oxford exam support

2nd edition

# Solutions

## Upper-Intermediate Workbook

with audio CD

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OXFORD

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# 1A VOCABULARY AND LISTENING Describing personality

*I can talk about personality traits.*

**1** Write the correct personality traits.

This person ....

1 is practical and makes good judgements based on experience and reason. sensible
2 expresses his/her opinions strongly and with confidence. _____
3 refuses to change his/her opinion or attitude. _____
4 is careful not to hurt or upset others. _____
5 doesn't easily get excited, nervous or upset. _____
6 has the ability and skill to produce and think of new things, especially in the arts. _____
7 is considered to be strange or unusual. _____
8 behaves younger than his/her age. _____
9 cares only about him/herself, not about other people. _____
10 likes spending time with other people. _____
11 likes disagreeing with people. _____
12 always does what is considered normal and acceptable by most people. _____
13 is the opposite of the person in 12. _____
14 plans their work and life carefully and thoroughly. _____
15 tries to behave sensibly and doesn't laugh much. _____
16 wants to be successful and rich. _____
17 is reliable and trustworthy. _____
18 is energetic and friendly towards other people. _____

**2** Choose four adjectives in exercise 1 which can have both a positive and negative connotation in your opinion.

1 _____
2 _____
3 _____
4 _____

**3** LISTENING 2 Listen to six conversations. Which adjective from exercise 1 best describes each person?

1 George is being _____.
2 Marcus is being _____.
3 Harriet is _____.
4 Finn is _____.
5 Imogen is being _____.
6 Cerys is _____.

## VOCABULARY BUILDER (1.1): SYNONYMS AND ANTONYMS ››SB PAGE 134‹‹

**4** Complete the synonyms for these adjectives.

1 conceited: v_____
2 loyal: f_____
3 irritable: g_____
4 modest: u_____
5 humorous: w_____
6 friendly: a_____
7 shy: t_____
8 relaxed: c_____

## VOCABULARY BUILDER (1.2): COMPOUND ADJECTIVES ››SB PAGE 134‹‹

**5** Complete the compound adjectives with words from the box. There are two words that you do not need.

able cold densely dimly haired headed hearted meat minded space sure watering

1 level-_____
2 _____-eating
3 absent-_____
4 _____-blooded
5 short-_____
6 _____-footed
7 mouth-_____
8 _____-saving
9 kind-_____
10 _____ populated

## Challenge!

Complete these sentences with your own ideas so that they show the meaning of the adjectives.

1 Harry is really ambitious. He told me _____.
2 Jake is a bit eccentric. Last night he _____.
3 Emma is so selfish! She _____.
4 Ryan is very considerate. He _____.

# 1B GRAMMAR Present perfect simple and continuous

*I can use the present perfect simple and present perfect continuous correctly.*

**1** **TRANSLATION** **Translate these sentences into your own language.**

1 I've been learning to drive, but I haven't taken my test yet.

_____

2 I've just finished my homework. I can go out now.

_____

3 I haven't been playing much tennis recently.

_____

4 How long have you lived in London?

_____

**2** **Choose the correct tense.**

1 'How long **have you waited** / **have you been waiting** for the bus?' 'Only about five minutes.'

2 I've **recorded** / **been recording** the last three episodes of my favourite soap.

3 I've **learned** / **been learning** French for three months. I'm about elementary level.

4 My hands are dirty because I've **worked** / **been working** in the garden.

5 I've **been** / **been going** to Italy, but I've never **visited** / **been visiting** France.

6 How much time **have you spent** / **have you been spending** doing your homework this evening?

**3** **Complete the conversation. Use the present perfect simple or continuous.**

Jade [1]_____ you _____ (see) Martha? I [2]_____ (ring) her mobile all morning, but she isn't answering.

Henry I think she [3]_____ (take part) in a netball match at school. She probably switched her phone off and [4]_____ (forget) to turn it back on again.

Jade Really? So they [5]_____ (select) her for the team, then?

Henry Yes. Didn't you know? She [6]_____ (play) a lot recently – most days in fact.

**4** **ERROR CORRECTION** **Some of the sentences below are incorrect. Rewrite them correctly if necessary.**

1 This rose is smelling lovely.
This rose smells lovely.

2 These jeans have never fitted me.

_____

3 Whether we go to the beach is depending on the weather.

_____

4 I've always been disliking vegetables.

_____

5 I don't know what you are talking about.

_____

6 That man has swum in the sea for over an hour. He must be freezing.

_____

**5** **Complete the sentences with the correct form of the verbs in the box.**

| not care | not go | know | like | prefer | rain | read | think |
|---|---|---|---|---|---|---|---|

1 How long _____ you _____ Pete?

2 We _____ on holiday this year.

3 I _____ what you _____ !

4 The path is slippery because it _____ .

5 I _____ meat, but I _____ fish.

6 I _____ a great science fiction story. I'll probably finish it in bed this evening.

## Challenge!

**Write two sentences using each verb (1–3), first as a state verb, then as a dynamic verb.**

1 **taste**
This cheese tastes good. The dog is tasting its food.

2 **have**

_____

_____

_____

3 **feel**

_____

_____

_____

# 1C CULTURE Great American writers

*I can talk about fictional depictions of adolescence.*

## Revision: Student's Book page 7

**1** Complete the chart.

| | Religion | Adjective | Follower |
|---|---|---|---|
| ✝ | 1 C_____ | 2 _____ | 3 _____ |
| ✡ | 4 J_____ | 5 _____ | 6 _____ |
| ☪ | 7 I_____ | 8 _____ | 9 _____ |
| ☸ | 10 B_____ | 11 _____ | 12 _____ |
| ☬ | 13 S_____ | 14 _____ | 15 _____ |
| ॐ | 16 H_____ | 17 _____ | 18 _____ |

**2** Read an extract from *The Heart is a Lonely Hunter* by Carson McCullers (1917–67). Are the sentences true (T) or false (F)?

1 The family have just eaten. ☐
2 The job Hazel has heard about is in a shop. ☐
3 The family don't want Mick to take the job. ☐

**3** Find and underline evidence in the text which implies that

1 it's getting dark.
2 the father is looking for work.
3 Mick is a girl.
4 Mick is fourteen years old.
5 Ralph is a small young boy.
6 the family are very short of money.

**4** LISTENING 3 Listen to the next part of the story. Choose the correct words to complete the summary.

Mick feels [1]**excited about / ashamed of** her initial reaction to the job. The salary is $10 [2]**a week / a month**, which is [3]**quite a lot of / not much** money. Bill earns [4]**the same as this / more than this.** Mick wants to buy [5]**a piano / some dresses and shoes** but she doesn't say so. Mick [6]**thinks carefully / hardly thinks at all** before offering to take the job. Mick thinks that it's [7]**a permanent, full-time job / a holiday job.** The family are [8]**happy with / uneasy about** Mick's decision.

That night they were all out on the porch. The twilight was blurred and soft. Supper was almost ready and the smell of cabbage floated to them from the open hall. All of them were together except Hazel, who had not come from work, and Etta, who still lay sick in bed. Their Dad leaned back in his chair with his sock-feet on the banisters. Bill was on the steps with the kids. Their Mama sat on the swing fanning herself with the newspaper. Across the street a girl new in the neighborhood skated up and down the sidewalk on one roller skate. The lights on the block were just beginning to be turned on, and far away a man was calling someone.

Then Hazel came home. Her high heels clopped up the steps and she leaned back lazily on the banisters. In the half-dark her fat, soft hands were very white as she felt the back of her braided hair. 'I sure do wish Etta was able to work,' she said. 'I found out about this job today.'

'What kind of job?' asked their Dad. 'Anything I could do, or just for girls?'

'Just for a girl. A clerk down at Woolworth's is going to get married next week.'

'The ten-cent store –' Mick said.

'You interested?'

The question took her by surprise. She had just been thinking about a sack of wintergreen[1] candy she had bought there the day before. She felt hot and tense. She rubbed her bangs[2] up from her forehead and counted the first few stars.

Their Dad flipped his cigarette down to the sidewalk. 'No,' he said. 'We don't want Mick to take on too much responsibility at her age. Let her get her growth out. Her growth through with, anyway.'

'I agree with you,' Hazel said. 'I really do think it would be a mistake for Mick to have to work regular. I don't think it would be right.'

Bill put Ralph down from his lap and shuffled his feet on the steps.

'Nobody ought to work until they're around sixteen. Mick should have two more years and finish at Vocational – if we can make it.'

'Even if we have to give up the house and move down in mill town,' their Mama said, 'I rather keep Mick at home for a while.'

For a minute she had been scared they would try to corner her into taking a job. She would have said she would run away from home. But the way they took the attitude they did touched her. She felt excited. They were all talking about her – and in a kindly way. She was ashamed for the first scared feeling that had come to her. Of a sudden she loved all of the family and a tightness came in her throat.

1 **wintergreen** a plant used to flavour sweets
2 **bangs** fringe (of hair)

# 1D READING High achievers

*I can understand and react to a text about high achievers.*

## Revision: Student's Book page 9

**1 Use the prepositions and prepositional phrases in the boxes to complete the sentences.**

| alongside | among | aside from | owing to | towards |
|---|---|---|---|---|

1 What are your feelings _____ your best friend now that you are older?
2 He can't get into university _____ his poor exam grades.
3 He doesn't feel at ease _____ very intelligent people.
4 _____ his lack of social skills, he's doing very well at school.
5 At Cambridge she studied French _____ politics and economics.

| bearing in mind | beyond | concerning | prior to | throughout |
|---|---|---|---|---|

6 _____ primary and secondary school, my best subject was English.
7 I have a few worries _____ his apparent inability to concentrate.
8 I want to study maths and physics at university, but I haven't got any plans _____ that.
9 _____ his young age, his achievements are extraordinary.
10 _____ becoming a professor at Harvard, she studied at Oxford.

**2 Use six of the prepositions and prepositional phrases from exercise 1 to complete the text opposite.**

**3 Read the text. Choose the correct answers.**

1 Which is true about Ted Williams?
- a He claimed that he had no natural ability at all.
- b He believed that his success was due to hard work.
- c His own explanation of his achievements has been rejected by scientists.
- d He lied about his natural talent.

2 During the 20th century, it was widely believed that
- a intelligence has very little to do with DNA.
- b genes do not affect behaviour because they are sometimes 'switched off'.
- c our genes interact with our environment.
- d the majority of people are of average intelligence and can do nothing about it.

3 According to the article,
- a it's impossible to understand why some people have particular talents and some do not.
- b we have a fixed set of genes and can therefore only develop in one direction.
- c genes have a significant effect on physical and mental characteristics, but do not precisely determine them.
- d our personality and intelligence are determined by the life we lead rather than our genes.

4 Kevin Rathunde and Samuel Whalen suggest that
- a we could all be geniuses if we worked hard enough.
- b supreme talent is the result of inherited natural talent followed by hard work.
- c genetic factors alone determine ability.
- d most of us are doomed to be mediocre.

5 The author of the article
- a is optimistic about young people's capacity to explore their potential.
- b believes that it is easy for children to achieve greatness.
- c believes that we can never really know what we are capable of.
- d believes that it is foolish for young people to be too ambitious.

## Challenge!

**INTERNET RESEARCH Find out and write a short text (80–100 words) about a child prodigy. You can use one of the suggestions in the box or an idea of your own.**

| Fabiano Caruana | Mozart | Picasso | Tiger Woods |
|---|---|---|---|

# **The Success** Myth

Where do great musicians, great mathematicians and great sportspeople get their talent? For decades now, we have assumed that most of them are simply born with a talent that ordinary people do not have. When baseball legend Ted Williams claimed that his achievements had nothing to do with natural ability but were 'the result of practice, practice, practice', people assumed that he was merely being modest. But scientists now believe that there was a good deal of truth in what he said.

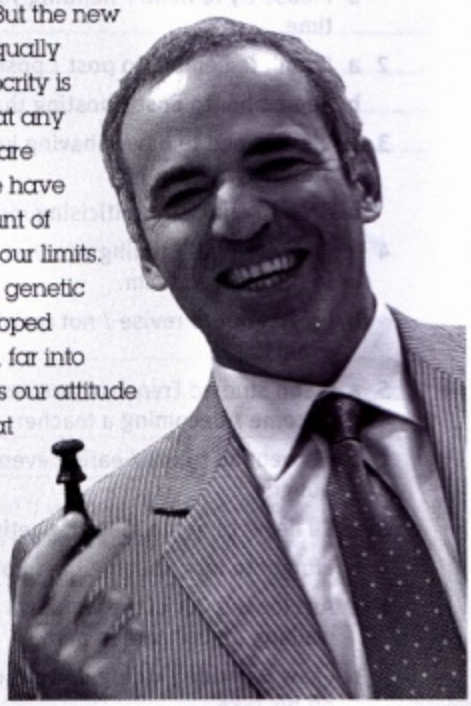
[1]_____ the last century, it was accepted that we inherit many of our traits from our parents via their DNA, that each of us inherits a fixed amount of intelligence – a fixed IQ – and that most of us are doomed to be mediocre. But now it is accepted that our genes interact with their surroundings, getting turned on and off all the time. 'There are no genetic factors that can be studied independently of the environment,' explains Michael Meaney of McGill University. 'And there are no environmental factors that function independently of our genes.' They work [2]_____ each other.

In other words, although each of us is born with a fixed set of genes, we have from birth the capacity to develop in a number of distinctly different ways. Our personalities, our intelligence and our talents are ultimately determined by the interaction of our genes with the environment we grow up in, by the life we lead. Our genes clearly have a powerful influence over the formation and development of all physical and mental traits, from height to eye colour to intelligence. However, they hardly ever determine precisely what those characteristics will be. Intelligence and talent are not innate, pre-determined or unchangeable.

How does this view of the role of genes change our understanding of individual talent and abilities? [3]_____ this new way of thinking, it was assumed that we simply inherited our talents and abilities. Does it now mean that genes don't matter, that we all have the potential to be like, say, Lionel Messi or Gary Kasparov? Such a claim flies in the face of reason. The genes we inherit clearly matter, as do genetic differences between individuals. These differences often give people a real advantage in terms of particular abilities, such as hand-eye coordination or the ability to grasp complicated mathematical concepts. But it is also true that Lionel Messi would not have become the supreme footballer he is, nor Gary Kasparov a chess genius, without huge encouragement from their parents from an early age, and without putting in thousands of hours of practice. They could have turned out entirely different people. Talent researchers Kevin Rathunde and Samuel Whalen agree. 'High academic achievers are not necessarily born 'smarter' than others,' they write in their book *Talented Teenagers*, 'but work harder and develop more self-discipline.'

There is strong evidence to suggest that few of us ever come close to achieving our true potential. This is a big idea to swallow, [4]_____ how much effort has gone into persuading us that each of us inherits a fixed amount of intelligence, and that most of us are destined to be mediocre.

Do you have the potential to develop into a world-class athlete, a virtuoso musician or a brilliant Nobel Prize-winning scientist? It would be foolish to suggest that anyone can do or become anything. But the new science tells us that it is equally foolish to think that mediocrity is built into most of us, or that any of us can know what we are really capable of until we have spent an enormous amount of time and effort exploring our limits. Our abilities are not set in genetic stone. They can be developed [5]_____ childhood, far into adulthood. What counts is our attitude [6]_____ them; what we do with them. With humility, with hope and with extraordinary determination, greatness is something to which anyone – of any age – can aspire.



# 1E GRAMMAR Verb patterns

*I am aware of and can use different verb patterns.*

**1 Complete the personality quiz.**

1 If you arrange _____ (see) a show with a friend but the friend cancels, do you

a risk _____ (go) on your own?

b invite a different friend _____ (go) with you?

2 If you're at the cinema with friends and you don't like the film, do you

a walk out and agree _____ (meet) them afterwards?

b decide _____ (find) out what your friends think first?

3 If you need _____ (go) shopping to buy a new outfit, do you

a go by yourself and expect _____ (find) what you want?

b persuade a friend _____ (go) with you and help you to choose?

4 If you're with friends and they all fancy _____ (watch) a DVD that you've already seen, do you

a encourage your friends _____ (choose) something different?

b say nothing even though you don't want _____ (watch) it?

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

1 a I couldn't reach the top shelf so I tried **to stand** / **standing** on a stool.

b Please try **to hand** / **handing** your homework in on time.

2 a I don't remember **to post** / **posting** the letter.

b Remember **to post** / **posting** that letter for me.

3 a We stopped **to have** / **having** lunch at a service station.

b Stop **to criticise** / **criticising** me!

4 a I regret **to tell** / **telling** you that you've lost your place in the football team.

b I regret **not to revise** / **not revising** much before my exams.

5 a Jason studied French at university and went on **to become** / **becoming** a teacher.

b He went on **to eat** / **eating** even though he wasn't hungry.

6 a I'll never forget **to meet** / **meeting** the Queen.

b I forgot **to buy** / **buying** bread on the way home.

7 a As I looked out of the window I could see Fran **walk** / **walking** up the garden path.

b I saw Ben **ride** / **riding** down the road and **fall** / **falling** off his bike.

**3 USE OF ENGLISH Complete the second sentence so that it means the same as the first sentence. Use the correct form of the verb in brackets.**

1 We are thinking about going away this Christmas. (consider)

We _____ this Christmas.

2 I finally succeeded in solving the Sudoku puzzle. (manage)

I finally _____ the Sudoku puzzle.

3 Martha told me that I should see a doctor. (advise)

Martha _____ see a doctor.

4 It wasn't easy for me to do this calculation. (have difficulty)

I _____ this calculation.

5 I told Harry not to forget to text me when he got home. (remind)

I _____ when he got home.

6 I said I would help Julian with his homework. (agree)

I _____ Julian with his homework.

7 I think it's really nice to do some sport at the weekend. (enjoy)

I _____ some sport at the weekend.

8 My parents said I couldn't go to the music festival. (let)

My parents _____ the music festival.

9 They repaired my car at the garage down the road. (got)

I _____ at the garage down the road.

## Challenge!

**Write true sentences using the verbs in the box followed by another verb in the correct form.**

| can't bear | dare | dislike | let | promise | suggest |
|---|---|---|---|---|---|

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

# 1F SPEAKING Photo description

*I can describe a photo and answer questions about it.*

**1** LISTENING 4 **Listen to a student describing photo A. Which of these things does she describe?**

clothes ☐ jewellery ☐ hair ☐
expressions ☐ make-up ☐

**2** LISTENING 4 **Which of the phrases below does the student in exercise 1 use? Listen again and tick ✓ the ones you hear.**

I should think ... ☐
I'd say ... ☐
They look as if ... ☐
They look as though ... ☐
They could/may/might be ... ☐
It's clear from the photo that ... ☐
Maybe/Perhaps ... ☐
They look like ... ☐
They obviously ... ☐

**3** **Describe photo B. Write sentences describing the people's (a) clothes (b) hair (c) make-up (d) jewellery (e) expressions. Use the words in the box to help you.**

boots bracelet chain dyed eyeliner mascara moody nail varnish necklace piercing shorts skirt spiky tights top

**4** LISTENING 5 **Listen to a student answering the examiner's questions. Do you agree with her opinions? Why? / Why not?**

1 Do you think the boys in photo A mind wearing school uniform? Why do you think so?

2 Do you think school uniform is a good idea? Why do you think so?

**5** **Describe the photo below.**

**6** **Answer these questions.**

1 Why do you think the doorman is stopping the people from coming in?

2 How would you feel if you were refused entry to somewhere because of what you were wearing? Why?

# 1G WRITING Description of a person

*I can write a description of a person.*

## Preparation

**1** **Read the exam writing task and jumbled model text. Match paragraphs A–D with headings 1–4 below.**

> Write a description (200–250 words) of a person who has had a big influence on you.

A Since studying history in Miss Simpson's class, it has become my favourite subject and I want to go on to study it at university. She is a person I look up to and consider to be a role model. I feel that I owe her a lot and I hope that my history teachers at university are as inspiring.

B She's an excellent teacher and is always very encouraging. She comes across as very perceptive and sensitive. I guess teaching can be quite stressful, but she seems to take things in her stride and hardly ever gets flustered or angry. However, she doesn't tolerate rudeness or lateness, speaks her mind, and she tells people off for talking when she's talking. I don't mind that, but some of my classmates regard her as a bit strict. She's very good at holding the class's attention (unlike some other teachers!) and she makes history, which can be a little boring at times, really come alive.

C A person who has undoubtedly had a huge influence on me is my history teacher, Miss Simpson. I've known her for the past two years, since I started at upper-secondary school.

D She's in her early thirties and is quite tall and slim. She's got short, red hair and a friendly smile. She's got blue eyes and she sometimes wears glasses. As far as clothes go, she tends to wear a skirt and a blouse or she sometimes wears trousers, but she always looks smart and elegant.

**Heading 1:** Introduction and background information
**Heading 2:** Appearance
**Heading 3:** Personality
**Heading 4:** Conclusion and feelings about the person

**2** **Complete the phrases for describing people with the words in the box.**

| across | can | consider | habit | people | regard | tendency | tends |
|---|---|---|---|---|---|---|---|

1 She _____ to ... + *verb* ☐
2 He has a _____ to ... + *verb* ☐
3 She has a _____ of ... + -ing *form* ☐
4 He comes _____ as ... + *adjective* ☐
5 People _____ her as ... + *adjective* ☐
6 People _____ her ... + *adjective* ☐
7 Some _____ find her ... + *adjective* ☐
8 She _____ be... + *adjective* + at times. ☐

**3** **Tick ✓ the phrases in exercise 2 that appear in the model text in exercise 1. Underline them in the text.**

**4** **Find two examples of phrases for making contrasts in the model text in exercise 1.**

1 _____
2 _____

## Writing guide

**5** **You are going to do the exam writing task in exercise 1. Plan your description using the chart below.**

| **Introduction:** Who? How long have you known him/her? |
|---|
| |
| **Appearance** |
| |
| **Personality** |
| |
| **Conclusion:** Feelings about the person |
| |

**6** **Write your description (200–250 words). Follow the paragraph plan in exercise 1 and use the notes you made in exercise 5.**

**CHECK YOUR WORK**

Have you:
- ☐ followed the paragraph plan?
- ☐ used useful phrases for describing people?
- ☐ written 200–250 words?
- ☐ checked your spelling and grammar?

# 2A VOCABULARY AND LISTENING Value and price

*I can talk about money and value.*

**1** **Complete the definitions with the words in the box.**

afford allowance budget debt expenses income save waste

1 _____ : keep money for later
2 _____ : have enough money for
3 _____ : money given to a child by parents
4 _____ : use unwisely (e.g. money)
5 _____ : money received
6 _____ : plan how to spend your money
7 _____ : money spent on something
8 _____ : money that you owe

**2** **Complete the sentences with the words from exercise 1. Use an appropriate form of the verbs.**

1 My twelve-year-old sister never spends all of her _____ : she _____ at least half of it every month.
2 She got into _____ when she was a student and she still owes thousands.
3 My grandparents' house is in a terrible state, but they can't _____ to renovate it.
4 My uncle used to be well-off, but he _____ millions on a business that failed.
5 The company has moved to smaller offices in an effort to reduce its _____ .
6 If you're living on a low _____ , it's essential to _____ carefully.

