmθɪŋ ɪntə ˈpræktɪs/                        |
| robot ascension                                   | /ˈrəʊbɒt əˌsenʃn/                                  |
| sack a city                                       | /ˈsæk ə ˌsɪti/                                     |
| set up (phr v)                                    | /set ˈʌp/                                          |
| significant (adj)                                 | /sɪɡˈnɪfɪkənt/                                     |
| slam into (v)                                     | /ˈslæm ɪntə/                                       |
| spell disaster (v)                                | /spel dɪˈzɑːstə(r)/                                |
| spell the end of / for something                  | /spel ðɪː ˈend əv ˌfɔ ˌsʌmθɪŋ/                     |
| stow away (phr v)                                 | /stəʊ əˌweɪ/                                       |
| supervolcanic eruption                            | /ˌsuːpəvɒlˌkænɪk ɪˈrʌpʃn/                          |
| swell the ranks                                   | /ˌswel ðə ˈræŋks/                                  |
| take charge                                       | /teɪk ˈtʃɑːʒ/                                      |
| take it for granted                               | /teɪk ɪt fɔ ˈɡrɑːntɪd/                             |
| take no notice                                    | /teɪk ˌnəʊ ˈneɪsɪs/                                |
| take pleasure (in something)                      | /teɪk ˈpleʒə(r) (ɪn ˌsʌmθɪŋ)/                      |



# W

## Wordlist

|                                                            |                                                                |  |
|------------------------------------------------------------|----------------------------------------------------------------|--|
| the early bird catches the worm                            | /ði: 'ɜ:li ,bɜ:d ,kæfɪz ðə 'wɜ:m/                              |  |
| the grass is always greener on the other side of the fence | /ðə ,grɑ:s ɪz ,ɔ:lweɪz 'grɪ:nər ɒn ði: ,ʌðə ,saɪd əv ðə 'fens/ |  |
| there's no smoke without fire                              | /ðeəz 'nəʊ ,sməʊk wɪðaʊt 'faɪə(r)/                             |  |
| too many cooks spoil the broth                             | /tu: ,meni 'kʊks ,spɔɪl ðə 'brɒθ/                              |  |
| track down (phr v)                                         | /'træk ,daʊn/                                                  |  |
| trigger the demise (of something)                          | /ˌtrɪɡə ðə dɪ'maɪz (əv ,sʌmθɪŋ)/                               |  |
| turn into (phr v)                                          | /'tɜ:n ,ɪntə/                                                  |  |
| undermine a theory                                         | /ˌʌndə'maɪn ə ,θiəri/                                          |  |
| unleash (v)                                                | /ʌn'li:ʃ/                                                      |  |
| vital (adj)                                                | /'vaɪtl/                                                       |  |
| where there's a will there's a way                         | /weə ,ðeəz ə 'wɪl ,ðeəz ə 'weɪ/                                |  |
| wipe out (phr v)                                           | /waɪp 'aʊt/                                                    |  |
| wreak havoc                                                | /ˌri:k 'hævək/                                                 |  |



# Irregular verbs

| Base form | Past simple    | Past participle |
|-----------|----------------|-----------------|
| be        | was / were     | been            |
| become    | became         | become          |
| begin     | began          | begun           |
| bend      | bent           | bent            |
| bite      | bit            | bitten          |
| blow      | blew           | blown           |
| break     | broke          | broken          |
| bring     | brought        | brought         |
| build     | built          | built           |
| burn      | burned / burnt | burned / burnt  |
| buy       | bought         | bought          |

|        |        |              |
|--------|--------|--------------|
| can    | could  | been able to |
| catch  | caught | caught       |
| choose | chose  | chosen       |
| come   | came   | come         |
| cost   | cost   | cost         |
| cut    | cut    | cut          |

|       |       |        |
|-------|-------|--------|
| do    | did   | done   |
| draw  | drew  | drawn  |
| drink | drank | drunk  |
| drive | drove | driven |

|     |     |       |
|-----|-----|-------|
| eat | ate | eaten |
|-----|-----|-------|

|        |        |           |
|--------|--------|-----------|
| fall   | fell   | fallen    |
| feel   | felt   | felt      |
| fight  | fought | fought    |
| find   | found  | found     |
| fly    | flew   | flown     |
| forget | forgot | forgotten |

|      |      |       |
|------|------|-------|
| get  | got  | got   |
| give | gave | given |
| go   | went | gone  |
| grow | grew | grown |

|      |       |        |
|------|-------|--------|
| hang | hung  | hung   |
| have | had   | had    |
| hear | heard | heard  |
| hide | hid   | hidden |
| hit  | hit   | hit    |

|      |      |       |
|------|------|-------|
| keep | kept | kept  |
| know | knew | known |

|       |                  |                  |
|-------|------------------|------------------|
| lay   | laid             | laid             |
| lead  | led              | led              |
| learn | learned / learnt | learned / learnt |
| leave | left             | left             |

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| lend      | lent        | lent            |
| lose      | lost        | lost            |

|      |       |       |
|------|-------|-------|
| make | made  | made  |
| mean | meant | meant |
| meet | met   | met   |

|          |          |          |
|----------|----------|----------|
| overcome | overcame | overcome |
|----------|----------|----------|

|     |      |      |
|-----|------|------|
| pay | paid | paid |
| put | put  | put  |

|      |      |        |
|------|------|--------|
| read | read | read   |
| ride | rode | ridden |
| ring | rang | rung   |
| run  | ran  | run    |

|       |                 |                 |
|-------|-----------------|-----------------|
| say   | said            | said            |
| see   | saw             | seen            |
| sell  | sold            | sold            |
| send  | sent            | sent            |
| set   | set             | set             |
| shake | shook           | shaken          |
| shine | shone           | shone           |
| shoot | shot            | shot            |
| show  | showed          | shown/-ed       |
| shut  | shut            | shut            |
| sing  | sang            | sung            |
| sink  | sank            | sunk            |
| sit   | sat             | sat             |
| sleep | slept           | slept           |
| smell | smelled / smelt | smelled / smelt |
| speak | spoke           | spoken          |
| spell | spelled / spelt | spelled / spelt |
| spend | spent           | spent           |
| spill | spilled / spilt | spilled / spilt |
| stand | stood           | stood           |
| steal | stole           | stolen          |
| swim  | swam            | swum            |

|       |         |         |
|-------|---------|---------|
| take  | took    | taken   |
| teach | taught  | taught  |
| tell  | told    | told    |
| think | thought | thought |
| throw | threw   | thrown  |

|            |            |            |
|------------|------------|------------|
| understand | understood | understood |
|------------|------------|------------|

|       |       |         |
|-------|-------|---------|
| wake  | woke  | woken   |
| wear  | wore  | worn    |
| win   | won   | won     |
| write | wrote | written |