**3** **Draw lines to match words in box A with words in box B that mean the same. Then write three informal words below.**

A

broke
dear
extortionate
mean
well off

B

affluent
hard up
pricey
a rip-off
stingy

1 _____
2 _____
3 _____

**VOCABULARY BUILDER (2.1): MONEY IDIOMS >>SB PAGE 135<<**

**4** **Match the two halves of the idioms. One of the verbs matches with two endings.**

| | |
|---|---|
| 1 cost | a ends meet |
| 2 make | b into some money |
| 3 live | c your belt |
| 4 come | d an arm and a leg |
| 5 tighten | e into your savings |
| 6 dip | f a killing |
| | g from hand to mouth |

**5** **Complete the second sentence in each pair so that it means the same as the first. Use idioms from exercise 4.**

1 The new battery for my laptop was extortionate.
It _____ to buy a new battery for my laptop.
2 You'll have to be very careful with your money until the end of term.
You'll have to _____ until the end of term.
3 My uncle earned a fortune selling property in Mongolia.
My uncle _____ selling property in Mongolia.
4 When she was 21, she inherited some money.
She _____ at the age of 21.
5 For the past year, she has only had just enough money for the basics.
She has been _____ for the past year.

## Challenge!

**Write sentences which make sense with these replies.**

1 _____
_____
'What a rip-off!'
2 _____
_____
'How stingy!'
3 _____
_____
'That will cost you an arm and a leg!'

# 2B GRAMMAR *used to* and *would*

*I can correctly use 'used to' and 'would'.*

**1** **Complete the dialogue with the correct form of *used to* (affirmative, negative or interrogative).**

**Brandon** You see that house on the corner? My dad [1]_____ live there with his parents.

**Millie** Really? It's huge! [2]_____ your family _____ be rich?

**Brandon** I suppose so. My grandparents [3]_____ run a department store.

**Millie** [4]_____ there _____ be a department store in this town?

**Brandon** Yes. But it closed twenty years ago.

**Millie** Why did it close?

**Brandon** I don't know. My grandparents [5]_____ talk about it very much.

**2** **Replace *used to* with *would* in these sentences, where possible.**

1 My grandfather never used to go out without a hat.

_____

2 We used to live in Washington, D.C.

_____

3 I used to go to the sweet shop every afternoon.

_____

4 We didn't use to talk to our parents about school.

_____

5 When Harriet was young, she used to go dancing every night.

_____

6 Our dog used to be scared of cats.

_____

**3** **Choose the correct answers.**

1 I practise the guitar every day, but I _____.
**a** didn't use to **b** wouldn't **c** used to

2 Joe hates eggs, but he _____ them.
**a** would like **b** used to like **c** didn't like

3 When Elsie was young, she _____ ballet lessons twice a week for ten years.
**a** 'd go to **b** used to go to **c** went to

4 I don't let my dog in my room now because it _____ stop jumping on my bed.
**a** wouldn't **b** didn't use to **c** would

5 My neighbour _____ Adele's piano teacher.
**a** 'd be **b** would be **c** used to be

6 I love Mr Bean now, but I _____ him funny.
**a** wouldn't find **b** never used to find **c** didn't find

**4** **Complete the sentences to suggest criticism using *would* and a verb from the box.**

| have | insist | leave | run | spend |
|---|---|---|---|---|

1 I warned her not to swim in that river, but she _____ on doing it.

2 I didn't want to complain about my neighbours, but they _____ such noisy parties.

3 It's hardly surprising she failed her exams – she _____ so much time reading magazines.

4 I spent weeks trying to train my dog, but it _____ off whenever we went out.

5 My grandfather was so vain! In spite of his poor eyesight, he _____ the house without his glasses.

## Challenge!

**Write six sentences about your childhood. Include the words in brackets.**

1 _____
_____ (used to)

2 _____
_____ (would never)

3 _____
_____ (didn't use to)

4 _____
_____ (would)

5 _____
_____ (never used to)

6 _____
_____ (wouldn't)

# 2C CULTURE Squatters

*I can talk about squatters.*

## Revision: Student's Book page 17

**1** Complete the sentences with the correct form of the verbs in the box.

become do get make (x2) pay rent take

1 She bought the house three years ago, _____ lots of improvements and then _____ a huge profit when she sold it.

2 Ricardo moved to London two years ago and _____ a flat since then.

3 They're very excited about _____ possession of their new house next week.

4 Thousands of people _____ homeless since the start of the economic recession.

5 If you don't _____ your rent on time, you're likely to _____ evicted.

6 It's great owning a cottage, but you have to _____ quite a lot of maintenance.

**2** LISTENING 6 Listen to a radio report about Kenneth Robinson. What is the best summary? Choose a, b or c.

a A man bought a house very cheaply and then made a profit by selling it for $300,000.

b A man paid $16 to move into a $300,000 house, but had to leave after eight months.

c A man left his $300,000 house and when he returned, squatters had moved in.

**3** LISTENING 6 Listen again. Are these sentences true (T) or false (F)?

1 When Kenneth Robinson moved into the house, it needed a lot of improvements. ☐

2 Mr Robinson paid $16 in legal fees before he moved into the house. ☐

3 Public reaction to Mr Robinson's actions was mixed. ☐

4 By the time a judge instructed Mr Robinson to leave the house, he had already gone. ☐

5 Mr Robinson has made money by talking and writing about his experiences. ☐

## Challenge!

**Write a short summary of the text opposite about Mr Baxter. (Use exercise 2 for ideas.)**

_____

_____

_____

**4** USE OF ENGLISH Complete the text with appropriate words.

## Squatter becomes legal owner

Residents of a smart West London apartment block are furious that an unemployed man who has never paid any rent has become the legal owner of a ground-[1]_____ flat estimated to be [2]_____ £300,000.

Ian Baxter, who [3]_____ to be an IT engineer before being made redundant in 1998, moved into the flat shortly after losing his job. 'It was a low point in my life. I was out of work with very [4]_____ money and nobody to turn to,' he explains. 'I [5]_____ afford the rent on my previous flat, so I looked for somewhere to squat – and found this. It was in a terrible state when I first moved in, but I gradually improved it and made a home out of it.'

In the fifteen years he has been in the flat, Mr Baxter has replaced all the electrical wiring, installed central [6]_____ and fitted double glazing. As a squatter [7]_____ than an official resident, he has [8]_____ no rent during that time. However, he has contributed the £300-a-year maintenance fee which all residents of the apartment block are asked to pay.

Most of the other inhabitants of the block were unaware of Mr Baxter's situation until a recent article in the local newspaper drew [9]_____ to his court case. Mr Baxter went to court in order to claim ownership of his flat on the basis that he had been resident there for more than twelve years.

[10]_____ the fact that he was a squatter, he won his case. 'If I [11]_____ moved in and renovated the flat, it would have caused problems for the whole block,' insists Mr Baxter. 'There was [12]_____ much rubbish inside that rats could have been a major risk, or even a fire. The other residents should be thanking me, not complaining. I've helped preserve the value of their properties.'

# 2D READING How the other half live

*I can understand and react to a story about millionaire philanthropists.*

## Revision: Student's Book page 19

**1** **Complete the sentences with the correct prepositions.**

1 Do you have confidence _____ the government to spend our money wisely?
2 Thousands of tenants have benefited _____ the laws about fair rent.
3 Should we wave goodbye _____ banknotes and coins and just use electronic forms of payment?
4 It's important for tenants to forge a good relationship _____ their landlords.
5 Millionaires should donate a percentage of their money _____ good causes.
6 He first got involved _____ charity work at university.
7 Are the poorest people in our society _____ danger _____ being forgotten?
8 People like teachers and nurses need to be valued _____ their contribution to society.

**2** **Complete the second conditional sentences with the correct form of the verbs in the box.**

**be budget can give happen have not be not make pay sell**

1 If I _____ $1 million dollars to give away, I _____ half to charity and the other half to relatives.
2 We _____ a profit if we _____ the books for less than $5.
3 You _____ in debt if you _____ more carefully!
4 If nobody _____ their taxes on time, what _____ ?
5 If I _____ more affluent, I _____ afford to go skiing twice a year.

**3** **Read texts A–C opposite. Which of these statements are true for all three people?**

1 They were born into a rich family.
2 They worked hard to become rich.
3 They do not believe money brings happiness.
4 They have given money away.

**4** **Match the questions (1–9) with the texts (A–C).**

**Which person ...**

1 went abroad to work? _____
2 spent three decades working? _____
3 has set up a new charity? _____
4 felt guilty about spending too much money on things that weren't essential? _____
5 does not feel guilty about not passing on any money? _____
6 has helped poor people set up their own businesses? _____
7 used to lie about being rich? _____
8 is unaware exactly how much money has been given away? _____
9 teaches people about how to lead a similar lifestyle? _____

**5** **TRANSLATION** **Translate these sentences from the text into your own language.**

1 Rabeder, 48, had dedicated much of his adult life to making money.

_____

_____

2 But the more money he made, the emptier he felt.

_____

_____

3 He despised the wealth and the wealthy people with whom he had surrounded himself.

_____

_____

4 Burnie describes his background as humble.

_____

_____

### Challenge!

**If you had $1 million, would you give any away? If so, who would you give it to and why? If not, what would you do with it and why?**

_____

_____

_____

_____

_____

_____

# Riches TO RAGS

## A Karl Rabeder

Karl Rabeder was on holiday when it hit him. He despised the wealth and the wealthy people with whom he had surrounded himself. There was only one thing to do – get rid of it all.

Rabeder, 48, had dedicated much of his adult life to making money. After university, he became an inventor. He started a company, and by the age of 32, he was a millionaire.

Rabeder came from a poor background, and his mother had always told him money was a measure of success. But the more money he made, the emptier he felt.

Then, on a gliding trip in Argentina, Rabeder met people who just needed a few hundred pounds to set up businesses. He began giving out 'micro-loans' of €200. What astonished him most was that when he returned a year later, they proudly gave him back his money. 'I felt if €200 could make such a difference, what am I doing spending the same amount on one nice meal for two people?'

Rabeder sold all his possessions and now plans to live off €1,000 a month – money he will earn by lecturing and working as a life coach. 'I wish to give some kind of braveness to other people, just tell them it's so easy.'

## B Sara Robin

Sara Robin's inherited wealth was always associated with trauma. When she was two, her mother died, leaving her everything. She went to live with her grandparents – but her grandfather died eleven months later and her grandmother when she was four.

Her father bought her a new car when she started university, and this made her feel even more of an outsider. She didn't enjoy having more than others; she simply wanted to be like them. She didn't speak about her background, and pretended she had a student grant like the others.

After university, she travelled through Australia and the USA with her future husband, Hugh. It was now the 70s – she met feminists, Aboriginal land-rights activists, anti-nuclear protesters, and became politicised. She worked as a bike engineer, and was judged for who she was rather than for her background.

By the time she and Hugh returned, she knew that her inheritance was good for one thing only – giving away. How much in total? Robin smiles and says she's not good with money. 'Oh about £10,000 to £20,000 a year. Not that much.' She stops. 'But back then you could buy a house for £8,000.'

## C Brian Burnie

Doxford Hall in Northumberland is almost 200 years old, and Brian Burnie has spent £18 million rebuilding it into a modern spa hotel. He bought it in 1993, at which time it was derelict. The plan was to develop it into both a family home and a hotel, and to give the profits to a charity called Marie Curie Cancer Care. Then, six years ago, his wife Shirley was diagnosed with breast cancer. That's when Burnie decided he would sell Doxford Hall and use the money to start a charity for transporting cancer patients to and from hospital.

Burnie describes his background as humble. His father worked on a building site, his mother was a housewife. He did not do well in his school exams, but he worked hard at his job, and later returned to education and studied engineering. He and a friend set up a firm of engineers, which he ran for 30 years. Although he made a lot of money, he was never extravagant. Now he says he's done his life's work, and the only thing that matters to him is the charity.

He says his three children are not interested in inheriting his wealth, either, which is lucky because he wouldn't have left it for them anyway. 'As a parent, the best thing you can give your children is time. It's not about money.'

# 2E GRAMMAR Past perfect simple and continuous

*I can talk about actions and events and their consequences in the past.*

**1 Match the sentence halves. Complete sentences a–f with the past perfect continuous.**

1 My hand was hurting because I ... ☐
2 Jenny had tears in her eyes because she ... ☐
3 They had to give their dog a bath because it ... ☐
4 Beth felt confident about her exams because she ... ☐
5 We got evicted from our flat because we ... ☐
6 Tom decided not to go out because he ... ☐

a _____ (write) postcards all morning.
b _____ (play) in a muddy field.
c _____ (not feel) well.
d _____ (not pay) our rent.
e _____ (watch) a hilarious film.
f _____ (work) hard all term.

**2 Invent your own endings for these sentences. Use the past perfect continuous.**

1 Eva's hair and clothes were wet because _____ .
2 Darren was angry with his sister because _____ .
3 We were exhausted because _____ .
4 The house was a mess because _____ .

**3 Complete the second sentence so that it means the same as the first sentence. Use the past perfect simple.**

1 I ate my dinner, then I went upstairs.
After I'd eaten my dinner, I went upstairs.
2 I had a shower, then Susie arrived.
When Susie _____ .
3 We swapped numbers, and the next day he called.
The day after _____ .
4 She tidied her room, then she went out.
After she _____ .
5 She missed the class, so she didn't do the homework.
Because she _____ .
6 He finished his dinner and washed up his plate.
When he _____ .

**4 Choose the correct tense. Tick ✓ a, b or both (if both are correct).**

1 Sara hadn't heard me knock at the door because she _____ to music.
a had listened ☐ b had been listening ☐
2 Before their goalkeeper was sent off, Chelsea _____ easily.
a had won ☐ b had been winning ☐
3 Ben _____ so much during the meal that he hadn't eaten his food.
a had talked ☐ b had been talking ☐
4 We didn't know what homework we had to do because we _____ attention to the teacher.
a hadn't paid ☐ b hadn't been paying ☐
5 I was really annoyed that I left my book on the train because I _____ reading it.
a hadn't finished ☐ b hadn't been finishing ☐

**5 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in the box.**

**enjoy go have look spend win**

1 I was annoyed when the DVD player stopped working because I _____ the film.
2 Selina had to come home early from her holiday because she _____ all her money.
3 According to the police, the accident happened because both cars _____ too fast.
4 In the first round he played Nadal, who _____ the tournament three times already.
5 My dad retired early from his job because he _____ a bad back for years.
6 I found five coins down the back of the sofa, although in fact I _____ for my keys.

## Challenge!

**Complete these sentences with your own ideas. Use the past perfect simple in 1 and 2, and the past perfect continuous in 3 and 4.**

1 Police arrested the 85-year-old woman because _____ .
2 By the time we reached the hotel, _____ .
3 Luke refused to spend another moment at home because _____ .
4 Elsie suddenly realised her mistake: she _____ .

# 2F SPEAKING Photo description

*I can describe a photo and answer questions about it.*

**1** Look at the photo. Then tick ✓ the words that you think would be useful for describing it.

| | | |
|---|---|---|
| box ☐ | cross-legged ☐ | delighted ☐ |
| disappointed ☐ | gift ☐ | grinning ☐ |
| lid ☐ | ribbon ☐ | tissue paper ☐ |

**2** LISTENING 7 Listen to a student describing the photo. Which words from exercise 1 does she use? Circle them.

**3** Match the extreme adjectives (1–10) with the normal adjectives in the box. You need to use some adjectives more than once.

angry bad big clean crowded dirty hungry ugly

1 filthy _____
2 enormous _____
3 packed _____
4 furious _____
5 terrible _____
6 hideous _____
7 awful _____
8 starving _____
9 spotless _____
10 huge _____

**4** LISTENING 8 Listen to the same student answering the question below. What was wrong with the gift she received?

Tell me about a time when you received a gift that left you feeling very disappointed.

_____

_____

**5** LISTENING 8 Complete the examples of the different narrative tenses the student uses. Then listen again and check.

| Narrative tense | Example |
|---|---|
| past simple | I [1]_____ and [2]_____ thank you – but inside, I [3]_____ to cry. |
| past continuous | My uncle and aunt [4]_____ with us. |
| past perfect simple | My parents [5]_____ my uncle and aunt the wrong thing. |
| past perfect continuous | For months, I [6]_____ my parents for a Hello Kitty lunchbox. |
| *used to* | My parents [7]_____ all our presents under the tree. |
| *would* | We [8]_____ them on Christmas Eve. |

**6** TRANSLATION Translate these sentences into your own language.

1 Apparently, my parents had told my uncle and aunt what to buy me.

_____

2 Unfortunately, it wasn't quite what I wanted.

_____

3 Obviously, I didn't say anything to my uncle and aunt.

_____

4 Luckily, they didn't realise how disappointed I was.

_____

5 To be honest, I've never mentioned it since.

_____

**7** Now write your own answer to the examiner's question.

_____

_____

_____

_____

_____

# 2G WRITING Story

*I can write a story.*

## Preparation

**1** Read the story, ignoring the gaps. What was the exam writing task? Choose the correct words.

Write a story about a character whose [1] **generous / mean** action ends up having [2] **positive / negative** consequences for [3] **that character / somebody else.**

**2** Complete the story with the words in the box.

**blue eventually later moment same shortly soon**

# Too hungry to share

It was a hot day in July and Mason was in town. He had been looking for a new sports bag, but he hadn't found one he liked. He'd bought a white T-shirt instead. It was now one o'clock and he hadn't eaten since breakfast, so he headed for his favourite takeaway. Half an hour [1] _____, Mason was sitting on a bench outside Benny's Burgers, about to take his first bite of an extra-large cheeseburger. Then, out of the [2] _____, his best friend Kyle appeared around the corner. The [3] _____ Mason saw him, he put his lunch in his bag. He was starving and didn't want to share it with anyone, not even his best friend. When Kyle asked Mason what he was doing, Mason lied and said he was just waiting for a bus. They chatted for a while. As [4] _____ as Kyle had gone, Mason took his lunch out of the bag. At the [5] _____ time, a bus pulled up. Not wanting to wait an hour for the next one, Mason put his lunch away again and got on the bus, which was crowded and hot. [6] _____, he arrived at his stop and [7] _____ afterwards, he was at home. At last, he could have his lunch! Opening the bag, he saw his new white T-shirt was covered with brown barbecue sauce. But that was not all: Having been in a bag for two hours in hot weather, the burger smelled too bad to eat!

**3** Divide the story into four paragraphs according to the four stages below. (There is more than one possible answer.)

**Stage 1:** Setting the scene '*It was a hot day* ...'
**Stage 2:** The first event '_____ ...'
**Stage 3:** Events that follow '_____ ...'
**Stage 4:** The resolution '_____ ...'

## Writing guide

**4** Read the exam writing task below. Then choose one of the scenarios below and think of a positive consequence.

Write a story about a character whose generous action ends up having positive consequences for that character.

| Scenario | Consequence |
|---|---|
| You buy a bus ticket for somebody who needs to get home. | |
| You let a young child keep a ball you were playing with in a park. | |
| You let somebody borrow a valuable possession. | |

**5** Plan your story using the chart below. Use the scenario you chose in exercise 4 or your own ideas.

| **Stage 1:** Setting the scene |
|---|
| |
| **Stage 2:** The first event |
| |
| **Stage 3:** Events that follow |
| |
| **Stage 4:** The resolution |
| |

**6** Write your story (200–250 words) in your notebook.

**CHECK YOUR WORK**

Have you:
- ☐ followed your plan from exercise 5?
- ☐ used some of the expressions from exercise 2?
- ☐ written 200–250 words?
- ☐ checked your spelling and grammar?

# 1 Get Ready for your Exam

Reading ▪ Listening ▪ Use of English ▪ Speaking ▪ Writing

## EXAM TASK – Reading

**Read the text. Choose the correct answer, A, B, C or D, for questions 1–4.**

When I left them at midnight, a full moon was shining in a dark blue starless sky, and the air was soft and warm. I decided to take the long route home, and walk across Hampstead Heath before joining the road into the centre of the city. After a while I came to a crossroads and turned onto the London road. I was lost in my own thoughts, wondering about the two young ladies in Cumberland, when suddenly, my heart seemed to stop beating. A hand had touched my shoulder from behind. I turned at once, my hand tightening on my walking stick.

There, as if it had dropped from the sky, stood the figure of a woman, dressed from head to foot in white clothes. I was too surprised to speak.

'Is that the road into London?' she said.

I looked at her carefully. It was then nearly one o'clock. All I could see in the moonlight was a young colourless face, large sad eyes, and light brown hair. Her manner was quiet and self-controlled. What sort of woman she was, and why she was out so late alone, I could not guess. But there was nothing evil about her – indeed, a kind of sad innocence seemed to come from her.

'Did you hear me?' she said, quietly and rapidly.

'Yes,' I replied, 'that's the road. Please excuse me – I was rather surprised by your sudden appearance.'

'You don't suspect me of doing anything wrong, do you?'

'No, no, seeing you so suddenly gave me a shock, that's all.'

'I heard you coming,' she said, 'and hid behind those trees to see what sort of man you were, before I risked speaking. May I trust you?' Her eyes searched my face, anxiously.

Her loneliness and helplessness were so obvious that I felt great sympathy for her. 'Tell me how I can help you,' I said, 'and if I can, I will.'

'Oh, thank you, thank you. You are very kind.' Her voice trembled a little as she spoke. 'I don't know London at all. Can I get a cab or a carriage at this time of night? Could you show me where to get one, and will you promise not to interfere with me? I have a friend in London who will be glad to receive me. I want nothing else – will you promise?'

She looked nervously up and down the road, then back at me. How could I refuse? Her fear and confusion were painful to see. 'Will you promise?' she repeated.

'Yes.'

We set off together towards the centre of London. It was like a dream – walking along that familiar road, with so strange and so mysterious a companion at my side.

'Do you know any men of the rank of Baronet in London?' she asked suddenly.

There was a note of suspicion in the strange question, and when I said I knew no Baronets, she seemed relieved. I questioned her further, and she murmured that she had been cruelly used by a Baronet she would not name. She told me she came from Hampshire and asked if I lived in London. I explained that I did, but that I was leaving for Cumberland the next day.

'Cumberland!' she repeated softly. 'Ah!' I wish I was going there too. I was once happy in Cumberland, in Limmeridge village. I'd like to see Limmeridge House again.'

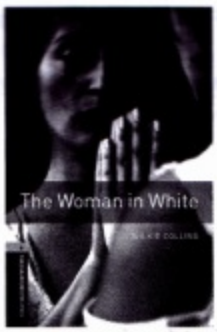
Limmeridge House! I stopped, amazed.

'What's wrong?' she asked anxiously. 'Did you hear anybody calling after us?'

'No, no. It's just that I heard the name of Limmeridge House very recently. Do you know somebody there?'

'I did once,' she said. 'But Mrs Fairlie is dead; and her husband is dead; and their little girl may be married and gone away ...'

Perhaps she would have told me more, but just at that moment we saw a cab. I stopped it, and she quickly got in.




*The extract is from Oxford Bookworms: 'The Woman in White', by Wilkie Collins.*

1 On his way home, the man
- A was scared because he was all alone on the road.
- B was in a hurry since it was already after midnight.
- C took the wrong turn at the crossroads and got lost.
- D wanted to enjoy the pleasant weather a little longer.

2 When he met the woman,
- A he was puzzled at her being without company.
- B she spoke too quietly for him to hear her.
- C he had to apologise because he had insulted her.
- D she suspected he had bad intentions.

3 The man felt obliged to help her because he
- A feared she might be in pain.
- B could see she was disorientated.
- C wanted to solve the mystery surrounding her.
- D was beginning to like her very much.

4 The woman was suspicious of the man because
- A she didn't like the fact that he was questioning her.
- B he had pretended not to hear somebody calling after them.
- C she thought he might know someone who had hurt her.
- D it seemed strange that they both knew Limmeridge House.

# 1 Get Ready for your Exam

## EXAM TASK – Listening

**LISTENING 9** **You are going to hear five people talking about their plans for the future. Match the speakers (1–5) with the phrases (A–F). There is one phrase that you do not need.**

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

A Not earning money, just doing something worthwhile and travelling.
B Getting a job before university, as my parents won't be able to support me.
C Alternating work and travel according to a fixed plan.
D My family will help me financially while I get professional experience.
E Learning and earning while gaining hands-on experience.
F Maybe a study-related job and visiting family.

## EXAM TASK – Use of English

**Choose the correct answer, A, B or C, to complete each gap.**

### Don't always believe what you read

When is International Book Week not International Book Week? When it's a Facebook meme (an idea that is copied and spread on the Internet). A short while [1]_____ people started updating their Facebook statuses [2]_____ a random line from a random book. Why? Because someone posted that it was International Book Week and suggested the idea. In no time the idea had spread right [3]_____ Facebook. However, a quick Internet search reveals that there is no [4]_____ thing as International Book Week. Why were so many people fooled? The simple answer is that it was fun, interesting and a nice thing to share. Anyway, what does it matter if it was or wasn't International Book Week? People were enjoying [5]_____. But a more serious issue arises from this: with [6]_____ information available on the Internet, how do we know what to believe or not? Quoting random lines from a book might be a [7]_____ of fun, but what if the meme were asking people to send money?

Would it be so harmless then? So, remember next time you read something on the Internet to ask yourself whether it [8]_____ be a hoax.

| | | | |
|---|---|---|---|
| 1 | A before | B ago | C after |
| 2 | A with | B by | C through |
| 3 | A through | B over | C across |
| 4 | A such a | B a | C such |
| 5 | A themselves | B them | C a lot |
| 6 | A too much | B so much | C so a lot of |
| 7 | A little | B bit | C much |
| 8 | A could | B would | C is to |

## EXAM TASK – Speaking

**Describe the picture below and answer the questions.**

1 In your opinion, what is the mother thinking?
2 Do you prefer smart or casual clothes? Why?
3 Tell me about an occasion when you wore very smart clothes.

## EXAM TASK – Writing

**Read the announcement below.**

Englishworld.org is running a new feature called *My Favourite Character*. We would like you to write about your favourite character from a book you've read recently. If we decide to publish your entry, we will send you 50 euros.

**Write an article of 210–230 words for the website. Say who your favourite character is, what book he/she is from and why they are your favourite.**

**Your article should include:**

- a title.
- a description of the character.
- some things the character does.
- reasons why they are your favourite.

**Write your article in the appropriate style and format.**

# 3A VOCABULARY AND LISTENING Relating to people

*I can discuss relationships and behaviour.*

**1** **Match the sentence halves (1–15) with a–o.**

1 I'm on the same wavelength as Joanna. ☐
2 I'm wary of Emily. ☐
3 I adore my grandad. ☐
4 I look up to my big brother. ☐
5 I trust my sister. ☐

a I'm not sure she's completely honest.
b I can tell her anything and she'll never tell anyone else.
c I couldn't imagine life without him.
d We agree about almost everything.
e I always listen to what he says.

6 I admire my dad. ☐
7 I'm very close to my brother. ☐
8 I despise Jack. ☐
9 I feel sorry for the man who lives next door. ☐
10 I have a lot in common with my cousin. ☐

f He's cowardly and dishonest.
g He's achieved so much in life.
h He's had a really hard life.
i We share all the same hobbies.
j We can talk to each other about anything.

11 I have nothing in common with my sister. ☐
12 I look down on Frank. ☐
13 I envy Toby. ☐
14 I don't see eye to eye with my mum. ☐
15 I really respect my aunt Jane. ☐

k She's really honest and straightforward.
l We disagree about everything.
m I think he's really stupid.
n I'd like to be as clever and as popular as him.
o We have completely different interests.

**2** **LISTENING 10** **Listen and decide what the people are doing. Choose from the verbs in the box. Sometimes there is more than one possible answer.**

bicker boast confide flatter flirt ~~insult~~ lecture nag praise tease tell off warn

1 insulting
2 _____
3 _____
4 _____
5 _____
6 _____

**3** **Complete the phrases with the correct preposition in the box, if needed. Some prepositions can be used more than once.**

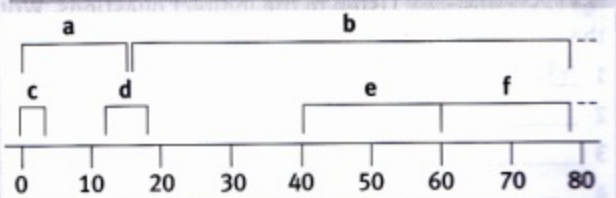
about for in to with

1 bicker _____ somebody
2 boast _____ somebody _____ something
3 confide _____ somebody _____ something
4 flatter _____ somebody
5 flirt _____ somebody
6 insult _____ somebody
7 lecture somebody _____ something
8 nag somebody _____ something
9 praise somebody _____ something
10 tease somebody _____ something
11 tell somebody off _____ something
12 warn somebody _____ something

## VOCABULARY BUILDER (3.1): STAGES OF LIFE >>SB PAGE 136<<

**4** **Match the stages of life in the box with a–f on the diagram. Then write the years each stage begins and ends, in your opinion.**

adolescence adulthood childhood infancy middle age old age




a _____ from _____ to _____
b _____ from _____ to _____
c _____ from _____ to _____
d _____ from _____ to _____
e _____ from _____ to _____
f _____ from _____ to _____

## Challenge!

**Write a short text in your notebook about somebody who you admire, have a lot in common with or are very close to.**

# 3B GRAMMAR Question forms

*I can form questions correctly.*

**1 Write indirect questions. Use the phrases in the box.**

I wonder ... I'd like to know ... Could you tell me ...?
Can you tell me ...? ~~Have you any idea ...?~~ Can I ask ...?
Do you know ...? Would you mind telling me ...?

1 Who broke that window?
Have you any idea who broke that window?

2 What's your name?
_____
_____

3 Where do you live?
_____
_____

4 Where is the ticket office?
_____
_____

5 Would you be willing to answer some questions?
_____
_____

6 Will you be eating at home this evening?
_____
_____

7 What time do you plan to arrive?
_____
_____

8 Why are you laughing?
_____
_____

**2 LISTENING 11 Listen to the indirect questions. Write the equivalent direct questions.**

1 Where is my dictionary?
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

**3 Read the statements and then write subject or object questions for the answers given.**

1 Toby ate the apple.
Who ate the apple? Toby did.
What did Toby eat? The apple.

2 Ed ate one of the sandwiches.
_____? The ham one.

3 Adam made Eve cry.
_____? Adam did.

4 George met Emma at Sam's party.
_____? Emma.

5 Fred was flirting with Sara.
_____? Fred was.

**4 Read the statements. Write subject or object questions.**

1 Something is making a strange noise.
What's making a strange noise?

2 One of the boys will play in goal.
Which boy will play in goal?

3 Pete has got something in his bag.
What _____?

4 Marcus gave you something to eat.
What _____?

5 Something is missing from the cupboard.
What _____?

6 Jess saw somebody in the park.
Who _____?

7 I'd like one of those pizzas.
Which _____?

8 Somebody phoned Sally last night.
Who _____?

## Challenge!

**Write the missing questions. Think where to place the prepositions – the style is informal.**

1 Keira went to Spain with her sister.
_____? Her sister.

2 They stayed in a hotel for two weeks.
_____? Two weeks.

3 They were unhappy about their room.
_____? Their room.

4 They complained to the hotel manager.
_____? The hotel manager.

5 He told his son off for not tidying his room.
_____? Not tidying his room.

# 3C CULTURE Youthful population

*I can talk about world population issues.*

## Revision: Student's Book page 29

**1** **Complete the sentences with the compound nouns below. There is one compound noun that you do not need.**

elderly relative  healthcare  life expectancy
life span  old age  nursing home  retirement age
state pension

1 People are living longer in Japan: the _____ is now 80 for men and 86 for women.
2 All old people receive a(n) _____ in the UK, but it is barely enough to live on.
3 I have a(n) _____ who is living in a(n) _____ in Eastbourne.
4 In the UK the usual _____ is 65 for both men and women.
5 The average human _____ in the USA is nearly 80 years.
6 If children don't die of childhood diseases, they have a very good chance of living to a(n) _____ .

**2** **LISTENING 12 Listen to the radio programme and complete the facts with the correct numbers.**

**World population facts**

- The world population is about [1]_____ billion.
- Life expectancy in the 1950s was about [2]_____ years. From 2000 to 2010 it was about [3]_____ years.
- Around [4]_____% of the world population is under 25.
- By 2050 the world population is expected to reach [5]_____ billion.

**3** **Carefully read the multiple-choice questions in exercise 4 and check that you understand everything.**

**4** **LISTENING 12 Listen again to the radio programme and choose the correct answer: a, b, c or d.**

1 Professor Jenkins says that the increase in the world population
  a has been far greater than expected.
  b is a result of medical advances and improved healthcare.
  c is very alarming and can't be viewed as a success.
  d will remain stable over the next 60 years.

2 According to Professor Jenkins,
  a the growing population has led governments to fight childhood diseases and improve healthcare.
  b the limited amount of natural resources will slow down population growth.
  c the growing population could cause more damage to the environment.
  d feeding young people is more difficult than feeding old people.

3 In most wealthy countries
  a there are lots of young people to guarantee economic growth in the future.
  b people are worried that their populations will increase.
  c young people aren't interested in getting jobs and working hard.
  d birth rates are often worryingly low.

4 In many poor countries
  a the governments have difficulty educating young people and creating jobs for them.
  b a lot of young people don't want to complete their education.
  c young people are helping to boost economic growth.
  d healthcare and jobs are only available to older people.

5 Women are likely to decide to have fewer children if
  a population growth continues to increase.
  b death rates remain high.
  c they think their children will live to become adults.
  d their children are guaranteed a good education.

## Challenge!

**INTERNET RESEARCH Use the Internet to find out**

1 the current population of
  a China _____ . b India _____ .
2 when the world population passed
  a 1 billion _____ .
  b 3 billion _____ .
  c 6 billion _____ .

# 3D READING Teenagers in Britain

*I can understand a report about teenagers.*

## Revision: Student's Book page 31

**1 Complete the adjectives with the correct endings.**

1 unpredict_____
2 respons_____
3 confus_____
4 reason_____
5 argument_____
6 mood_____
7 combat_____

**2 Complete the sentences using the phrasal verbs in the box in an appropriate tense.**

| answer back | bring out | come down to | end up |
|---|---|---|---|
| get on with | grow up | storm out of | turn into |

1 We didn't like each other at first, but we _____ being friends.
2 A large company bought the building and _____ it _____ a supermarket.
3 It's difficult to _____ my work when people keep phoning me.
4 I was born in London, but I _____ in the countryside.
5 Finding a good place to live often _____ luck.
6 Sophie _____ the office when her boss accused her of stealing.
7 It's best not to _____ if the teacher tells you off.
8 My little brother is really annoying and _____ the worst in me.

**3 Read the article opposite. What is the best summary of the conclusions? Choose a, b or c.**

a The government needs to provide more money so that teenagers are less bored and more involved in their communities. ☐
b Most teenagers are valuable members of the community, but the government needs to focus on the small minority who become involved in crime. ☐
c There are enough recreational facilities for young people, but more money needs to be spent on dealing with the consequences of teenage crime. ☐

**4 Match the gaps (1–6) in the text with six of the sentences (A–H) below. There are two sentences that you do not need.**

A These experiences, near to their homes, have left young people fearful for their own safety.
B However, the government is going to invest £50 million.
C For example, youth-on-youth violence and anti-social behaviour among teenagers is rising.
D On average, we spend 17p for each young person per day on youth services – and this has to change.
E As a result, they hung around on the streets.
F It isn't clear how we can move forward from here.
G Recommendations include a 'youth hub' in every community to tackle anti-social behaviour and crime.
H They said to give young people more of a stake in communities and give them more opportunities.

**5 Explain the significance of these figures from the text.**

1 80%: The percentage of teenagers who say they have nothing to do and nowhere to go.
2 16,000: _____
3 12%: _____
4 62%: _____
5 £13 billion: _____
6 £1.6 billion: _____
7 £35,000: _____

### Challenge!

**How could the government improve the lives of young people where you live? Make three recommendations.**

1 _____
2 _____
3 _____

# Youth Review

**New statistics in the Youth Review show that, as schools in Britain prepare to break up for the holidays, over one million teenagers could be wandering the streets because there is nowhere else to go.** A year-long enquiry consulted 16,000 British teenagers and recommends radical action to transform their lives.

[1]_____

The Youth Review was undertaken by children's charity 4Children and supported by Nestlé. It comes at a time of unprecedented debate about the welfare of young people in the UK. Recent statistics demonstrate worrying trends in many aspects of teenagers' lives. [2]_____

Researchers spent twelve months touring each region of the country and consulting over 16,000 teenagers to find out what life is truly like for young people today in the UK and how they themselves believe that improvements can be made.

Publicising the Review today, pop star and youth icon Lily Allen said: 'I want to see a new start for teenagers in communities where they have nothing to do, nowhere to go and nowhere to call their own. The Youth Review has consulted 16,000 teenagers across the country and their message was clear. [3]_____ The number of teenagers who go off the rails is a problem for us all and instead of helping them only after they're in crisis, we need to stop them getting into trouble in the first place.'

**The Review discovered:**

- 60% of young people in deprived areas have been victims of crime in their own community. [4]_____
- 70% of teenagers said that, in their opinion, young people got involved in anti-social behaviour because they were bored.
- More than 70% of eleven- to sixteen-year-olds said that they have witnessed anti-social behaviour over the last year, whilst 12% of young people belong to a gang.
- 80% of young people said they had nowhere to go and nothing to do outside school. [5]_____
- 62% said that they did not know where to go to get help or information if they needed it.
- Youth crime costs up to £13 billion per year compared to £1.6 billion spent by government on positive prevention and youth programmes. It costs £35,000 to put a young person in a detention centre for a year.

The Review is calling for an urgent transformation of support for teenagers. It recommends a programme of government investment and action to provide positive opportunities for all young people, with early support and intervention for troubled teenagers to prevent difficulties escalating.

**The key recommendations are:**

- A youth centre in every community providing dedicated spaces for young people to meet, as well as access to music, creative arts, sports, and specialist intervention and support for teenagers in difficulty.
- Mobile 'intervention teams' to work in areas of high deprivation and unrest, offering teenagers specialist and positive support.
- Action on bullying and a new victim support scheme for young people who have been the victims of crime.
- Young mayors elected in every area to give teenagers representation and a say in their community.
- Free public transport and leisure for all young people under eighteen to ensure access for all.

Oona King, Chair of the Review said: 'Growing up can be tough and we are simply not doing enough to help the next generation to flourish. [6]_____ Young people need to be a part of our communities, otherwise we spend billions dealing with the consequences of anti-social behaviour, crime and violence.'

# 3E GRAMMAR Comparison

*I can make comparisons.*

**1 Order the words to make sentences.**

1 better / today / feeling / far / ~~I'm~~ I'm _____

2 as / nowhere / Chinese / difficult / as / is / ~~English~~ / near English _____

3 much / at chess / my brother / am / better / I / than _____

4 than / even / this winter / colder / is / last winter _____

5 nothing / too much coffee / as / too much alcohol / as / for you / bad / like / is _____

**2 Complete the sentences with the comparative form of the adjectives and adverbs in brackets.**

1 The _____ I work, the _____ I feel. (hard / tired)

2 The _____ you drive, the _____ you are to have an accident. (fast / likely)

3 The _____ you practise the piano, the _____ you'll become. (often / good)

4 The _____ you work, the _____ mistakes you will make. (slow / few)

5 The _____ the weather, the _____ I feel. (cold / depressed)

**3 Complete the sentences with the double comparative form of the adjectives in brackets.**

1 Summers in Britain seem to be getting wetter and wetter. (wet)

2 Electricity and gas are becoming _____. (expensive)

3 My school grades are getting _____. (good)

4 It's getting _____ to find good babysitters. (hard)

5 Inner cities are becoming _____. (dangerous)

6 Galaxies in the universe are moving _____ apart from one another. (far)

**4 Complete the second sentence so that it has a similar meaning to the first sentence.**

1 It's hot today. It was the same yesterday.
It's no hotter today than it was yesterday.

2 I used to be argumentative. I'm less so now.
I'm less _____.

3 People think I'm confident, but I'm not really.
I'm _____.

4 I thought this exercise would be more difficult.
This exercise is _____.

5 You said you'd arrive earlier.
You didn't _____.

**5 Rewrite the sentences so that they have the same meaning. Use clauses with *as*.**

1 My maths result and my physics result were terrible.
My maths result was terrible, as was my physics result.

2 My brother and I both have a lot in common with my dad. _____

3 Today is sunny and yesterday was too. _____

4 Harry and I would both like to study maths at university. _____

5 My mum and my dad are calm and reasonable most of the time. _____

6 Kate and Liam can both concentrate for long periods of time. _____

## Challenge!

**Complete the sentences with your own ideas.**

1 _____, as is Harry.

2 _____, as must I.

3 _____, as do we all.

4 _____, as did Jake.

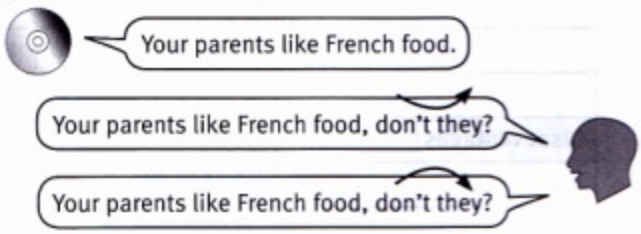
# 3F SPEAKING Role-play

*I can role-play a conversation about a visit.*

**1** **Add question tags.**

1 Let's go to a museum, _____?
2 We should hire a car, _____?
3 Don't forget to ring me, _____?
4 Hotels are very expensive, _____?
5 You haven't got a car, _____?
6 Nobody likes being criticised, _____?
7 Your cousins are arriving soon, _____?
8 You never phone me, _____?

**2** **LISTENING 13** **Listen to each statement. Then repeat it twice, adding a question tag. The first time you repeat it, make the intonation go up. The second time, make it go down. Then listen and check.**




**3** **LISTENING 14** **Read the exam speaking task below. Then listen to a student doing the task with an examiner. Which four of the issues (a–h) do they discuss?**

You and your parents are going on holiday to the UK. You are going to visit your English friend during the visit. Talk to your friend about the trip, and cover these issues:

Issue 1: _____
Issue 3: _____
Issue 2: _____
Issue 4: _____

**a** where you will meet
**b** the best way to get around
**c** good places to eat out
**d** an interesting museum or gallery
**e** how long you will stay
**f** where you should stay
**g** a day trip or excursion
**h** the cost of the whole trip

**4** **LISTENING 14** **Read the phrases below. Then listen again to the student in the exam and tick ✓ the phrases that the speakers use.**

**Suggesting a course of action**

I know, why don't we ...? ☐
Here's an idea. Let's ... ☐
I've got it. How about ...? ☐
I think we should ... ☐
You could always ... ☐
The other thing we should do is ... ☐

**Objecting**

I'm not sure/convinced about that. ☐
I don't think that's a great idea. ☐
Let's put that idea to one side for a moment. ☐
I see why you're saying that, but ... ☐
That's not a bad idea, but I think ... ☐
Alternatively, we could ... ☐

**5** **Write mini-conversations. Speaker A suggests a course of action and Speaker B objects to it and adds a reason, an opinion or another suggestion. Use different phrases from exercise 4 and the ideas in the box.**

| | | | |
|---|---|---|---|
| eat out | stay in a hotel | hire a car | visit a museum |
| take the train | have a Chinese meal | visit a castle | |

1 A: I know, why don't we eat out?
B: I don't think that's a great idea. I'd prefer to eat at home.
2 A: _____
B: _____
3 A: _____
B: _____
4 A: _____
B: _____
5 A: _____
B: _____

# 3G WRITING Essay: pros and cons

*I can analyse and express the pros and cons of a situation.*

## Preparation

**1** Read the exam writing task below and the model essay in exercise 2, ignoring the gaps. Choose the correct answers.

> Life for teenagers now is very different from life when their grandparents were growing up. Write an essay which presents the advantages and disadvantages of being a teenager in the 21st century, compared with 50 years ago.

1 The advantages are given in paragraph **B** / **C**.
2 The disadvantages are given in paragraph **B** / **C**.
3 The writer gives his opinion in the **introduction** / **conclusion**.
4 The writer believes that life for teenagers now is **better** / **worse** than it was 50 years ago.

**2** Complete the model essay with the words in the box.

finally firstly for example on balance
on the other hand secondly (x2)

**A** Many elderly people look back on their youth and claim that life was much better in days gone by. Is this merely nostalgia, or is life for young people really not as good now as it was in the past?

**B** [1]_____, technology has transformed all our lives in the last 50 years, and it has certainly improved the lives of teenagers. [2]_____, television, CDs, DVDs and computers all provide fantastic entertainment and the Internet makes it easy for teenagers to find information for their schoolwork. [3]_____, as a society we are richer than we were, and are able to buy more and better food, better clothes, and take holidays more frequently.
[4]_____, teenagers have much more freedom nowadays to wear what they like, to go out and generally to make decisions for themselves.

**C** [5]_____, teenagers probably aren't as active as they used to be. Many parents complain that they do less sport nowadays and spend more time indoors in front of screens. [6]_____, the pace of life was much slower 50 years ago. There was less pressure on young people to perform well in exams and they had more time to relax.

**D** While it is true that life was better for teenagers in some respects 50 years ago, [7]_____ I believe that the advantages of being a teenager in the 21st century outweigh the disadvantages.

## Writing guide

**3** You are going to do the exam writing task below. First think of two or three advantages and disadvantages of being a teenager as opposed to an adult. Use the ideas in the box to help you.

> Write an essay (200–250 words) which presents the advantages and disadvantages of being a teenager as opposed to an adult.

independence and freedom money work
relationships and friends responsibilities and worries

| Advantages | Examples |
|---|---|
| | |
| | |
| | |
| **Disadvantages** | **Examples** |
| | |
| | |
| | |

**4** Decide on a conclusion. Do the advantages outweigh the disadvantages, or vice versa? Make a note of your opinion and the reasons for it.

_____
_____
_____
_____
_____
_____
_____

**5** Write your essay (200–250 words) in your notebook.

**CHECK YOUR WORK**

Have you:
- ☐ used some of the expressions in the box in exercise 2?
- ☐ written 200–250 words?
- ☐ checked your spelling and grammar?

# 4A VOCABULARY AND LISTENING Politics and protest

*I can talk about politics and political action.*

**1** **Find eight words in the wordsearch and use them to complete the sentences below.**

| L | I | R | D | W | A | P | X | C | A | K | K | E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | E | M | O | N | S | T | R | A | T | I | O | N |
| U | N | A | P | E | N | T | O | M | I | O | N | T |
| E | X | P | M | U | C | I | N | P | A | R | T | Y |
| D | E | N | T | E | R | N | I | A | T | I | O | N |
| I | M | S | E | L | M | I | N | I | S | T | E | R |
| V | O | T | E | E | N | T | I | G | E | S | I | S |
| I | R | R | O | C | T | I | O | N | E | O | B | O |
| C | L | E | F | T | W | I | N | G | R | A | T | F |
| S | P | P | N | O | K | O | P | P | I | T | A | F |
| U | N | P | E | R | I | C | R | A | C | I | T | I |
| D | I | S | M | A | L | T | R | I | F | Y | O | C |
| P | R | E | C | L | O | N | A | T | I | V | E | E |

1 The Prime M_____ is in crisis after losing an important v_____ on the economy.
2 The Welsh Assembly uses a different e_____ system from the UK Parliament.
3 A group of l_____-w_____ politicians have launched a c_____ to have the minimum wage increased.
4 Because of her criminal record, she will not be able to hold public o_____ again.
5 Thousands took part in a d_____ against nuclear energy.
6 Very few teenagers belong to a political p_____.

**2** **Complete the questions with the correct form of the verbs in the box.**

call for gauge influence sign tackle

1 What's the best way of _____ public opinion?
2 How can governments _____ vandalism?
3 How much can protests really _____ government policies?
4 If you were going to _____ a referendum on one issue, what would it be?
5 Have you ever _____ a petition? If so, what for?

## VOCABULARY BUILDER (4.1): ELECTIONS »SB PAGE 137«

**3** **Match the two halves of the definitions (1–6) with a–f.**

1 Proportional representation is a political system which ☐
2 A hung parliament is an election result which ☐
3 A constituency is a small area of the UK which ☐
4 A general election is an election which ☐
5 A candidate is a person who ☐
6 A coalition is an agreement which ☐

a elects one member of parliament.
b allows two or more different parties to form a government.
c does not give a majority to any one party.
d aims to be elected.
e decides the national government of the UK.
f gives parties a number of seats in parliament according to the percentage of votes they get.

## VOCABULARY BUILDER (4.2): INTERNATIONAL ORGANISATIONS »SB PAGE 137«

**4** **Complete the names of the international organisations.**

1 Volunteers from the _____ Cross have arrived at the scene of the disaster to help with casualties.
2 The Worldwide _____ for Nature has successfully raised awareness of endangered species.
3 Amnesty _____ has asked members to write letters of complaint to the ambassador.
4 Several countries have been forced to ask the European _____ Bank for a loan.
5 Latvia joined the European _____ in 2004.

## Challenge!

**Choose a question from exercise 2 and answer it.**

_____
_____
_____
_____
_____

# 4B GRAMMAR Probability: present and future

*I can use modals to express present and future probability.*

**1** **Do the underlined words refer to the present or future? Write P for present or F for future.**

1 Jo loves Adele. <u>She's bound to have her new CD.</u> ☐
2 'Where's Lucy?' <u>'She'll be at her dance class.'</u> ☐
3 <u>Jack is likely to be angry</u> when he realises what's happening. ☐
4 £800 for a phone? <u>You can't be serious!</u> ☐
5 I've reminded Sam about the appointment three times, so <u>he shouldn't forget.</u> ☐
6 <u>Our guests may leave</u> before Hannah gets home. ☐

**2** **How probable is it that Charlie will buy a new phone? Number the sentences (a–f) from 1 (most probable) to 6 (least probable).**

a Charlie will definitely buy a new phone. ☐
b Chances are Charlie will buy a new phone. ☐
c Charlie might buy a new phone. ☐
d Charlie is bound to buy a new phone. ☐
e Charlie won't buy a new phone. ☐
f Charlie is very likely not to buy a new phone. ☐

**3** **ERROR CORRECTION** **Underline the mistakes and write the sentences correctly.**

1 Don't call Tara now – she'll have dinner.
_____
2 We probably might not get home until tomorrow.
_____
3 The match will finish by now. Let's see who won.
_____
4 Don't touch the glass, you must hurt yourself.
_____
5 If you invite him, he's bound he'll come.
_____
6 I'm sure our team may not win the league.
_____
7 Chances are nobody can notice our mistake.
_____
8 Dad mustn't be angry about my exam results – I haven't told him yet!
_____

**4** **Rewrite the sentences to include one of the words in brackets. Don't change the meaning.**

1 It's likely to be cold next month. (chances / bound)
_____
2 If you work hard, I expect you'll do well in your exam. (could / should)
_____
3 It isn't possible that the message is from John – he hasn't got a phone. (may not / can't)
_____
4 It's certain that Kate will get the job. (bound / likely)
_____
5 The only possibility is that this is the wrong key. (chances / must)
_____
6 I think it's unlikely our school team will win the league. (can't / will)
_____
7 I assume Harry has left the hotel by now. (will / could)
_____
8 It's possible that the hackers don't live in the same country. (could / might)
_____
9 My grandparents will probably emigrate when they retire. (chances / must)
_____
10 I assume your teachers are enjoying the holiday. (will / chances)
_____

## Challenge!

**Complete the five sentences about yourself.**

1 The chances are I _____
_____.
2 This evening, I might _____
_____.
3 If I'm lucky, I should _____
_____.
4 I'm not likely to _____
_____.
5 I'm bound to _____
_____.

# 4C CULTURE Religion and politics

*I can understand an article about a political and religious conflict.*

**Revision: Student's Book page 39**

**1** **Complete the summary with the words in the box.**

groups initiative rights struggle unrest

For centuries, British rule in Ireland was a cause of violence and civil [1]_____. After a long armed [2]_____, Ireland gained independence in 1922. Only Northern Ireland, with its Protestant majority, remained part of the UK. However, the Catholic minority there complained about bad treatment and a lack of civil [3]_____. Paramilitary [4]_____ from both communities started a campaign of violence which lasted until 1998, when a peace [5]_____ finally created the chance of a non-violent future for Northern Ireland.

**2** **Read the text about Partition. Which three independent states now exist in the area that used to be British India?**

1 _____

2 _____

3 _____

**3** **Answer the questions about the text.**

1 Before independence, which were the two main religious groups in India and which was larger?

_____

_____

2 What did most Indian politicians think of the idea of a separate state for Muslims, prior to 1947?

_____

_____

3 What was the main purpose of dividing India into two separate nations?

_____

_____

4 Where did millions of Muslims move to after 1947? Why?

_____

_____

**4** **LISTENING 15** **Listen to the information about Gandhi. Are these sentences true (T) or false (F)?**

1 Gandhi first campaigned for civil rights when he was away from his home nation of India. ☐

2 Gandhi only supported the use of violence after the British killed hundreds of Indian protestors. ☐

3 Gandhi spent six years in prison during the 1920s. ☐

4 Gandhi left his political party because he felt it did not share some of his most important beliefs. ☐

5 A member of a different religion killed Gandhi in 1948. ☐

# Partition

India has been an independent state only since 1947; before then, it was part of the British Empire, ruled by the United Kingdom. At that time, there were two main religious groups within India: Muslims and Hindus. Muslims were in the minority, and often felt badly treated by the Hindu majority, particularly when it came to legal and political issues. By 1940, it was clear that British rule in India was coming to an end. While a few politicians had talked about creating a separate state for India's Muslims, most of the leading politicians from both religious groups, including Gandhi, wanted India to remain a united country. But other political activists used religious differences to increase tension between the two communities, and violence began to break out. In 1946, a day of protests organised by the Muslim League led to riots in which more than 5,000 people were killed. People began to worry that Indian independence would be followed by all-out civil war between Muslims and Hindus.

In order to prevent civil war, a plan was made to divide India into two separate nations: one for the Hindus (India) and one for the Muslims (Pakistan). The boundaries of the two nations were drawn and in 1947, when India became independent, Pakistan was created. Millions of Muslims from India crossed the border into Pakistan, and millions of Hindus who now found themselves in Pakistan moved to India. The two newly independent nations were completely unprepared for dealing with such huge migrations. Violence broke out and hundreds of thousands of people were killed.

Today, the borders are not the same as they were in 1947: in the 1970s, part of Pakistan became another independent state, Bangladesh. And Kashmir, an area between Pakistan and India, is still a disputed territory.

## Challenge!

**Explain in your own words this famous quotation attributed to Gandhi: 'An eye for an eye makes the whole world blind'.**

_____

_____

_____

# 4D READING Freedom of speech

*I can understand a text about freedom of speech.*

## Revision: Student's Book page 41

**1** **Complete the sentences with nouns or adjectives ending in *-ism* or *-ist* formed from the words in brackets.**

1 My aunt launched a campaign against _____ (sex) in the media.

2 Have you ever been the victim of _____ (race) abuse?

3 A prominent political _____ (active) has been arrested outside the royal palace.

4 My dad studied _____ (journal) at university and later worked for the BBC.

5 My uncle is quite right-wing now, but he used to be a _____ (social).

6 Four men have appeared in court charged with _____ (terror).

**2** **Choose four more nouns or adjectives ending *-ism* or *-ist* and write sentences to show their meaning.**

1 _____

_____

_____

2 _____

_____

_____

3 _____

_____

_____

4 _____

_____

_____

**3** **Read the article opposite. Which sentence best describes Leila's attitude? Choose a, b or c.**

a Teenagers under eighteen should definitely be given the right to vote in general elections.

b Teenagers under eighteen should definitely be given the chance to become more involved in politics.

c Teenagers under eighteen probably wouldn't vote even if they were given the chance.

**4** **Read the article again and choose the best answers.**

1 Leila believes that teenagers are interested in
- a certain issues rather than party politics in general.
- b left-wing politics more than right-wing politics.
- c personalities in politics rather than issues.
- d finding out how the electoral system works.

2 When it comes to matters related to education, teenagers
- a can already help to make decisions.
- b are affected by decisions but can't influence them.
- c do not know enough to make good decisions.
- d are not mature enough to make important decisions.

3 Jocelyn doesn't think sixteen-year-olds should have the vote because
- a they wouldn't take it seriously.
- b they don't really want to vote.
- c they haven't yet had a university education.
- d most issues are not directly relevant to people that young.

4 Before Leila was asked to give her opinion on politics, what was her attitude to the subject?
- a She didn't think there was any possibility of the situation changing.
- b She got angry when people mentioned it.
- c She thought most politicians were dishonest.
- d She couldn't get it out of her mind.

5 What does Leila think sixteen-year-olds would do if they were given the vote?
- a They would vote for changes in the education system.
- b They might develop a more mature attitude to politics.
- c They would only take an interest in issues which directly affected them.
- d Nothing – they wouldn't want to vote.

## Challenge!

**Do you think sixteen-year-olds should be able to vote in general elections? Give three reasons to support your opinion.**

1 _____

_____

_____

2 _____

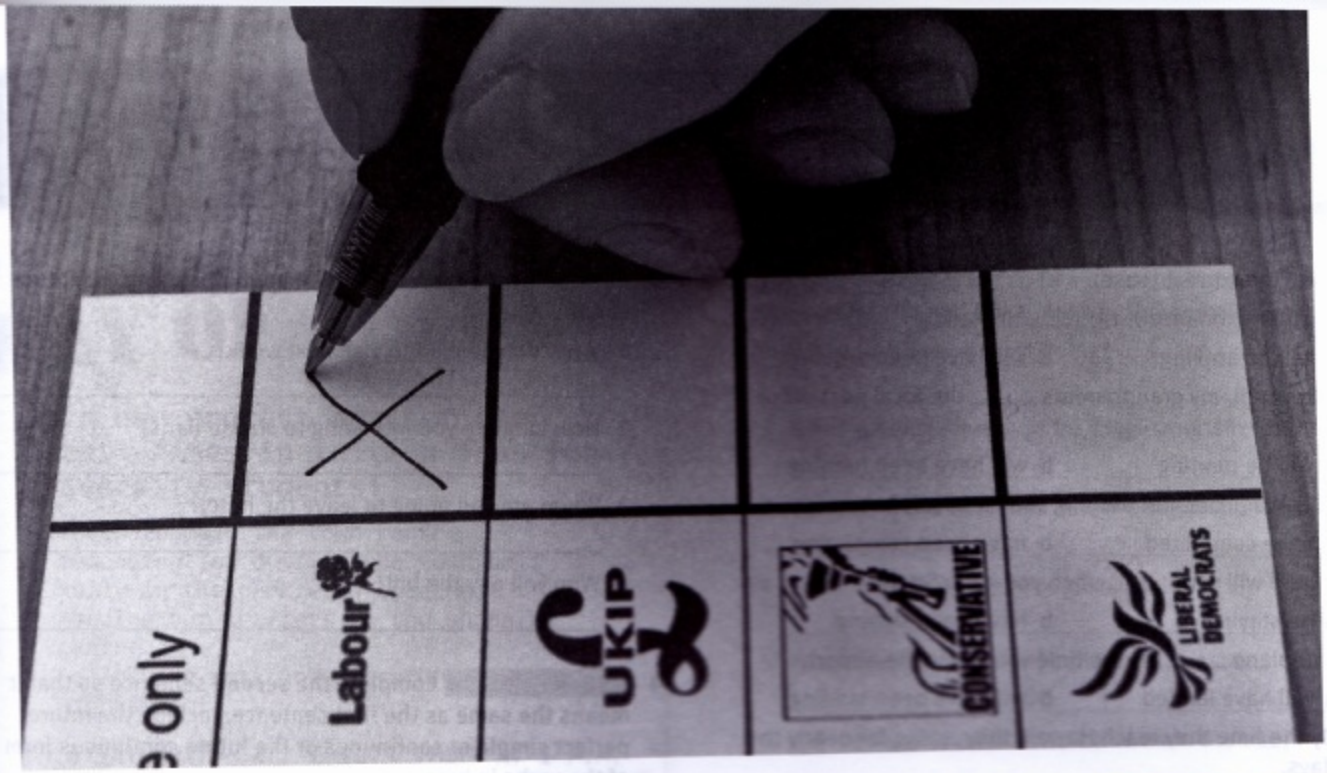
_____

_____

3 _____

_____

_____




# TEENAGERS IN THE WORLD OF POLITICS

**An article by Leila D'Angelo, a 16-year-old school pupil in London**

**The mention of politics is a sure way to make teenagers fall asleep.** Ask them if they think the Prime Minister is doing a good job and they'll probably just nod and smile, completely uninterested. But ask them if they agree with being taxed at sixteen, or if they think they should have more rights, and they could go on for hours. But surely that's politics too?

It is true that teenagers don't know a lot about politics, don't know who's left- or right-wing and wouldn't know what a coalition government was. But this is more due to the fact there is no way for us to become directly involved, because we can't vote until we're eighteen years old.

We are deemed responsible enough to have children, to join the army and to make a decision about our education that will affect us for the rest of our life – so why are we not considered mature enough to make decisions about the country that we live in? Matters of schools and education apply to young people more than anyone else – it is our education, after all, that is affected by changes in funding or policy. Is it fair that these decisions are made by politicians in their forties or older? Surely the people who are most knowledgeable in this area are us, the teenagers?

On the other hand, a lot of teenagers probably wouldn't take part if they were given the vote at sixteen. I spoke to Sharon, seventeen, from London, who said: 'A lot of sixteen-year-olds aren't responsible enough and wouldn't take it seriously. But we pay adult fares, so shouldn't we be adults all the way?' Jocelyn, sixteen, also from south-east London, disagrees. 'We shouldn't have the vote because it doesn't affect us yet. Voting concerns over-eighteens on things like university loans.' Giles, sixteen, asked the all-important question: 'Sixteen-year-olds should have a vote, yes, but do they really want to vote?'

And he's right – are we actually bothered? Not many of us are. To be honest, I didn't have any thoughts about politics until asked for my opinion on the subject. I didn't think giving us the vote was even up for question. Is this because I'm a political airhead, or because I'm conditioned to switch off when the topic is mentioned?

It would seem, then, that not all teenagers want the vote. But why would we want something we have always been told we are not ready for? If we were given the vote, maybe we would take on the responsibility to find out about what we are voting for and take it more seriously than many adults do.

Trust is a big deal for teenagers and the government has shown no faith in the teen community. You never know, maybe we would be even more reliable voters than adults. If the government does decide that it's going to give us the vote, then it will need to make an effort – taking the campaign into schools and colleges, selling us the benefits, and helping us to understand what we are being given the opportunity to do. We could even vote through our schools.

Perhaps voting in elections is too big a deal to be trusted to sixteen-year-olds, but we should be able to voice our views and vote on the issues that affect us. If the government gives us the vote, we won't try to take over the world, or vote for the UK's water system to be replaced with lemonade. We would just like to have our say, like everyone else.

# 4E GRAMMAR Future perfect and future continuous

*I can talk about actions at different times in the future.*

**1** **Choose the correct tense.**

1 This time tomorrow, we _____ in Paris.
a will be arriving b will have been arriving

2 Next April, my grandparents _____ the local post office for forty years.
a will be running b will have been running

3 Will Ava _____ her training course by July?
a have completed b have been completing

4 Where will you _____ when you go to Spain?
a be staying b have been staying

5 Our plane _____ by the time you get to the airport.
a will have landed b will have been landing

6 By the time they reach Hawaii, they _____ for nearly two days.
a will be travelling b will have been travelling

**2** **Complete the sentences with the future perfect simple or future perfect continuous form of the verbs in the box. Sometimes both tenses are possible.**

**be disappear hate invent read sit train travel wait wear**

1 In December, my parents _____ married for 25 years.
2 Do you think scientists _____ a machine for time travel by the end of this century?
3 By the time we get home, I _____ the same clothes for three days!
4 Kirstie and Elsie _____ for hours by the time we get there, unless we take a taxi.
5 By the time the Olympics begin, most athletes _____ for months, or even years.
6 When we get to Beijing, we _____ nearly 8,000 kilometres.
7 The kids will need to run around after the concert, because they _____ still for two hours.
8 By the end of today, I _____ this book for two weeks – and I'll only be half way through!
9 Dad will be back from his 'fun run' soon. I'm sure he _____ every minute!
10 By the time our grandchildren grow up, many species of animal _____ completely.

**3** **Rewrite the sentences as polite enquiries using the future continuous.**

1 What do you plan to visit next week?
_____

2 How long are you intending to stay in Paris?
_____

3 When are you going to leave the hotel?
_____

4 Who will pay the bill?
_____

**4** **USE OF ENGLISH** **Complete the second sentence so that it means the same as the first sentence. Include the future perfect simple or continuous or the future continuous form of the verbs in brackets.**

1 We'll finish all our exams in June. (take)
By the end of June, _____ all our exams.

2 Ben is starting a one–year degree course. (do)
Ben _____ a degree for the next year.

3 The bar stops serving drinks at 11 p.m. (serve)
The bar _____ drinks after 11 p.m.

4 My nine-year-old brother started English lessons when he was five. (have)
When my brother starts secondary school at eleven, he _____ English lessons for six years.

5 I'm going to learn to drive before I finish school. (learn)
By the time I finish school, I _____ to drive.

6 My uncle retires next month after 25 years with the company. (work)
When my uncle retires next month, he _____ for the company for 25 years.

## Challenge!

**Write four true sentences about yourself or your family. Use the future continuous in 1 and 2 and the future perfect simple or future prefect continuous in 3 and 4.**

1 At 9 p.m. this evening, _____ .
2 Tomorrow, _____ .
3 By midnight tonight, _____ .
4 When I'm thirty, _____ .

# 4F SPEAKING Role-play: agreeing and disagreeing

*I can discuss and agree on a plan of action.*

## DAY OF ACTION!

**Join our protest against the latest rises in tuition fees for university students!**

* March through the town centre
* Demonstration outside the town hall
* Rally in the park with speeches
* Handing out leaflets in the shopping centre
* Collecting petition signatures on the High Street

***THIS SATURDAY – ALL EVENTS START AT 1 P.M.***

**1** **Look at the poster and read the dialogue. Complete the highlighted phrases using the words in the box.**

| advantage | could | decided | don't | persuaded | still |
|---|---|---|---|---|---|

**Sam** So, what are we going to do for the Day of Action on Saturday?

**Chloe** I think we should join the demonstration outside the town hall.

**Sam** Really? [1] _____ you think that the rally will be more fun?

**Chloe** Maybe, but I [2] _____ think the demonstration is more important. It'll really get our message across.

**Sam** I guess you [3] _____ be right. But the big [4] _____ of the rally is that it's taking place in the park. We can take a picnic and a football. It'll be fun.

**Chloe** It isn't about fun. It's a protest!

**Sam** OK, you've [5] _____ me. We'll join the demonstration.

**Chloe** That's [6] _____ then.

**2** **Complete the table with the highlighted phrases from exercise 1.**

| **Persuading** | |
|---|---|
| 1 Wouldn't it be better to ...? | 3 _____ |
| 2 _____ | 4 _____ |
| **Compromising or agreeing** | |
| 5 OK. Let's agree on that. | 7 _____ |
| 6 _____ | 8 _____ |

**3** **LISTENING 16** **Listen to a dialogue between two teenagers, Ella and Mike. Answer the questions.**

1 What does Ella suggest doing?

_____

2 What is her main reason for suggesting it?

_____

3 What is Mike's objection to Ella's suggestion?

_____

4 What does Mike suggest taking part in?

_____

5 What is Ella's objection to Mike's suggestion?

_____

6 Whose suggestion do they agree on in the end?

_____

**4** **LISTENING 16** **Listen again. Complete the phrases from the dialogue.**

**Persuading**

Wouldn't [1] _____ join the march?

**Compromising or agreeing**

OK. Let's [2] _____, then.

**5** **Choose the correct answer.**

1 Everybody **is meeting** / **meets** at 1 p.m. in the park.

2 OK. Who **will make** / **is going to make** the placards?

3 According to the leaflet, the speeches **start** / **are starting** at 2 p.m.

4 Hmm. I think **I'll join** / **I'm joining** the rally instead.

**6** **Write a dialogue discussing plans for the Day of Action. Use the dialogue in exercise 1 as a model. Include phrases from exercise 2.**

**Boy** _____

_____

**Girl** _____

_____

**Boy** _____

_____

**Girl** _____

_____

**Boy** _____

_____

**Girl** _____

_____

**Boy** _____

_____

# 4G WRITING Formal letter: letter of protest

*I can write a letter of protest.*

## Preparation

**1** Read the letter of protest. Complete Elsie's paragraph plan below in your own words.

4 April 2013

Dear Mrs Jones,

I am writing to express my concern about the proposed closure of the skate park in Lower Road. I understand the council plans to close it in November.

I am very worried about the teenagers who currently use this facility. They will be forced to pursue their hobby in areas which are less safe, such as streets and shopping centres. Not only will this make them more likely to be involved in accidents with traffic, but it will also create a hazard for pedestrians. Expecting teenage skateboarders to avoid busy pavements is simply not realistic.

In addition, the planned closure gives a very negative signal to young people in the town, who have few opportunities for leisure activities. Although there is a sports centre, most teenagers cannot afford to join it. The skate park allows them to socialise outdoors in an enjoyable and healthy way without having to pay.

The fact is that young skateboarders need somewhere in town to practise their hobby. Depriving them of this facility will put their safety at risk and also the safety of pedestrians in town. I urge you therefore to reconsider your decision to close the skate park.

I look forward to your response.

Yours sincerely,

*Elsie Waters*

Miss E.W. Waters

| Paragraph 1: Reason for writing |
| --- |
| |
| **Paragraph 2:** First reason for protest |
| |
| **Paragraph 3:** Second reason for protest |
| |
| **Paragraph 4:** Desired action/outcome |
| |

**2** Write the missing words in these phrases. Then add the underlined phrases in Elsie's letter that could replace each one.

1 It is important to r_____ that ...

_____

2 It is for these r_____ that I think you should ...

_____

3 I wish to r_____ my opposition to ...

_____

4 I am particularly c_____ about ...

_____

## Writing guide

**3** You are going to do the exam writing task below. Think of two reasons to oppose the plan. Use the words and photos to give you ideas.

> Your local council has decided to save money by cancelling this year's summer carnival. Write a letter of protest (200–250 words) explaining why you think this decision should be reversed.

• community • costumes • procession

• charity • fun • fundraising

**4** In your notebook, write a paragraph plan like the one in exercise 1. Include your ideas from exercise 3.

**5** Write your letter in your notebook. Follow the paragraph plan you made in exercise 4.

**CHECK YOUR WORK**

Have you:

- ☐ clearly followed your paragraph plan?
- ☐ written 200–250 words?
- ☐ used some of the phrases in exercise 2?
- ☐ used an appropriate style for a formal letter?
- ☐ checked your spelling and grammar?

# 2 Get Ready for your Exam

Reading ▪ Listening ▪ Use of English ▪ Speaking ▪ Writing

## EXAM TASK – Reading

**Read the text and for each question (1–7) choose the paragraph (A–D) it refers to. Each letter can be used more than once.**

### A Aromatherapy

The smell of certain essential oils is helpful in aiding relaxation, which will make it easier to fall asleep. There are four oils you can buy that are especially effective for sleep therapy. The most fragrant-smelling is lavender, which is a muscle relaxant and has an overall calming effect. Chamomile soothes your nervous system and is gentle enough to be used not only on adults but also on youngsters. Clary Sage and Neroli are anti-depressant and relax the brain. Use a mixture of these oils three times daily: morning, afternoon and evening. Apply them to the skin or add a few drops to your bathwater.

### B Homeopathy

This kind of sleep therapy stimulates your immune system as well as relaxing your mind and body. A stronger immune system leaves your body better able to deal with the stresses and strains of everyday life and perks you up, putting you in a much more buoyant and positive mood. There are several kinds of homeopathic remedy available over the counter in selected pharmacies. Put a few drops in water to drink or – for a more tailored therapy – consult a homeopathic practitioner who will prescribe you a personal remedy that fits your type of sleeplessness. You will be given drops or small pills to take.

### C Healing touch therapy

There are several methods of massage which all have a holistic effect on the body. Many health troubles are stress-related, because stress causes the body's equilibrium to become unbalanced. Massage or 'healing touch therapy' is a proven technique for calming the body's central nervous system. It is very efficient as a treatment for stress and insomnia, as well as promoting a return to full health. Massage, combined with the use of the correct essential oils, is a doubly powerful sleep therapy. It is a therapy, however, that you cannot do yourself and requires a qualified practitioner.

### D Light therapy and chronotherapy

'Circadian rhythm sleep disorder' is a condition which requires intervention from a medical practitioner. It occurs when your personal 'body clock' is out of sync with daylight, so you have severe problems with sleeping and waking at the normal times. Scientists have found that by using light therapy or chronotherapy or both, they can help this condition. You are asked to sit in front of a full-spectrum light box which simulates daylight for a certain amount of time each day. Chronotherapy involves having your bedtime gradually moved forwards or backwards over a period of weeks until you acquire new sleeping habits.

**Which therapy:**

| | |
|---|---|
| 1 cheers you up as it takes effect? | |
| 2 makes you less likely to get sick? | |
| 3 restores the balance of your body? | |
| 4 is mild enough to be recommended even for children? | |
| 5 requires you to change your daily routine? | |
| 6 works even better when used alongside another therapy? | |
| 7 requires special equipment? | |

# 2 Get Ready for your Exam

## EXAM TASK – Listening

**LISTENING 17** **You are going to hear a radio interview. Choose the correct answer, A, B, C or D, to complete each sentence.**

1 According to Tanya, research suggests that
   - A most social activists today are in their twenties.
   - B American activists organise more social action than those in Europe.
   - C 73% of young people boycotted companies last year.
   - D this year nearly twice as many young people took social action as last year.

2 When asked about the Internet, Tanya says that
   - A Facebook is a good example of a social-networking site that actively supports big causes.
   - B Twitter is the most popular website for organising social protests.
   - C there are websites set up especially for organising social action.
   - D the Internet is the best way to gather together people with similar opinions.

3 Molly Katchpole was upset with her bank
   - A when they introduced fees for online payments.
   - B so she forced them to return the fees they unfairly charged her.
   - C so she got 130,000 people to sign a petition against them.
   - D so she decided to change bank as a sign of protest.

4 Tanya says that today
   - A there still aren't enough people who support social action.
   - B young people know they can make a difference in the world.
   - C people feel they don't have enough information to get involved in social action.
   - D the most successful group in political protests are young people.

## EXAM TASK – Use of English

**Complete the second sentence so that it means the same as the first sentence. Use the word in brackets. Pay attention to spelling and grammatical correctness.**

1 I never liked olives till I went to Greece. (have)
   I _____ olives since I went to Greece.

2 Michelle had to listen to Grandma's story for the whole evening. (made)
   Grandma _____ to her story for the whole evening.

3 He played football for ten years, then he broke his leg and had to retire. (been)
   After he _____ football for ten years, he broke his leg and had to retire.

4 Jared was never this rude as a child. (used)
   Jared _____ this rude as a child.

5 But did the team eventually manage to win the game? That's what I'd like to know! (if)
   I'd like to know _____ the game.

6 Oops! You broke Mum's favourite cup. I'm sure she'll be angry. (bound)
   Oops! You broke Mum's favourite cup. She _____ angry.

## EXAM TASK – Speaking

**The town council want to close a park near your school. You are a member of the student committee, which is planning to organise a protest against this decision. Talk to a friend about the steps to be taken.**

**Discuss your arguments in favour of saving the park, and agree on:**

- the type of action you want to take.
- participants.
- advertising.

## EXAM TASK – Writing

**The town council are planning to rebuild the local swimming pool. There are five different projects, from a very ambitious one with a modern spa and water slides to a simple renovation of the existing pool. Yesterday there was a meeting with the general public in the local community centre, where people could find out more and express their ideas and wishes.**

**Write a report of 210–230 words for the local newspaper about this event. In your report say**

- how many people appeared.
- what the atmosphere was like.
- what questions people asked.
- what the result was.

**Write your report in the appropriate style and format.**

# 5A VOCABULARY AND LISTENING Computing

*I can talk about everyday technology.*

**1** **Complete the texts with the verbs and prepositions in the boxes.**

| join | log on | on | post | to | update |
|---|---|---|---|---|---|

I love social networking. I [1]_____ [2]_____ Facebook most evenings. I usually find lots of other friends online too and [3]_____ their chats or I [4]_____ comments [5]_____ their walls. I usually [6]_____ my profile once a week or so – maybe change the photo or add something to my list of likes and dislikes.

| download | from | on | stream | to | upload |
|---|---|---|---|---|---|

I [7]_____ a lot of apps and music to my computer, usually [8]_____ iTunes. But the tracks are quite expensive, so I also [9]_____ a lot of live radio [10]_____ my phone or computer. I play in a band and I [11]_____ videos of us playing new tracks [12]_____ our YouTube channel so that other people can see them.

**2** **Choose the correct verbs to complete the instructions. Sometimes both verbs are correct.**

1 **Scroll down** / **Tap** to the bottom of the page and **click on** / **enter** the 'Contact' link.
2 **Browse** / **Search** through the folders on your hard drive, then **double-click** / **press** on the relevant icon.
3 **Enter** / **Key** the postcode, then **zoom in** / **zoom out** to see the street in greater detail.
4 **Swipe down** / **Scroll down** the list of contacts and **tap on** / **click on** the name you are looking for.
5 **Highlight** / **Scan** the words you want to change and **click on** / **key** the relevant button on the toolbar.

**3** **Match five of the tasks (A–G) below with the instructions in exercise 2. There are two tasks that you do not need.**

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

A Find and open a document on your computer.
B Reformat text in a document.
C Find and watch a video on your phone.
D Get in touch with the people who run a website.
E Stream a song to your computer.
F Find a friend's contact details on your smartphone.
G Locate a friend's address on an online map.

## VOCABULARY BUILDER (5.1): TECHNOLOGY COMPONENTS ››SB PAGE 138‹‹

**4** **Label the pictures with the words in the box.**

| antenna | axle | battery | circuit board | fan | lead | plug | pulley | strap |
|---|---|---|---|---|---|---|---|---|

1 _____

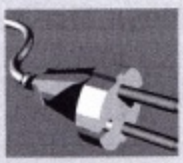
2 _____

3 _____

4 _____

5 _____

6 _____


7 _____

8 _____

9 _____

## Challenge!

**Write instructions on how to log on to a social-networking site and update your profile picture.**

_____
_____
_____
_____
_____
_____
_____
_____
_____

# 5B GRAMMAR Passive: all forms

*I can use the passive.*

**1** **Complete the sentences with an appropriate passive form of the verbs in brackets. Sometimes two tenses are possible.**

1 By next weekend, the house _____ (redecorate).

2 I had a feeling that I _____ (laugh at).

3 '_____ your car _____ (service) this year?' 'No, not yet.'

4 The vandals who _____ (arrest) by the police this morning _____ (see) last night near a shop window that _____ (break).

5 Right now the church _____ (renovate), so you can't go inside.

6 We'll have to wait until the gas cooker _____ (repair) before we can safely use it again.

7 Many rare species _____ (threaten) by climate change and could become extinct.

**2** **Make the active sentences passive. Be careful where you put the adverbs and prepositions.**

1 You can easily find our contact details on the website.

_____

_____

2 Thieves have recently broken into my house.

_____

_____

3 In German cities, they often clean the streets at night.

_____

_____

4 They sang that song beautifully.

_____

_____

5 Somebody has looked after this vintage car very well.

_____

_____

6 The teacher spoke to the student about his bad behaviour.

_____

_____

**3** **Complete the sentences with the passive form of the verbs in the box.**

| choose | do | lose | make | report | steal | store | wear |
|---|---|---|---|---|---|---|---|

1 I can't find my wallet. I think it might _____.

2 Shoes mustn't _____ in the mosque. Please remove them before you go in.

3 My letter didn't arrive. It must _____ in the post.

4 The deadline for my school project is tomorrow. So it has to _____ this evening.

5 I think smoking is terrible. It should _____ illegal years ago.

6 You shouldn't have left the scene of the accident. You ought to _____ it to the police.

7 During the flight hand luggage can _____ in the overhead lockers.

8 Do you think London might ever _____ again to host the Olympic Games?

**4** **ERROR CORRECTION** **Underline the mistakes and write the sentences correctly.**

1 I thought that I'd been being followed.

_____

2 This house will be never sold.

_____

3 The menu bar can being find at the top of the screen.

_____

4 The children were looked by the babysitter after.

_____

5 I've been being stared at by that man.

_____

## Challenge!

**Complete the sentences with a passive structure.**

1 Homework must _____.

2 I don't like _____.

3 The exam results will _____.

4 Computers mustn't _____.

# 5C CULTURE Internet privacy

*I can talk about technology and ethics.*

## Revision: Student's Book page 51

**1** Complete the sentences with the words in the box.

diagnosis injection laboratory laser patent (n, v) side effect

1 The drug I was taking had an unpleasant _____ – it made me feel a bit sick.
2 The doctors will have to carry out some tests before they can make an accurate _____ .
3 I had a tetanus _____ in my arm, but it didn't hurt.
4 My uncle carries out research in a _____ in Bath.
5 Drugs companies _____ new drugs so that people don't make cheap copies.
6 Doctors use a _____ during eye surgery to correct short sight.

**2** USE OF ENGLISH **Choose the correct words to complete the text below.**

| | | | | |
|---|---|---|---|---|
| 1 | a each | b all | c every | d the |
| 2 | a as | b for | c like | d to be |
| 3 | a which | b that | c when | d what |
| 4 | a on | b with | c for | d in |
| 5 | a provided | b until | c unless | d once |
| 6 | a away | b on | c over | d through |

**3** Are these sentences about the text true (T) or false (F)?

1 The text contains mostly fact, not opinion. ☐
2 We do not know the writer's own opinion on Internet privacy. ☐

**4** LISTENING 18 **Listen to six teenagers talking about Internet privacy. Which three speakers have serious concerns about Internet privacy?**

Speakers _____ , _____ and _____ .

**5** LISTENING 18 **Carefully read the sentences (a–f) below, then listen again and match them with the speakers (1–6).**

| Speaker | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

a I'm worried about the security of the data that companies hold.
b Our movements and actions are being recorded all the time.
c It's easy to ignore online advertisements.
d Losing our privacy is the price we pay for services that websites like Google provide.
e Online advertisements can be harmful.
f I trust the website companies to take good care of my personal data.

### Challenge!

**Write about your opinion on Internet privacy. Give reasons and/or examples to justify your views.**

_____

_____

_____

_____

_____

_____

# *Paranoia or real concerns?*

Almost [1]_____ time we visit a website, 'cookies' are sent to our computer and stored there, hidden from view. Most people do not even know they are there. But what are cookies and what are they used for? Some people see them [2]_____ 'spies' that record all our activity on the Internet, while others consider them to be harmless devices designed to make life easier for us. They are basically text files that store information that may be useful to the owners of websites that you visit. They can record which pages you looked at and, next time you visit that site, [3]_____ appears on screen takes account of that. They can also record payment details when you buy products online and make it easier for you to shop again at the same website.

What is there to worry about, then? That probably depends on how you feel about large organisations storing information about you. There are concerns that some websites are gathering too much personal information about users. Social-networking sites know about our friends, our tastes, our view of the world, our politics, our marital status, etc., and that information helps them target you [4]_____ personalised advertising. Moreover, some people fear that [5]_____ you have handed over personal data, it's very difficult to have it destroyed. What's more, the data could end up anywhere – the police or the government might want to see it, or companies might use it in unexpected or unacceptable ways.

You do, of course, have a choice. You can restrict the information you pass [6]_____ to Google and other sites. The downside is that you might find that surfing the Net and online shopping suddenly become a lot more difficult.

# 5D READING Cybercrime

*I can understand a text about Internet trolls.*

## Revision: Student's Book page 53

**1** **Complete the sentences with the words in the box. Use each word twice. Use the appropriate part of speech (noun or verb) and the correct form.**

hack jailbreak pirate

1 The film you bought on eBay isn't genuine. It's been _____ .

2 I've _____ my iPhone so that I can run unofficial software on it.

3 Last week two men were convicted of _____ . They had made thousands of illegal copies of computer games and tried to sell them online.

4 A teenager was arrested for _____ into a government website.

5 _____ share information on the Internet about how to alter the software on their smartphones.

6 Some computer _____ just do it for fun, others because they want to steal sensitive information.

**2** **Read the text opposite, ignoring the gaps, and answer the questions.**

1 How many victims of Internet trolls are named in the text?

_____

2 How many Internet trolls are named in the text?

_____

**3** **Match the gaps in the text (1–6) with six of the sentences (A–H) below. There are two sentences that you do not need.**

A More than 100 cruel messages were left in just 24 hours, and a fake Facebook page was set up in her name.

B Despite this, campaigners warn that online bullying is becoming increasingly common.

C Some visitors to the website might think that the opinion is genuine and start arguing.

D One troll was jailed for 56 days after tweeting such a message.

E Facebook too were unhelpful.

F They are in a virtual world and do not have to face their victims.

G But will the website operators reveal the names of the trolls?

H Some even threaten physical violence.

**4** **Read the text again and answer the questions.**

1 What do Internet trolls try to do when they join online discussions?

_____

_____

_____

2 Why did Nicola Brookes feel sympathy for the reality TV star?

_____

_____

_____

3 What is the most devastating consequence of a troll attack mentioned in the text?

_____

_____

_____

4 Why do trolls feel free to say unpleasant things online?

_____

_____

_____

5 What has Facebook been made to do?

_____

_____

_____

### Challenge!

**What advice would you give to a person who was a victim of Internet trolling?**

_____

_____

_____

_____

_____

_____

_____

# Internet trolls

**An Internet troll is someone who posts insulting or provocative comments in an online chat room, social-networking site or blog. Their aim is not to contribute to the discussion, but to upset people or make them angry.**

Sometimes the comments are fairly harmless. For example, a troll might visit a website that is dedicated to combatting global warming and post a comment like 'Global warming is a myth made up by second-rate scientists who just want to further their own careers.' [1] ☐ This is exactly what the troll wants: to start a fight.

However, many trolls are far more dangerous and post comments that are deeply hurtful, and often of a sexist or racist nature. [2] ☐ In 2011, 45-year-old Nicola Brookes left a message of support for a reality TV contestant on Facebook. The contestant had received hate mail on Facebook and, feeling sympathy for the young man, Ms Brookes left a message on his Facebook page, saying simply: 'Keep your chin up, Frankie, they'll move on to someone else soon.' They did move on to someone else – Ms Brookes – within minutes. [3] ☐

Racist trolling probably has the highest profile cases. When Premier League footballer Fabrice Muamba collapsed on the pitch during a match in 2012, racist messages appeared on Twitter taking pleasure in his misfortune and laughing at him. [4] ☐ Thankfully, Muamba made a complete recovery. The effects of such attacks can be devastating, especially for people who are being targeted precisely because they admitted to a vulnerability in the first place. There have even been one or two well-publicised incidences of people taking their own lives after being targeted by trolls on social-networking sites.

So why do trolls post messages that cause such distress? Some of them are sad, lonely people with their own problems who enjoy the attention their posts attract. They behave badly online because they feel liberated from normal standards of polite and considerate behaviour. [5] ☐ They say things that they would never dare to say in person. Finally, trolls believe that they can remain anonymous and that no one will ever discover who they are.

That is about to change, however. When Nicola Brookes first approached the police and made a complaint, they told her there was nothing they could do. [6] ☐ So she contacted lawyers and began legal action to force Facebook to disclose the identities of the trolls who had been tormenting her. She won the case and is free to pursue private prosecutions against those responsible for abusing her. With trolls facing exposure and possible prosecution in future, hopefully they will think twice before posting abusive messages.

# 5E GRAMMAR Use of the passive

*I can use the passive in the correct contexts.*

**1** **Rewrite the text. Use passive structures to make the underlined words the main focus of the sentences.**

**Mark Zuckerberg** created **Facebook** in 2004 when he was a student at Harvard University. He originally intended it to be a game in which people could compare **photos of students** and rate them according to who was the most attractive. The college banned **the project** within days, but it later became the basis for the social-networking site we know today. At first, it granted **membership** only to students, but later allowed **all people over the age of thirteen** to join. Today, over one billion people actively use **Facebook**. In 2011, Forbes Magazine declared **Zuckerberg** to be the ninth most powerful person in the world.

**2** **Rewrite these active sentences as passive sentences, avoiding the words *somebody*, *nobody*, *they* and *people*.**

1 People have polluted the lakes in our region.

2 They've sold the house next door.

3 Somebody will tell you when to start the exam.

4 They should have picked up the kids before four o'clock.

5 Nobody informed me about the change of venue.

6 I hope nobody will blame me for the accident.

7 They will install Wi-fi in the school once they have agreed on a price.

8 They wouldn't have cancelled the concert if they'd sold more tickets.

**3** **Rewrite the sentences using the passive. Make the indirect object the subject.**

1 They gave the teacher a present at the end of the year.
The teacher was given a present at the end of the year.

2 Nobody has taught him good manners.

3 My boss is promising me a big pay rise.

4 They gave me ten minutes to make up my mind.

5 They won't offer the job to Martin.

6 They awarded prizes to the cleverest students.

7 The bank owes Harry £100.

8 Somebody threw the boy a lifebelt.

## Challenge!

**INTERNET RESEARCH** **Find out four interesting facts about the invention of YouTube. Express them using passive structures.**

1

2

3

4

# 5F SPEAKING Stimulus description

*I can give reasons for choosing and rejecting options.*

**1** **Complete the phrases for speculating about a photo. Use the words in the box.**

| chances | imagine | judging | possible | seems | than | though |
|---|---|---|---|---|---|---|

1 There _____ to be ...
2 It looks (to me) as _____ / as if ...
3 It's quite _____ that ...
4 I should _____ ...
5 _____ by ..., I'd say that ...
6 _____ are (that) ...
7 More likely _____ not ...

**2** **Look at the photos of the hotel rooms below. Write two sentences speculating about each photo. Use the phrases in exercise 1 and the ideas in the box below to help you.**

| amenities in the hotel | comfort | price |
|---|---|---|
| what else there might be in the room | location | |

**Photo 1**

1 Judging by the furniture and the size of the room, I'd say the hotel is pretty expensive.
2 _____

**Photo 2**

1 _____
2 _____

**Photo 3**

1 _____
2 _____

**3** **LISTENING 19** **Read the exam speaking task below. Then listen to a student answering the questions. Which hotel does she choose and why?**

> In a competition you have won a two-night stay for you and your family at one of these hotels. Which would you choose and why? Why are you rejecting the other options?

_____
_____
_____
_____

**4** **LISTENING 19** **Complete the sentences from the student's answer. Then listen again and check.**

1 I think the hotel in the _____ photo would be the best _____ because it looks _____ and _____.
2 I wouldn't _____ the _____ hotel because _____.
3 The _____ I wouldn't go for the _____ hotel is that _____.
4 So, my _____ would be the second hotel.

**5** **Look at the photos again. In your notebook, write answers to the questions in the exam speaking task below.**

> An elderly relative is coming to spend a week in your town and has asked you to recommend a hotel. Which of the hotels below would you choose and why? Why are you rejecting the other options?

# 5G WRITING Story

*I can write a story on a given topic.*

## Preparation

**1** **Complete the sentences using the future in the past.**

1 'There's no time to get a coffee. The coach leaves in five minutes!'
There was no time to get a coffee because the coach was leaving in five minutes.

2 'My cousin arrives on Friday. She's to spend a week with us.'
My cousin arrived on Friday. _____ .

3 'I'm looking for a job. I'll have to pay my university fees.'
She was looking for a job because _____ .

4 'I'm excited. I'm going to get a new smartphone for my birthday.'
She was excited because _____ .

5 'I know I'll never forget your kindness.'
She knew _____ .

6 'We must get tickets quickly. The film starts in five minutes.'
They had to get tickets quickly because _____ .

**2** **Punctuate the sentences. They all contain direct speech.**

1 Where's the satnav she asked
2 He's so lazy she muttered He never helps
3 What you need he commented is a holiday
4 My favourite sport he declared is rugby
5 I hate you she screamed Get out of here

**3** **Choose the correct speech verbs.**

1 'Don't ever speak to me like that!' she **bellowed** / **stressed**.
2 'You just don't trust me, do you?' she **grumbled** / **warned**.
3 'That's a nice dress,' he **remarked** / **stressed**.
4 'We're getting married in May,' she **announced** / **cautioned**.
5 'It was my fault,' he **assured** / **acknowledged**.

## Writing guide

**4** **You are going to do the exam writing task below. Plan your story using the chart below.**

Write a story in which a piece of technology is of great help to the main character.

| **Background:** When/Where the events happen |
|---|
| |
| **Main character(s)** |
| |
| **Item of technology involved and how it helps** |
| |
| **What happens as a result** |
| |
| **How the story ends** |
| |

**5** **Think of a beginning for your story. You could**

- set the scene.
- start with a dialogue.
- start by looking back.

**6** **Write your story (200–250 words) in your notebook.**

**CHECK YOUR WORK**

Have you:

- ☐ included a mix of direct speech and ordinary narrative?
- ☐ punctuated the direct speech correctly?
- ☐ used a variety of speech verbs?
- ☐ used the future in the past where appropriate?
- ☐ written 200–250 words?
- ☐ checked your spelling, grammar and punctuation?

# 6A VOCABULARY AND LISTENING Describing food

*I can describe the taste and texture of food.*

**1 Solve the anagrams. Does the missing word have a positive (+) or negative (–) meaning? Circle + or – .**

1 This soup is really _____ (PANTSUNLEA). (+ / –)

2 The sandwiches had been made with _____ (SALET) bread. (+ / –)

3 This chicken is _____ (GOTUH). (+ / –)

4 My starter was rather _____ (SELSATTES). (+ / –)

5 The mushroom pie was served with _____ (RACYEM) mashed potato. (+ / –)

6 The curry sauce was very _____ (LADBN). (+ / –)

7 For breakfast, they ate poached eggs with _____ (RYSCIP) bacon. (+ / –)

8 I noticed that the orange juice tasted _____ (TIBTRE). (+ / –)

9 These chips are extremely _____ (SAYREG). (+ / –)

**2 Complete the sentences with the opposite of the underlined adjectives.**

1 This curry isn't too <u>spicy</u> – it's quite m_____ .

2 This apple isn't <u>sweet</u> – it's s_____ .

3 The menu describes this soup as '<u>mouth-watering</u>', but in fact, it's d_____ .

4 These oranges are <u>dry</u> – they're supposed to be j_____ !

5 Your cakes are always delicious and <u>light</u>, whereas mine are so s_____ .

6 These nuts must be old: they should be <u>crunchy</u>, but they're soft and c_____ .

7 I'm not keen on <u>sugary</u> snacks, but I love s_____ snacks like crisps.

## VOCABULARY BUILDER (6.1): INFORMAL FOOD IDIOMS »SB PAGE 139«

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

beans (x2) butter lunch nutshell peanuts pie plate potato

1 Theo has got a lot on his _____ at the moment, what with his school exams and the football team.

2 My mum likes to keep fit, but my dad is a real couch _____ .

3 I'll tell you all about my holiday later, but in a _____ , it was enjoyable but not fantastic.

4 The team has sacked their manager, but neither side will spill the _____ about what happened.

5 Our neighbour owns an apartment in Paris, and if we _____ her up, she might let us stay there.

6 As an artist, he's very talented, but as a person, he's totally out to _____ !

7 How can you be so full of _____ this early in the morning?

8 She loves her job, but she's paid _____ .

9 Our plan to buy a holiday home in Barbados turned out to be _____ in the sky.

## Challenge!

**Write a menu which includes eight of the adjectives in the box. You can decide how many different dishes to include.**

fresh fruity peppery raw rich ripe smoky smooth spicy sticky tasty

Starter: _____

_____

_____

Main course: _____

_____

_____

Dessert: _____

_____

_____

# 6B GRAMMAR Passive: advanced structures

*I can use advanced passive structures.*

**1** USE OF ENGLISH **Complete the second sentence so that it means the same as the first sentence. Include the passive of *know*, *think* or *believe*.**

1 It's known that there were early human settlements near natural salt deposits.
There _____ near natural salt deposits.

2 Soldiers in the ancient Roman army are known to have received salt as part of their wages.
It _____ salt as part of their wages.

3 A thousand years ago, salt was thought to be as valuable as gold.
A thousand years ago, it _____ as valuable as gold.

4 It's thought that a British tax on salt was one of the factors which led to Indian independence.
A British tax on salt _____ which led to Indian independence.

5 In some cultures even today, it's believed that salt has magical powers.
In some cultures even today, salt _____ magical powers.

6 It's believed that there are health problems connected with eating too much salt.
There are _____ connected with eating too much salt.

**2** ERROR CORRECTION **Underline the mistakes and write the sentences correctly.**

1 Two thousand years ago, the earth was known it was round.
_____

2 The dinosaurs are believed to die out because of a huge meteor impact.
_____

3 There have been known to be jellyfish in the sea for more than 500 million years.
_____

4 Today, the earth was known to have been 4.5 billion years old.
_____

**3** USE OF ENGLISH **Complete the second sentence so that it means the same as the first sentence. Use the passive with *may/might*, *should* or *must*.**

1 It's possible somebody told Josh about the party.
Josh _____.

2 It's essential to pay for tickets in advance.
Tickets _____.

3 It's good to water plants once a week.
Plants _____.

4 It's possible rabbits will eat our crops.
Our crops _____.

5 The only logical conclusion is that somebody stole our satellite dish.
Our satellite dish _____.

**4** **Complete the sentences with the passive gerund or passive infinitive of the verbs in the box.**

| call | collect | elect | give | interview | see | tell | treat |
|---|---|---|---|---|---|---|---|

1 I really can't stand _____ flowers.
2 Do you remember _____ to clean your room?
3 Our babysitter wants _____ a childcare professional.
4 My dad hopes _____ president of the golf club.
5 Beyoncé will never agree _____ for your magazine.
6 The shoplifter avoided _____ by security guards.
7 I've arranged _____ by taxi at midnight.
8 These days, women at work expect _____ more fairly than in the past.

## Challenge!

**Complete these sentences with your own ideas. Begin with a passive gerund or passive infinitive.**

1 I'm used to _____.
2 Can you imagine _____?
3 One day, I hope _____.
4 I don't remember _____.
5 Most people would prefer _____ than _____.

# 6C CULTURE Healthy living

*I can talk about food and nutrition.*

## Revision: Student's Book page 61

**1** **Match the words in lists A and B to form compound nouns. Then use them to complete the sentences below.**

| | | | | | |
|---|---|---|---|---|---|
| A: | energy | fat | portion | sedentary | weight |
| B: | cells | gain | imbalance | lifestyle | size |

1 Even a small, daily _____ can cause problems in the long term.

2 Too many sugary drinks and snacks can lead to rapid _____ .

3 In the past, people burned more calories because they had a less _____ .

4 A good way for parents to prevent obesity in children is to control _____ .

5 Losing weight does not reduce the number of _____ in your body, but they get smaller.

**2** **USE OF ENGLISH** **Complete the text opposite with words formed from the words in brackets.**

**3** **Answer the questions about the text.**

1 Which condition was the drug Exenatide initially designed to help?

_____

2 What is the difference between Exenatide and exendin-4?

_____

3 Which part of a Gila monster is exendin-4 obtained from?

_____

4 Which area of the brain does the drug work on?

_____

5 What other problems might the drug be able to help, aside from overeating?

_____

**4** **LISTENING 20** **Listen to three people giving their opinion of slimming drugs. Which speaker is the most strongly in favour of the drug?** Speaker _____

**5** **LISTENING 20** **Listen again. Match the opinions with the speakers. Write 1, 2 or 3 in the boxes.**

Which speaker believes

a everyone could lose weight if they avoid an energy imbalance? ☐

b the pill could be a good start for weight loss? ☐

c some people could misuse the pill? ☐

d most diets don't work? ☐

e we take too many pills these days? ☐

f magazines have a bad effect on self-image? ☐

# A NEW WAY TO GET SLIM?

New pills [1]_____ (offer) rapid weight loss are advertised every month in glossy magazines, but most have little or no [2]_____ (science) research to back up their claims. However, scientists in Sweden have discovered that a drug which [3]_____ (original) came from an oversized and [4]_____ (venom) lizard can effectively reduce food cravings. The unlikely claims have recently been published in *The Journal of Neuroscience*.

The drug Exenatide is widely used to control the blood sugar levels of people with type 2 diabetes. It is an artificially produced equivalent of a [5]_____ (nature) occurring chemical called exendin-4, which comes from a very unusual source: the saliva of a Gila monster. Gila monsters are a type of lizard found in the deserts of North America and are one of only two species of lizard [6]_____ (know) to produce venom. Since collecting the saliva is no easy task, scientists developed a way of creating a synthetic version of exendin-4.

Now, researchers at the Sahlgrenska Academy, part of the University of Gothenburg, have discovered that the drug has an [7]_____ (interest) side effect. A study with rats has demonstrated that exendin-4 is effective at reducing cravings for food. Leader of the study, Assistant Professor Karolina Skibicka, described the [8]_____ (find) as 'both unknown and quite [9]_____ (expect)'. Scientists hope that the drug may have applications beyond weight control. Since it targets the reward centres in the brain, it could potentially be used to control all kinds of addictions, including drug dependency and [10]_____ (alcohol).

# 6D READING Trade secrets

*I can understand a text about secret recipes.*

## Revision: Student's Book page 62

**1** **Complete the sentences with nouns formed from the verbs in the box.**

advertise approve argue consume discover invent know operate succeed

1 The _____ of alcoholic drinks on the London Underground is forbidden.

2 I logged into my girlfriend's Facebook account without her _____ .

3 They opened their first restaurant five years ago, and it was an instant _____ .

4 His mother's _____ has always been very important to him.

5 There is always a huge security _____ surrounding the Olympic Games.

6 We bought this exercise bike after seeing the _____ on TV.

7 Harry and Isaac aren't talking to each other – they must have had a big _____ .

8 A police investigation has begun following the _____ of a body in a river.

9 Before the _____ of the fridge, people used ice to keep food cool.

**2** **Form a noun or verb from each adjective below, using a dictionary to help you if necessary. Then write an example sentence for each one.**

1 tired: _____

_____

_____

2 short: _____

_____

_____

3 similar: _____

_____

_____

4 straight: _____

_____

_____

5 unhappy: _____

_____

_____

6 general: _____

_____

_____

**3** **Read the texts opposite. Which of the secret recipes is the oldest?** _____

**4** **Choose the correct recipe.**

**Which recipe:**

1 is now kept more safely than it used to be?

_____

2 did somebody pay money for?

_____

3 is probably worth the most of the three?

_____

4 includes quantities but not the method?

_____

5 was accidently thrown out by the makers?

_____

6 is known by only two people at the company?

_____

7 has never been bought or found?

_____

8 is partly revealed on the product label?

_____

9 is difficult to read?

_____

### Challenge!

**Explain the significance of these numbers, dates and prices in the texts.**

1838 _____

_____

$200 _____

_____

170 _____

_____

$50,000 _____

_____

11 _____

_____

# Secret recipes

**Lea & Perrins Worcestershire Sauce**

Developed by John Wheeley Lea and William Perrins, Worcestershire Sauce, with its rich and spicy taste, was an instant success when it went on sale in 1838. Since that time, the recipe for making the sauce has been a closely-guarded secret.

But after more than 170 years, the original recipe has been revealed. It was found in notes dating from the mid-1800s that were inadvertently dumped in a rubbish bin by the sauce factory. Brian Keogh, a former Lea & Perrins employee, discovered the notes, which were neatly written in ink in two leather-bound notebooks, and rescued them.

The label on bottles of the sauce lists vinegar, molasses, sugar, salt, anchovies, tamarind extract, onions and garlic. But it doesn't reveal the identity of other key ingredients, merely adding 'spice' and 'flavouring'. Mr Keogh's documents reveal that these could include cloves, soy sauce, lemons, pickles and peppers. They also show the all-important ratios of the ingredients, which until now have also remained a mystery. However, even with all the ingredients, there is no guarantee you would be able to make the sauce, because what makes it distinctive is the way it is made, which is still a secret.

**Dr Pepper**

Poking through antiques stores while travelling in Texas, Bill Waters found a tattered old notebook filled with formulas. He bought it for $200, suspecting he could resell it for five times that. It turns out his instinct about the book's value was more accurate than he knew. Mr Waters discovered that the book came from the drugstore where Dr Pepper was invented and includes a recipe for 'D Peppers Bitters'. A couple of months after buying the book, Waters took a closer look as he prepared to sell it. He noticed a prescription from a Waco store called the 'Old Corner Drug Store'. An Internet search revealed Dr Pepper, first served in 1885, was invented at the Old Corner Drug Store. As he gathered more information, Waters took a slower look through the 360 pages, which are filled with formulas for everything from piano polish to hair restorer. He eventually spotted the 'D Peppers Bitters' formula. The handwriting is not clear, but ingredients seem to include mandrake root and syrup.

'I felt like I had a national treasure,' said Waters. 'It probably has specks of the original concoction on its pages!' Dr Pepper's manufacturer says the recipe is not the secret formula for the modern day soft drink, only known by three Dr Pepper employees. But despite that, the notebook is expected to sell for between $50,000 and $75,000 when it goes up for auction.

**Kentucky Fried Chicken (KFC)**

Colonel Sanders' handwritten recipe for fried chicken arrived back in its Kentucky home on Tuesday after five months in hiding while KFC upgraded security arrangements.

KFC President Roger Eaton was visibly relieved when the door to a new electronic safe was shut with the single sheet of paper inside. 'Mission accomplished,' he said.

The recipe lays out a mix of eleven herbs and spices that coat the chain's Original Recipe chicken, including exact amounts for each ingredient. Written in pencil and signed by Harland Sanders around 70 years ago, the iconic recipe is now protected by an array of high-tech security gadgets, including motion detectors and cameras.

The recipe is such a tightly held secret that not even Eaton knows its full contents. Only two company executives at any time have access to the recipe. KFC won't release their names or titles, and it uses multiple suppliers who produce and blend the ingredients but know only a part of the contents.

Just how valuable is the recipe? According to Thomas P. Hustad, a professor of marketing in Indiana, the value is just as high for this secret recipe as for the Coke formula. 'I guess I'd put those two at the top of the pyramid,' he said.

The company's security expert Bo Dietl believes new security measures were essential. For years, the recipe was kept in a filing cabinet equipped with two combination locks. 'You could have used a metal bar to open that thing up,' Dietl said.

# 6E GRAMMAR Articles and quantifiers

*I can use articles and quantifiers correctly.*

**1** **Complete the text with *a*, *an*, *the* or nothing (–), if no article is required.**

Although [1]_____ British are more health-conscious than they used to be, many of them still like to eat [2]_____ bacon for breakfast once or twice [3]_____ week. But most are unaware that there is [4]_____ unusual custom surrounding bacon. [5]_____ custom is known to date back hundreds of years to [6]_____ 13th century or even earlier. According to tradition, [7]_____ married couple could win a large piece of bacon if they could prove to a judge that they had not regretted their marriage or had [8]_____ argument for at least [9]_____ year and [10]_____ day. In one town, Dunmow, [11]_____ couple had to kneel on sharp stones and say [12]_____ special poem which ended with the lines: 'For this is our custom at Dunmow well known, Though the pleasure be ours, the bacon's your own.' After [13]_____ poem, there was a noisy parade around town. Dunmow claims to be the only town in [14]_____ Britain which still continues [15]_____ tradition to this day.

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

1 My parents _____ went to university, but neither of them finished their degree.
a both b every c either

2 Nearly _____ of my classmates are going to the end-of-term party.
a every b most c all

3 My grandfather left £1,000 to _____ of his grandchildren.
a each b every c either

4 The best thing about this Indian restaurant is that _____ dish tastes different.
a another b all c every

5 We've hardly spent _____ time together this holiday.
a all b any c whole

**3** **Complete the sentences with *few*, *a few*, *little* or *a little*.**

1 Your homework would be better if you spent _____ more time on it.
2 These days, there are so _____ opportunities to escape from technology.
3 I've invited Claudia to the party, but frankly there's _____ chance she'll come.
4 Anna is spending the weekend with _____ of her friends from school.
5 As the detective was leaving the room, he noticed _____ blood on the wall.
6 Soya beans contain a lot of protein and very _____ fat.
7 Many people start writing a novel, but _____ people actually finish.
8 My grandmother spent _____ years in India when she was a child.

**4** **Add *of* to these sentences only when it is necessary in order to make the sentence correct.**

1 I gave Christmas presents to all ___ my friends.
2 Lions spend much ___ their time sleeping.
3 Both ___ his sisters went to this school.
4 Each ___ us understood how serious the situation was.
5 It was so hot that I spent the whole ___ night awake.
6 Are many ___ your friends going to university?

**5** **USE OF ENGLISH** **Complete the second sentence so that it means the same as the first sentence. Use the words in brackets.**

1 We didn't see any polar bears in Alaska. (no)
We _____ in Alaska.

2 There were very few people in the square. (any)
There _____ in the square.

3 He gave each of the children a copy of his new book. (every)
He gave _____ of his new book.

4 We couldn't eat all of the cake – it was huge! (whole)
We couldn't _____ – it was huge!

5 He spent most of his holiday in bed with sunstroke. (nearly)
He spent _____ in bed with sunstroke.

# 6F SPEAKING Stimulus description

*I can compare and contrast photos, and express opinions.*

**1** LISTENING 21 **Listen to a student doing the exam speaking task below. Which option does he choose? What two reasons does he give for choosing it?**

> You are planning a meal with classmates to celebrate the end of your exams. What kind of meal will you have? Choose one of the options in the photos. Justify your choice and say why you rejected the other suggestions.

**Choice:** _____

**Reason 1:** _____

**Reason 2:** _____

**2** **Draw lines to match the two halves of the phrases in the chart.**

| | |
|---|---|
| **A** | |
| 1 To my | a opinion that ... |
| 2 In my | b strongly that ... |
| 3 I'm of the | c mind ... |
| 4 I feel fairly | d clear to me that ... |
| 5 It seems | e opinion ... |
| **B** | |
| 6 I don't have any | f argued that ... |
| 7 I'm not | g a case for arguing that ... |
| 8 It could be | h sure, really. |
| 9 There might be | i strong opinions about ... |
| **C** | |
| 10 On | j time, ... |
| 11 But then | k the other hand, ... |
| 12 Having | l said that, ... |
| 13 At the same | m again, ... |

**3** **Complete the headings (A–C) in the chart in exercise 2 using three of the descriptions below.**

1 Tentative opinions
2 Suggestions
3 Firm opinions
4 Counter-arguments
5 Agreement and compromise

**4** **Write answers to the questions below. Include at least two phrases from exercise 2 in each answer.**

1 Do you think advertisements for junk food should be banned? Why? / Why not?

_____

_____

_____

_____

_____

2 Do you think children should be taught about healthy eating at school? Why? / Why not?

_____

_____

_____

_____

_____

# 6G WRITING Description of a place

*I can write a description of a place.*

## Preparation

**1** **Read the exam writing task and the model text below. Match the paragraphs (1–5) with the headings (a–f). There is one heading that you do not need.**

> Describe a restaurant which, because of its food and service, you would recommend as a good place for a special family meal.

1 The Silver Spoon is situated on a side street in a residential part of town. There are hardly any other shops or restaurants in the street, so if you didn't know it was there, you would never find it by chance. But it's definitely worth a special visit, even though it's off the beaten track.

2 Stepping inside, you notice that the interior is nothing special. It's quite traditional and a little dark – nothing like all the trendy, minimalist restaurants you find in town. But it's very comfortable.

3 What made a big impression on me the first time I went to the Silver Spoon was the friendliness of the people who work there. They're extremely welcoming from the moment you walk through the door. And throughout the meal, they're attentive without being annoying. They always manage to create a very relaxing and informal atmosphere.

4 But, of course, the most important aspect of any restaurant is the menu, and this is definitely the Silver Spoon's main attraction. They offer a range of dishes to suit every taste, from basic pasta with tomato sauce to exotic hot and sour Thai salads. The choice is impressive and the ingredients are always fresh. To finish the meal, they offer a variety of mouth-watering desserts.

5 All in all, the Silver Spoon is the perfect place for a special family meal. There are options to suit every budget, and for what you pay it's a great deal.

a Food ☐
b Staff ☐
c Value for money ☐
d Location ☐
e Decor ☐
f Atmosphere ☐

**2** **Rewrite the sentences replacing the underlined words with more interesting adjectives.**

1 I had a <u>big</u> pizza in a <u>nice</u>,restaurant by the sea.

_____

2 The decor was <u>nice</u> but the food was <u>bad</u>.

_____

3 The waiters were <u>nice</u> and the music was <u>good</u>.

_____

4 We had a <u>nice</u> table by the window and enjoyed the <u>great</u> views.

_____

5 The room was <u>big</u>,but there was a <u>good</u> atmosphere.

_____

## Writing guide

**3** **You are going to do the exam writing task in exercise 1. Plan your description by choosing four of the paragraph headings (a–f) and writing them in the chart below.**

| **Paragraph 1:** |
| --- |
| |
| **Paragraph 2:** |
| |
| **Paragraph 3:** |
| |
| **Paragraph 4:** |
| |
| **Paragraph 5:** Conclusion |
| |

**4** **Add notes to your paragraph plan. You do not need to write complete sentences, but do include some interesting adjectives.**

**5** **Write your description (200–250 words) in your notebook.**

**CHECK YOUR WORK**

**Have you:**

- ☐ followed your plan from exercises 3 and 4?
- ☐ used interesting adjectives?
- ☐ written 200–250 words?
- ☐ checked your spelling and grammar?

# 3 Get Ready for your Exam

Reading • Listening • Use of English • Speaking • Writing

## EXAM TASK – Reading

**Read the article about the influence of technology on students' learning. For each gap (1–7) choose the sentence (A–J) that fits best. There are three sentences that you do not need.**

### e-learning: Hazy past – better future?

How much of an effect does technology have on students' learning? [1]_____ For the last fifteen years, there have been countless studies made of the impact of technology on helping students to learn. Currently available technologies, the most important of which are computers and the Internet, apparently provide a learning environment in which problem-solving and intellectual enquiry can flourish. [2]_____ Or so the theory goes. My own viewpoint is rather different, I'm afraid.

Computers have been around for two decades as part of school equipment. [3]_____ This is because schools have done what every organisation does when it sees an innovation – it crams the innovation into its existing model, which adds cost but doesn't transform the standard classroom. [4]_____ Content is king and the mode of delivery is irrelevant. If a teacher makes the subject matter interesting, it does not matter what, if any, equipment is used. Furthermore, it is perhaps an obvious point, but every person learns differently. We have different intelligences, aptitudes and learning styles depending on the subject. [5]_____ This would be perfectly possible with computers. Except that, unfortunately, individual learning plans are still prohibitively costly as compared to a generalised class plan.

However, change is on the horizon. I think student-centred learning will become the norm and transform education. Computers will pave the way for far more independent learning. [6]_____ They can study from home thanks to the fact that more learning programmes are being written for learners who are forced by their circumstances to be self-sufficient. There will be a wealth of materials, tests, exams, courses and degrees, produced to a high and globally-acceptable standard. [7]_____ This would prove especially beneficial in those areas of the world where quality education is limited or extremely expensive. Therefore, in a few years' time we could reconvene and have a completely different conversation about technology and its impact on learning.

**A** And I truly believe that eventually they will influence all types of study, both in school and beyond the classroom.
**B** It's hard not to wonder why, being aware of that, educators don't customise the way they teach and test.
**C** A significant one, it seems, according to experts.
**D** Technology allows students to study at their own pace and encourages them to take the initiative and learn independently.
**E** The process of learning in the classroom may become significantly more effective as students can manipulate information on the computer.
**F** There are, of course, hurdles like costs to overcome, but it's just a matter of time and effort.
**G** We have, during that period, spent over $60 billion on them, but in my view they seem to have had little or no effect on learning in schools.
**H** Computers are only as good as the teachers who are teaching with them.
**I** Students who currently don't have access to schools or teachers are now able to get online.
**J** Students can communicate their ideas to their teacher using a variety of media.

## EXAM TASK – Listening

**LISTENING 22** **You are going to hear five people talking about weight loss. Use the information from the listening to complete the sentences (1–5). Use two or three words.**

1 Speaker 1 is only slim if she is _____ or counts calories.
2 Speaker 2 thinks: 'As long as you burn _____ as you eat, you have nothing to worry about.'
3 Speaker 3 has always been a few kilos overweight. She's trying to lose them _____ calories.
4 Speaker 4 is worried he will _____ if he doesn't keep playing rugby.
5 Speaker 5 doesn't eat carefully to stay slim but to _____.

# 3 Get Ready for your Exam

## EXAM TASK – Use of English

**Read the text below. Choose the correct answer, A, B, C or D, to complete each gap.**

Semco, a Brazilian manufacturing company, is possibly one of the most interesting companies in the world. [1]_____ its competitors, there are no job titles, offices, bosses or secretaries. People set their own salaries and organise their own work day, and everyone shares in the profits. This may sound like a(n) [2]_____ for disaster. Nonetheless, Semco has grown consistently for the last twenty years, despite being located in one of the world's most volatile markets.

Ricardo Semler took over the company from his father at the tender age of 21. If there hadn't been a worldwide recession, such responsibility [3]_____ so early on this young man's shoulders. However, Semler saw an opportunity for change, since Semco [4]_____ previously run on traditional authoritarian lines. Overnight he fired 60% of the company's top management, many of whom were his father's friends.

Semler set to work designing a diversification strategy. One of his managers came [5]_____ the idea of small, self-managed teams of workers who would be entirely in charge of all aspects of production. Their salaries would be linked to the profit they made. [6]_____ did costs go down, but productivity and profits also went up. The new Semco was being born.

| | | | | |
|---|---|---|---|---|
| 1 | **A** Contrary | **B** Unlike | **C** Against | **D** Opposed |
| 2 | **A** case | **B** definition | **C** idea | **D** recipe |
| 3 | **A** might not have fallen | **B** can't have fallen | **C** must not be falling | **D** could not fall |
| 4 | **A** has | **B** had been | **C** was | **D** has been |
| 5 | **A** down to | **B** forward | **C** up with | **D** into |
| 6 | **A** When | **B** Even though | **C** While | **D** Not only |

## EXAM TASK – Speaking

**These two photographs show people eating. Compare and contrast them.**

**These ideas may help you:**

- setting – place and atmosphere
- people's feelings – mood, facial expressions, conversation
- food – people's eating habits and attitudes to food

## EXAM TASK – Writing

**You have seen an advert in a teenage magazine in which they invite schools to participate in a competition entitled *Healthy School*. Write an email (200–220 words) to the organisers. In your email**

- say why you are writing.
- explain how your school supports healthy lifestyles.
- ask for more information on the competition.
- ask how to apply to take part in the competition.

**Write your email in the appropriate style and format.**

# 7A VOCABULARY AND LISTENING News

*I can talk about the news.*

**1** **Complete the definitions.**

1 A very short item of important news: news f_____
2 A TV channel that only has news stories: r_____ n_____ channel
3 A news report of something that is happening now: b_____ news
4 A newspaper with serious news and analysis: b_____
5 An article in a newspaper that gives the paper's political point of view: e_____
6 A newspaper with lots of gossip and human-interest stories: t_____
7 The act of altering or removing articles from newspapers that are thought be politically threatening or immoral: c_____
8 A description of an event by somebody who actually saw it: e_____ account
9 A personal record of news on a website that is frequently updated: n_____ b_____
10 Someone who reports news from a particular country or on a particular subject: c_____
11 An article in a newspaper that appears regularly and is usually written by the same person: c_____
12 The first page of a newspaper: f_____ page
13 The spreading of news by ordinary people: c_____ journalism

**2** **LISTENING 23** **Listen to an excerpt from a TV news flash. Are the sentences true (T) or false (F)?**

1 The information in Dan's report is new. ☐
2 Dan has seen tanks on the streets. ☐
3 Dan knows where the president is. ☐
4 The top story in most of the tabloids is about a war. ☐
5 Two broadsheets have differing opinions on the education reforms. ☐
6 The government is concerned about racist articles in the press. ☐

**VOCABULARY BUILDER (7.2): HEADLINES AND NEWS VOCABULARY** **>>SB PAGE 140<<**

**3** **Complete the headlines with the words in the box. Then write a complete sentence explaining each headline.**

axe bid curb plea quit vow

1 Police in _____ for witnesses
_____
_____

2 1,500 jobs to be _____d at car factory
_____
_____

3 New alcohol tax in _____ to _____ alcohol abuse
_____
_____

4 Bank boss to _____ after corruption scandal
_____
_____

5 Minister _____s to boost education spending
_____
_____

## Challenge!

**Find two interesting headlines on British newspaper websites (e.g. www.mirror.co.uk). Write them below with an explanation.**

1 _____
_____
_____

2 _____
_____
_____

# 7B GRAMMAR Reported speech

*I can report what people have said and asked.*

**1** **Change the direct speech to reported speech. The people are/were talking to you.**

1 'You should read my news blog.'
Emma says _____.

2 'I'll be working at home tomorrow.'
My mum said _____.

3 'I hate watching the news on TV.'
Anna says _____.

4 'You haven't been working hard enough.'
Ben complained _____.

5 'I hadn't expected the broadcast to be live.'
Ian explained _____.

6 'I'd like to borrow your newspaper.'
Fred said _____.

7 'I don't want to go to the theatre.'
Amy has said _____.

**2** **Choose the correct answers.**

1 Sam **said** / **told** her to leave.
2 'This article is really interesting,' **said** / **told** Harry.
3 'I'm hungry,' she **said** / **told** to her dad.
4 They **said** / **told** me he was a reporter.
5 Jake **says** / **tells** that he wants to study journalism.

**3** **Read the dialogue and complete Imogen's report of the conversation.**

| | |
|---|---|
| **Imogen** | What are you doing? |
| **Ed** | I'm writing a letter to the newspaper. |
| **Imogen** | What's the letter about? |
| **Ed** | It's about crime rates in our town. There should be more police! |
| **Imogen** | You should mention that recent bank robbery. |
| **Ed** | I will, if I can find the name of the bank. |
| **Imogen** | Have you looked online? |
| **Ed** | I can't. Somebody has stolen my laptop! |

I asked Ed what [1]_____. He explained that [2]_____. I asked [3]_____, and Ed replied [4]_____. He said that [5]_____. I said [6]_____ and Ed said [7]_____ if [8]_____. I asked [9]_____. He said [10]_____ because [11]_____!

**4** **LISTENING 24** **Listen to a woman carrying out a survey about newspapers. Report the questions.**

1 She asked him if he read _____.
2 She asked him _____.
3 She asked him _____.
4 She asked him _____.
5 She asked him _____.
6 She asked him _____.

**5** **Match the answers (a–f) with the questions in exercise 4.**

a There should be more sport. ☐
b I've bought a paper every day. ☐
c Yes, I do. Most of the time. ☐
d Yes, I read the newspaper every day. ☐
e I like *The Times*. ☐
f There's a good mix of serious news and human-interest stories. ☐

**6** **Now complete the woman's report.**

The man told her he read _____ and that _____ every day that week. He said _____ *The Times* and that he liked it _____. However, he told her _____. In answer to the final question, he said that _____.

## Challenge!

**Report a conversation that you had recently with a friend or a member of your family.**

_____
_____
_____
_____
_____
_____
_____
_____

# 7C CULTURE Making news

*I can understand an article about journalism.*

## Revision: Student's Book page 73

**1** Complete the text with the correct form of the verbs in the box.

analyse build up democratise give have spread

Twitter has [1]_____ the news – enabling people to read about events from the perspective of ordinary people. One problem, however, is verification. It's important to [2]_____ a picture of other tweeters in order to tell if they're merely [3]_____ misinformation. Another drawback of Twitter is that it is impossible to [4]_____ the context to important stories or to [5]_____ events in detail because tweets cannot be longer than 140 characters. Nevertheless, Twitter has [6]_____ a huge impact on conventional journalism and most reporters now rely on it.

**2** LISTENING 25 Listen and match the news reports (A–E) with the summaries (1–8). There are three options that you do not need.

| A | | B | | C | | D | | E | |
|---|---|---|---|---|---|---|---|---|---|

This report

1 reveals how some staff behaved dishonestly.
2 gives details of an unusual theft from a sporting venue.
3 explains how people have been left vulnerable in a US state.
4 reveals how people are celebrating the record-breaking hot weather.
5 discusses the effect of personnel reductions in an important institution.
6 outlines how staff will benefit from government changes.
7 explains how a group were responsible for a new record.
8 details the resignation of a prominent leader.

**3** Complete the text opposite with words formed from the words in brackets.

# *Fleet Street*

**Nowadays, journalism can be a lonely job, with hours spent at a computer or on the phone.** But if you say the words 'Fleet Street' to a British journalist, you conjure up an [1] exciting (excite) past world, where the [2]_____ (write) word was gold and the newspaper was king.

Fleet Street, in the centre of London, is synonymous with the British press because of its [3]_____ (history) links with the news world. This world had its [4]_____ (begin) in the 1500s, when the first printing works appeared there. Soon, the area became well known for producing books and pamphlets and during the 1700s, the first [5]_____ (day) newspapers appeared.

Fleet Street was the perfect [6]_____ (locate) for gathering news. It was close to the City – the [7]_____ (finance) centre of London – the Old Bailey, which is the main [8]_____ (crime) court, and the [9]_____ (govern) in the Houses of Parliament. By the middle of the 20th century, almost every major tabloid and broadsheet had its head office in Fleet Street. Journalists would rush and fight to get the [10]_____ (late) news stories. They would spend long hours in the Fleet Street pubs and restaurants, interviewing their 'contacts' while drinking and eating at the expense of their [11]_____ (employ). It was the street that never slept.

However, from the 1980s, technology was starting to change the way newspapers were produced, so new and bigger premises were needed. Gradually, all the papers moved to the outskirts of the city. Printing became [12]_____ (computer), and journalists began spending more time on their mobile phones and less time on their [13]_____ (prolong) business lunches.

Many older journalists are still unhappy about the changes. One of them, Peter McKay, wrote in *The Independent*, 'Fleet Street was a seething mass of printers, advertisers and journalists, drinking and punching each other every night, all night. People [14]_____ (literal) never went home … Nowadays we sit in the far corners of London, like battery hens at computer terminals, pecking out our stuff and never meeting one another.'

## Challenge!

INTERNET RESEARCH Find out some interesting facts about a famous newspaper such as *The Times* or *The New York Times*.

_____

_____

_____

_____

_____

# 7D READING Early communication

*I can understand a text about communication between early humans.*

## Revision: Student's Book page 75

**1** Complete the sentences with the correct form of the phrasal verbs in the box.

| catch on | come up with | drag on | put up with |
|---|---|---|---|
| set up | settle on | | |

1 Baggy sweatshirts aren't very fashionable now, but they might _____ .
2 The meeting was supposed to end at six, but it _____ until seven.
3 Teachers at our school don't _____ rudeness or lack of punctuality.
4 My brother _____ an Internet company two years ago and he already employs ten people.
5 We considered going to Italy for our holidays, but we eventually _____ Spain.
6 Sales are very bad this year. We need to _____ a new way of attracting customers.

**2** Read the text opposite quickly and match photos 1–3 with paragraphs B–D.

| Photo 1 | | Photo 2 | | Photo 3 | |
|---|---|---|---|---|---|

**3** Choose the best summary of the text.

1 Prehistoric people could draw and carve before they could talk. ☐
2 The foundation for today's non-verbal communication began with ancient caveman drawings. ☐
3 Early Egyptians are responsible for creating today's alphabets. ☐

**4** Are the sentences true (T) or false (F)?

1 There is a large amount of conflicting evidence for how the human race began to talk. ☐
2 It is thought by many that the earliest cave painters had already mastered language. ☐
3 Evidence of communication using sand and stones has been found. ☐
4 Petroglyphs seem to represent ancient belief systems. ☐
5 There were no similarities between the systems of ideograms developed by different cultures. ☐
6 The English and Chinese alphabets both came from systems of ancient ideograms. ☐

**5** Match the underlined phrasal verbs in the text with these definitions.

1 decipher _____
2 become _____
3 represents _____
4 convey _____
5 seen with difficulty _____
6 invented _____

## Challenge!

INTERNET RESEARCH Research how your language relates to English or another language.

_____
_____
_____
_____
_____
_____
_____
_____

# Making our mark

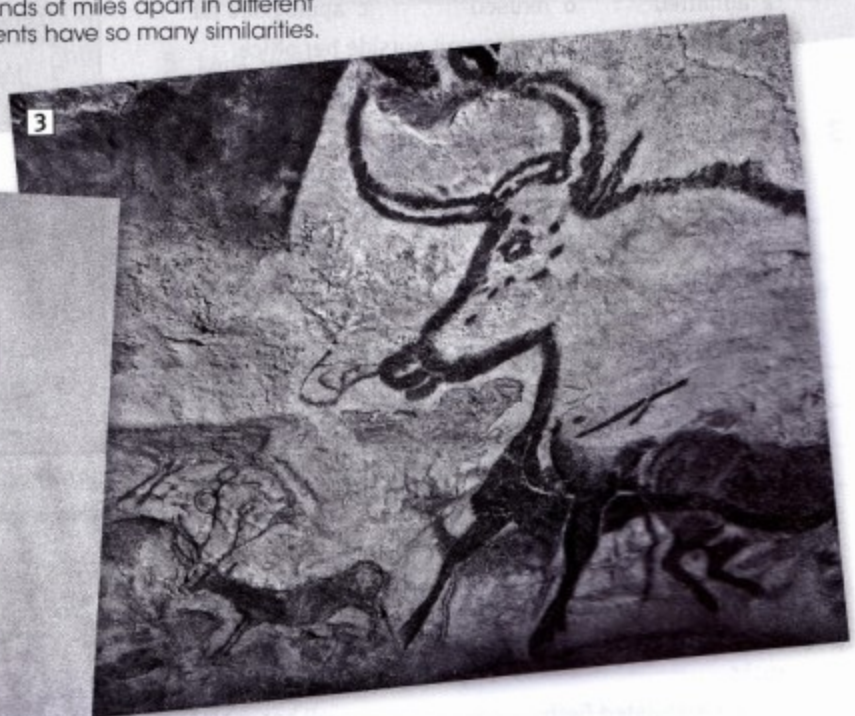
**A**
Human beings are social animals and communicating has always been of vital importance to us. We have developed our communication skills further and faster than any other species. However, no one really knows how humans began to communicate verbally. How did noises and grunts turn into words, and how did people agree on what those words meant exactly? Scientists have many theories, but there is no consensus, because there is obviously no hard evidence for any of these theories. In fact, the origin of verbal communication is considered the 'hardest problem in science'.

**B**
However, there is one form of early communication that scientists do have hard evidence for, and that is the written form. Archaeological discoveries have enabled scientists to track the evolution of these early non-verbal forms. The earliest form that we know of is painting on rock. The oldest known cave paintings, dating back 30,000 years, are to be found in the Chauvet Cave in France. They are skilfully executed and quite beautiful. Just as young children learn to draw before they master more complex forms of communication, so our first attempts to pass on information probably took the form of pictures. We don't know how much these early people talked, but these paintings describe the hunt for food. Scenes of hunting expeditions and pictures of animals, especially horses and bison, can be made out.

**C**
The next step in written communication for which we have solid evidence is carvings in a rock face. These date back 12,000 years and are known as petroglyphs. Early man could well have made markings in sand, or used stones in a particular way to communicate, though this was obviously temporary. However, prehistoric pictures of people and animals made on rock faces have survived in every continent of the world, except Antarctica. It is difficult to work out what the lines of people, animals and objects were used for exactly, but by studying some tribes who still use them, it would appear that they have deep cultural and religious significance. It is still a mystery to researchers how petroglyphs found thousands of miles apart in different continents have so many similarities.

**D**
Later, between 9000 and 5000 BC, pictures started to represent concepts and ideas. These are known as ideograms. Because some ideas are universal, a number of the corresponding ideograms look the same, though developed by different cultures. For example, an eye with a tear stands for sadness. These symbols evolved into early writing systems around 4000 BC. The remarkable thing is that all the alphabets around the world have developed from early ideograms. The Korean alphabet, thought up in 1443, is the only exception to this.

**E**
Once the human race had mastered the written word, there was no stopping us! We now live in a world of books, texts, newspaper articles, headlines, adverts, emails, magazines; we are surrounded by words and pictures. Forms of communication may become ever more sophisticated, but we developed the basics thousands of years ago and we still rely on them today.



# 7E GRAMMAR Reporting verbs

*I can report what people have said in a variety of ways.*

**1** **Change the sentences into reported speech. Use the reporting verbs in the box and a *that* clause.**

| admit | announce | complain | explain | promise |
|---|---|---|---|---|

1 'I've got too much homework!'
He complained that _____

2 'I got up early because I had a lot of work to do.'
_____

3 'My sister's going to have a baby.'
_____

4 'I won't tell anyone your secret.'
_____

5 'I broke the vase in the living room.'
_____

**2** **Decide which verb (a–c) does not fit in each sentence.**

1 The manager ___ that we finish work early.
**a** proposed **b** suggested **c** ~~told~~

2 George ___ to us that he had found a new job.
**a** added **b** explained **c** announced

3 My uncle ___ me to accompany him to New York.
**a** invited **b** asked **c** warned

4 Henry ___ taking the bus into town.
**a** advised **b** agreed **c** suggested

5 Harry ___ writing the anonymous email.
**a** admitted **b** refused **c** apologised for

6 The head teacher ___ us to wait outside her office.
**a** instructed **b** agreed **c** asked

**3** **Complete the sentences with a preposition, if necessary, and the infinitive or *-ing* form of the verbs in the box.**

| give | go | help | lie | pass | pay | steal | swim | tell |
|---|---|---|---|---|---|---|---|---|

1 David offered _____ me with the housework.

2 Mandy requested that I _____ nobody about her decision to resign from her job.

3 Martha denied _____ money from the till.

4 Sean accused me _____ to him.

5 Hayden insisted _____ for my cinema ticket, even though he was almost broke.

6 My parents forbade me _____ to the music festival.

7 Chris agreed _____ me a lift into town.

8 The lifeguard warned us not _____ near the rocks.

9 We congratulated Beth _____ all her exams.

**4** **Report the sentences using the verbs in the box. Sometimes more than one answer is possible, but you should use each verb only once.**

| apologise | demand | deny | order | refuse | remind | suggest |
|---|---|---|---|---|---|---|

1 'Go to your room this instant,' my dad said to me.
_____

2 'Don't forget to phone me this evening,' Sarah said to Clare.
_____

3 'It wasn't me who ate all the biscuits,' said Owen.
_____

4 'I won't lend you my pink jacket,' said Amy to Sandra.
_____

5 'Kate must apologise to Andrew,' said Mum.
_____

6 'Why don't we go and see a film?' said Dave.
_____

7 'I'm sorry I lost my temper,' said Robert.
_____

## Challenge!

**Write sentences about things that have happened to you. Use the verbs below.**

| congratulate | encourage | offer | recommend | warn |
|---|---|---|---|---|

1 My mum congratulated me on _____

2 _____

3 _____

4 _____

5 _____

# 7F SPEAKING Photo description

*I can describe a photo and answer questions about it.*

**1** LISTENING 26 **Listen to some descriptions. What word is each student trying to paraphrase?**

1 swipe
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

**2 Check the meaning of the words (1–4) below in a dictionary, if necessary. Then write a description without using the word itself. Use the phrases to help you.**

It means ...
It's something that ...
It's the opposite of ...
It's another way of saying ...
It's a verb/noun/adjective that means ...

1 a headline _____
_____
2 the press _____
_____
3 mouth-watering _____
_____
4 to scroll up _____
_____

**3 Complete the sentences with *must* (*have*), *might* (*have*) or *can't* (*have*) and the verbs in brackets. Sometimes you need to use a continuous form.**

1 Jake _____ (leave) the house. His shoes are still in the hall.
2 There's a big dent in the front of Louis' car. He _____ (have) a crash.
3 If it's midday in the UK, it _____ (be) the middle of the night in Australia.
4 'Sara's eyes are very red. She _____ (cry).' 'Not necessarily. She _____ (chop) onions!'
5 There's ice on the windows. The temperature _____ (drop) below zero last night.
6 Kim's got mud on her boots. She _____ (work) in the garden, or she _____ (go) for a walk across the fields.

**4 Describe the photo below. Speculate about what has happened. Use *must* (*have*), *might* (*have*) or *can't* (*have*).**

_____
_____
_____
_____
_____
_____
_____
_____
_____

**5 Look again at the photo. Answer the questions.**

1 How do you think the student is feeling? Why?
_____
_____
_____
_____

2 How do you think bad behaviour should be dealt with in school?
_____
_____
_____
_____

3 Describe an occasion when you (or a friend) were told off by a teacher.
_____
_____
_____
_____

# 7G WRITING Review

*I can write a book review.*

## Preparation

**1** **Read the exam writing task below and the model review, ignoring the gaps. In which paragraph does the writer**

1 talk about the way in which the book changed the way he/she sees the world? _____ and _____

2 talk about the characters? _____

3 talk about the plot? _____

> Write a review of a book which changed the way you see the world. Write 200–250 words.

**2** **Use the words in the box to complete the phrases in paragraph B of the review that describe the plot.**

| the course | the end | the plot revolves | the story is set |
|---|---|---|---|

**3** **Find and underline:**

1 eight adjectives that describe personality or characters in paragraph C.

2 three adjectives in paragraph D that describe the plot.

## Writing guide

**4** **You are going to do the exam writing task in exercise 1. Make notes using the chart below.**

| **Paragraph 1:** Introduction |
|---|
| |
| **Paragraph 2:** The plot |
| |
| **Paragraph 3:** The characters |
| |
| **Paragraph 4:** Conclusion |
| |

**5** **Write the review using your notes and the paragraph plan.**

**CHECK YOUR WORK**

**Have you:**

- ☐ followed the paragraph plan?
- ☐ used the present simple to describe the plot and characters?
- ☐ explained how the book you chose has changed the way you see the world?
- ☐ written 200–250 words?
- ☐ carefully checked your work?

**A** Written in 1944 by George Orwell, *Animal Farm* is one of the most famous books in English literature. It is a satirical allegory about communism and, despite being easy to read, it contains some very complex and challenging ideas. It has had a profound influence on me and has changed the way I think about politics.

**B** [1]_____ on Manor Farm, which is owned by Mr Jones, a cruel and lazy farmer. [2]_____ around the animals' decision to start a revolution and take over the farm. Although they start out with good intentions, in [3]_____ of the story the pigs take complete control and start to mistreat the other animals. By [4]_____ of the story, the animals can't tell the difference between pigs and humans, and life for them is worse than it was when Mr Jones ran the farm.

**C** I was very impressed with the characterisation. Although they are only animals, the characters are very complex and convincing. The most important of them is the pig Napoleon. One of the leaders of the revolution, he is nevertheless cunning and manipulative, and abuses his powers. Another fascinating character is Boxer, a horse, who is faithful, hard-working and selfless.

**D** To sum up, although it is not a pleasant story to read and is quite upsetting in places, it is both gripping and thought-provoking. It really made me think about politics and the way in which power can corrupt people.

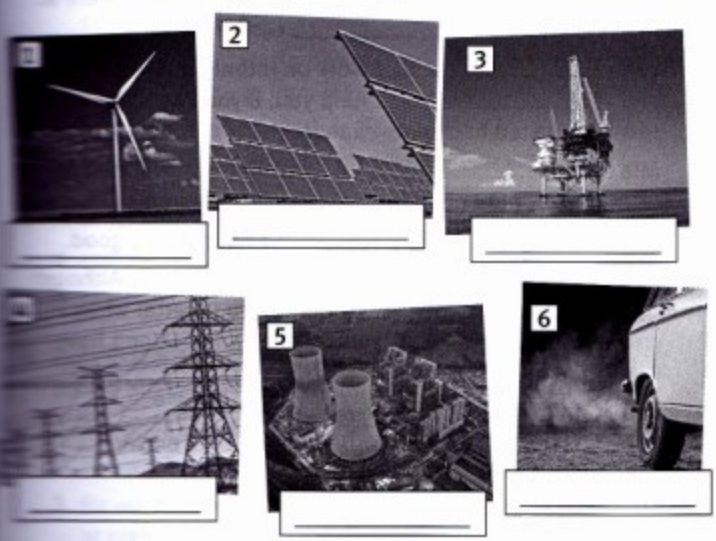
# 8A VOCABULARY AND LISTENING Global warming

*I can talk about energy and global warming.*

**1** **Draw lines to match the two halves of the compound nouns.**

| | |
|---|---|
| 1 natural | a waste |
| 2 nuclear | b fuels |
| 3 solar | c turbine |
| 4 fossil | d gas |
| 5 wind | e panels |
| 6 oil | f farm |
| 7 wind | g station |
| 8 electricity | h rig |
| 9 coal | i pylon |
| 10 power | j mine |
| 11 greenhouse | k fumes |
| 12 carbon | l footprint |
| 13 carbon | m gases |
| 14 climate | n emissions |
| 15 exhaust | o change |

**2** **Label the photos (1–6) with compound nouns from exercise 1.**




**3** **LISTENING 27** **Listen to the news bulletin and choose the correct answers.**

1 The proposed natural gas pipeline will begin in
a Egypt. b Nigeria. c Algeria.

2 What is being discussed at the meeting in Rome?
a The use of private jets.
b Recent protests by activists.
c Measures to reduce global warming.

3 Why are residents unhappy about plans to build a wind farm off the coast of Wales?
a It will put people off visiting the area.
b It goes against government policy.
c The public have not been consulted.

4 Why was Sooty the kitten lucky?
a She was not electrocuted.
b A firefighter was near the pylon and saw her.
c The pylon was not too high.

## VOCABULARY BUILDER (8.1): WILDLIFE AND ENDANGERED SPECIES »SB PAGE 141«

**4** **Complete these animal facts with the words in the box.**

**breeding captivity conserve extinction habitats poaching reserves threats the wild**

1 Very few tigers that were bred in _____ have been successfully reintroduced into _____.

2 The dodo was hunted to _____ within 100 years of its discovery.

3 _____ accounts for 90% of black rhino deaths, as their horns are highly valued on the black market.

4 Most zoos organise _____ programmes for endangered species.

5 One of the most serious _____ to endangered species is the destruction of their natural _____.

6 Koalas almost disappeared a century ago, but people managed to _____ the species by creating nature _____ where they could live safely, away from hunters and natural predators.

## Challenge!

**Complete the sentence with at least two of your own ideas.**

In order to protect the environment where I live, _____

_____

_____

_____

_____.

# 8B GRAMMAR Talking about ability

*I can talk about ability in the past, present and future.*

**1** **Choose the correct answers. Sometimes both answers are acceptable.**

1 **Could you** / **Were you able to** book tickets for the festival?

2 I answered the phone, but **couldn't** / **didn't manage to** hear anyone's voice on the other end.

3 I'll take my phone to the USA, but I **can't** / **won't be able to** make any calls from there.

4 We're having a party next weekend. **Can you** / **Will you be able to** come?

5 When the flood came, we **managed** / **were able to** climb onto the roof.

6 Although she lives in Spain, she **can't** / **isn't able to** speak Spanish.

7 I **could smell** / **succeeded in smelling** gas as soon as I walked through the door.

8 The hill was very steep but we **could** / **managed to** cycle to the top.

**2** **Tick ✓ the correct sentences. Rewrite the ones which do not use *can* or *could*/*couldn't* correctly.**

1 Sorry, I can't give you a lift to the party tomorrow. ☐

_____

2 As soon as Jo arrived, I could see she was upset. ☐

_____

3 The car park was dark, but we could find our car. ☐

_____

4 I'm worried that I can't drive when I'm older. ☐

_____

5 They couldn't get on the bus because it was full. ☐

_____

6 At the age of eleven, Barenboim could play all of Beethoven's piano sonatas. ☐

_____

7 As soon as the ball hit my mouth, I could taste blood. ☐

_____

8 He worked hard all term and could pass his exams. ☐

_____

**3** **Rewrite the sentences without changing the meaning. Include the words in brackets.**

1 Were you able to visit your cousins? (manage)

_____

2 I can't play tennis next Friday, I'm afraid. (able)

_____

3 Will you be able to help at the summer fair? (can)

_____

4 I was able to book the last seat on the flight. (succeeded)

_____

5 Were you able to swim when you were five? (could)

_____

**4** **Translate the sentences in exercise 3 into your own language.**

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

**5** **Complete the dialogue with the correct forms of *can*, *could*, *be able to* and *manage to*. There may be more than one correct answer.**

**Leo** [1]_____ finish your science project last night?

**Mia** No. My brother had some friends round. They were so noisy, I [2]_____ concentrate!

**Leo** [3]_____ work on it tonight? I [4]_____ help you, if you like. I'm interested in climate change.

**Mia** Thanks. I [5]_____ find some statistics online, but I need to show them as diagrams.

**Leo** [6]_____ you draw? I'm not very good.

**Mia** Yes, I [7]_____ draw pretty well. Although I [8]_____ probably do it better when I was ten. It was my favourite hobby. But I don't have time now ...

**Leo** Don't worry. After your exams, you [9]_____ spend more time on your hobbies.

**Mia** I [10]_____ wait!

## Challenge!

**Complete the sentences with your own ideas.**

A few years ago, I could _____

_____.

A few years ago, I managed to _____

_____.

# 8C CULTURE Feed the world

*I can talk about the world food crisis.*

## Revision: Student's Book page 83

**1** Complete the sentences with the word in brackets and a prefix from the box. There are four prefixes that you do not need.

anti ex mis multi over post re semi under

1 The two teams met last year in the World Cup _____ (final).
2 Since resigning, the country's _____ (president) has been charged with corruption.
3 I didn't get the email because you had _____ (spelled) my email address.
4 I think the estate agent _____ (valued) our flat when they advertised it for only £120,000.
5 She's a _____ (talented) performer who can sing, dance and act.

**2** Complete the text opposite using sentences A–E. There is one sentence that you do not need.

A And then there are the insects in our food.
B But in the West, they are becoming more and more popular as a food source.
C Not only did this solve the problem, it also created a new culinary fashion.
D On top of that, many manufactured food products contain dyes which come from insects.
E However, some scientists believe the time has come to re-evaluate our attitude for several reasons.

**3** In which parts of the world is eating bugs

a common? _____
b rare? _____

**4** LISTENING 28 Listen to a teenager talking about eating bugs. Are these sentences true (T) or false (F)?

1 The speaker tried insects and worms while travelling. ☐
2 He saw an event which only happens once a year. ☐
3 He watched locals collecting worms from the sea at night. ☐
4 He tried one of the worms raw, on the beach. ☐
5 He now wishes he hadn't eaten them. ☐

# Do you want flies with that?

When Thailand suffered a plague of locusts, the government asked its people to start eating them since conventional methods of pest control were not working. [1]_____ Thais decided that locusts were good to eat and they became a favourite dish. Today, some farmers in Thailand deliberately avoid using pesticides on their crops to encourage locusts. They then harvest the insects and sell them to restaurants in Bangkok.

Insects have always been a popular food source in many countries across Asia and Africa, but in the West, people have generally regarded the idea with disgust. [2]_____ Firstly, at a time when obesity is on the rise, insects offer a low-fat source of protein and other nutrients. Secondly, if we chose to get a significant amount of our protein from insects, we could reduce the amount of intensive meat farming. This would be beneficial from both an animal-welfare and environmental perspective. And thirdly, if we harvested insects as a source of food, we would need to use fewer pesticides – another environmental benefit.

Although most people in the West dislike the idea of eating insects, we actually eat quite a large number of them without realising it. There are the small flying insects we swallow every day, usually without noticing. [3]_____ Many of the products we buy in the supermarket are allowed by law to contain a certain number of insect parts before being considered unsafe to eat. Peanut butter can contain up to 30 fragments per 100 grams, for example, while chocolate can have twice that number. [4]_____ Like it or not, you probably eat insects every day!

## Challenge!

INTERNET RESEARCH **Find two more unusual dishes on the Internet. Write the names of the dishes, how they are prepared and where they are popular.**

_____
_____
_____
_____

# 8D READING Natural resources in space

*I can understand a text about mining asteroids.*

## Revision: Student's Book page 85

**1** Solve the anagrams to give seven words which mean 'pieces'.

1 KUHCNS _____
2 ELCIRPAST _____
3 SPULM _____
4 KEPSSC _____
5 NESTGARFM _____
6 STIB _____
7 ALFKSE _____

**2** Complete the definitions (1–9) with the words in the box.

asteroids constellation galaxy meteorite moon planet solar system star universe

1 A(n) _____ is a group of stars which make a pattern in the sky.
2 A(n) _____ is a large, bright object, e.g. our sun.
3 A(n) _____ is a rock that falls to earth from space.
4 The _____ is everything that exists.
5 A(n) _____ is a large object which orbits a star.
6 A(n) _____ is an object which orbits a planet.
7 A(n) _____ is a group of planets (plus their moons) orbiting a star.
8 A(n) _____ is a large group of solar systems.
9 _____ are small, rocky objects which orbit a star.

**3** Read the text opposite, ignoring the gaps. Choose the best summary: a, b or c.

a Plans have been announced to start mining asteroids for water and natural resources, although most scientists are opposed to the idea.

b James Cameron is making a documentary film about the attempts of two billionaires to start a business mining asteroids.

c Three entrepreneurs are planning to set up a mining operation in space in order to extract water and minerals from asteroids.

**4** Read the text again and match the sentences (A–G) with the gaps (1–6). There is one sentence that you do not need.

A They described the plan as daring, difficult – and very pricey.

B This can then be used for refuelling commercial satellites or spaceships from NASA and other countries.

C But, in fact, astronauts were able to extract 200 grams of gold from an asteroid during an earlier mission.

D These would be used to search for the right type of asteroids.

E 'It would be awfully hard to make money from it,' he said.

F They range in size from about seven metres to about sixteen kilometres in length.

G Anderson says the group will prove the sceptics wrong.

**5** Are these sentences true (T) or false (F)?

1 Peter Diamandis is one of the people behind the plan to mine asteroids. ☐
2 The initial stages of the project will not begin for quite a few years. ☐
3 Some scientists believe the cost of the project will be too high to make it worthwhile. ☐
4 The founders of the project have been involved in other space-related ventures in the past. ☐
5 The asteroids they plan to mine are between the planets Mars and Jupiter. ☐
6 The founders of the project believe it will eventually be cheaper to get water from asteroids than to take it into space from earth. ☐
7 Professor Richard Binzel believes the project has no chance of success. ☐

### Challenge!

**Do you think mining asteroids is a good idea? Give your opinion in two or three sentences.**

_____
_____
_____
_____
_____

# MINING ASTEROIDS

**Robots** in space will be extracting gold and platinum from asteroids within ten years if a new venture backed by two Silicon Valley billionaires and film-maker James Cameron goes as planned.

'Since my early teenage years, I've wanted to be an asteroid miner. I always viewed it as a glamorous vision of where we could go,' Peter Diamandis, one of the founders of Planetary Resources Inc., said at the news conference. The company's vision is 'to make the resources of space available to humanity'.

The inaugural step, to be achieved in the next 18 to 24 months, would be launching the first in a series of private telescopes. [1]___ The plan is to use commercially built robotic ships to extract rocket fuel and valuable minerals from the rocks that regularly pass by Earth. One of the company founders predicts they could have their version of a space-based petrol station up and running by 2020.

Several scientists not involved in the project said they were simultaneously thrilled and wary. [2]___ They do not see how it could be cost-effective, even with platinum and gold worth nearly $6,000 per 100 grams. A forthcoming NASA mission to return just 60 grams of an asteroid to Earth will cost about $1 billion.

But the entrepreneurs behind Planetary Resources Inc. have a track record of profiting from space ventures. Diamandis and co-founder Eric Anderson were the first people to sell rides into space to tourists. [3]___ 'Before we started launching people into space as private citizens, people thought that was a ridiculous idea,' Anderson said. 'This is a long-term project. But it's not a charity. We'll make money.'

The mining, fuel processing and later refuelling would all be done without humans. 'It is the stuff of science fiction, but like in so many other areas of science fiction, it's possible to begin the process of making them reality,' said former astronaut Thomas Jones, an adviser to the company.

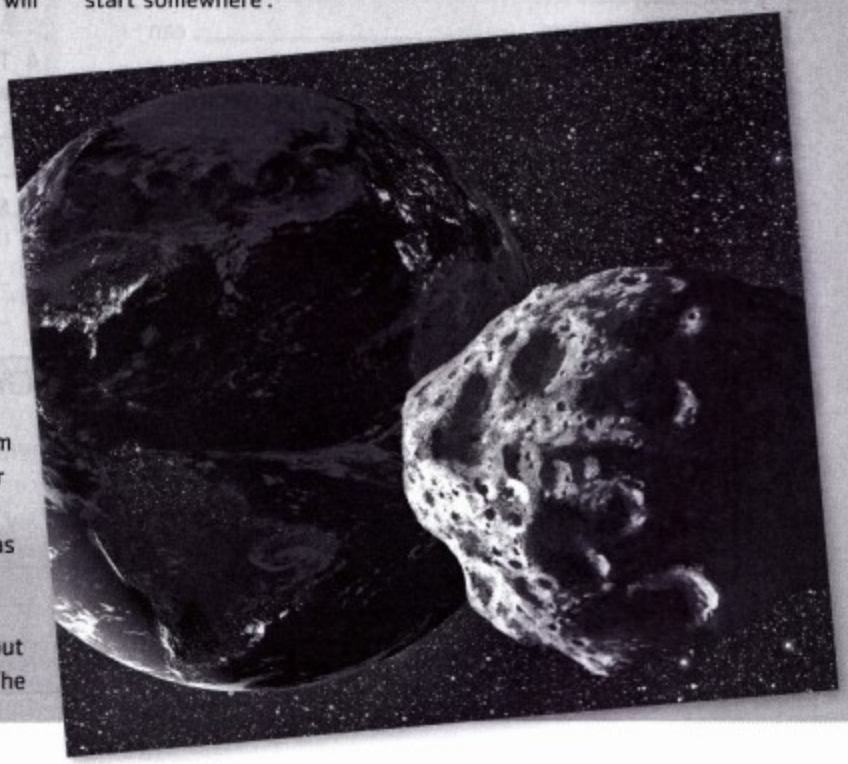
The idea that asteroids could be mined for resources has been around for years. Asteroids are fragments of rock which did not become part of a planet. [4]___ Most asteroids form a belt between Mars and Jupiter, but some fragments move freely around the solar system. The new venture targets these free-flying asteroids, seeking to extract from them the rare metals that are used in batteries, electronics and medical devices.

There are probably 1,500 asteroids that pass near Earth that would be good initial targets. They are at least 50 metres wide, and Anderson figures ten per cent of them have water and other valuable minerals.

However, it's very expensive to transport water from Earth into space, so the plan is to take the water from an asteroid to a location in space. Here it can be broken down into liquid oxygen and liquid hydrogen for rocket fuel. [5]___ Diamandis and Anderson would not disclose how much the project will cost overall. By building and launching quickly, the company hopes to operate much more cheaply than NASA.

Harvard's Tim Spahr, Director of the Minor Planet Centre, said getting mining equipment into space and operating safely sounds 'expensive and difficult'.

[6]___ And Richard Binzel, Professor of Planetary Science at the Massachusetts Institute of Technology, said the idea 'may be many decades ahead of its time. But you have to start somewhere'.



# 8E GRAMMAR Relative clauses

*I can use relative clauses.*

**1** **Complete the text with the relative pronouns in the box.**

that when where which who whose

**The British Interplanetary Society**, [1]_____ was founded in 1933, is an organisation [2]_____ promotes space exploration. In the early days, [3]_____ humans had not yet been into space, they worked on designs for rockets. More recently, they have argued in favour of building a space station on Mars, [4]_____ scientists would be able to study the rocks and climate. Today, the Society is headed by Dr Robert Parkinson, [5]_____ has worked for various aerospace companies. But in the 1940s, its chairman was science fiction writer Arthur C. Clarke, [6]_____ novel *2001: A Space Odyssey* was made into a well-known science fiction film.

**2** **Complete the sentences (1–6) using the clauses (a–f) below. Add a relative pronoun only if necessary.**

1 I think I've lost the book _____.

2 Covent Garden, _____, is a popular place for tourists to visit.

3 Harper Lee, _____, did not like appearing in public.

4 Camp Nou stadium, _____, can hold nearly 99,000 fans.

5 The hotel _____ burned down last week.

6 I wish I hadn't lost the phone number of the girl _____.

a Barcelona play their home matches
b used to be a fruit and vegetable market
c we stayed at in Paris last summer
d my best friend gave me for my birthday
e I met at my cousin's wedding
f first novel was *To Kill A Mockingbird*

**3** **Rewrite the shortened relative clauses that are underlined as full relative clauses. You do not need to rewrite the whole sentence.**

1 Police are questioning a man arrested at the scene.
_____

2 They have seized several computers belonging to the victim.
_____

3 Last week, a newspaper received a letter signed by the suspect.
_____

4 Rumours of a video recording, denied by the police, have been reported by news agencies.
_____

5 Journalists were shown a bag containing various weapons.
_____

6 The victim's house, built in the 17th century, was the scene of a fire last year.
_____

**4** **Combine each pair of sentences into one sentence with a shortened relative clause. There may be more than one possible answer.**

1 I've got a place on a course. It starts in October.
_____
_____

2 The university is only ten years old. It is located just outside Edinburgh.
_____
_____

3 The course leads to a diploma. The diploma is recognised by all major employers.
_____
_____

4 The tuition fees would be unaffordable without a scholarship. They total £9,000 a year.
_____
_____

5 My scholarship is worth £7,000 a year. It is awarded by the university.
_____
_____

## Challenge!

**What's the longest relative clause you can invent to complete this sentence?**

**My cousin,** _____
_____
_____
_____,
**is coming to stay.**

# 8F SPEAKING Stimulus description

*I can discuss environmental issues.*

**1** **Look at the posters (A–C). Which one is most effective, in your opinion? Why?**

I think poster _____ is the most effective because _____ _____.

A

**TURN IT OFF!**

LEAVING LIGHTS ON WASTES ELECTRICITY

REMEMBER: IF YOU'VE GONE, IT SHOULDN'T BE ON!

B

**USE HUMAN POWER!**

*SAVE ENERGY – **WALK OR CYCLE TO SCHOOL***

*IT'S GOOD FOR YOUR HEALTH – AND GOOD FOR THE PLANET TOO.*

C

DID YOU KNOW ...?

***YOU CAN SAVE ENERGY IN YOUR HOME BY:***

- NOT LEAVING YOUR CHARGER PLUGGED IN
- CLEANING YOUR FRIDGE
- PAINTING YOUR WALLS WHITE

**2** **LISTENING 29** **Listen to a student talking about the posters in exercise 1. Which one does she choose? What is her main reason for choosing it?**

She chooses poster _____ because _____ _____ _____.

**3** **LISTENING 30** **Listen to the same student answering a question. Which of the questions (a–d) is she answering?**

a Do you think nuclear power is a good source of energy? Why? / Why not?

b Which form of renewable energy do you think is best and why?

c What is the best way to reduce your carbon footprint?

d How can businesses help people to reduce their energy consumption?

**4** **LISTENING 30** **Listen again. Complete the phrases.**

**Justifying your opinion**

The reason I believe that is because ...
The [1]_____ reason is that ...
Why do I think [2]_____ ? Well, for one [3]_____ ...
Another [4]_____ is, they should ...
On [5]_____ of that, they should ...
Another reason is ...

**5** **Match the sentence halves. Rewrite the second half to include *do/does* or *did* for emphasis.**

1 Even though it rained for most of the holiday, we did enjoy it. [c]

2 Travelling first class is comfortable, although _____ [ ]

3 My parents don't get much exercise, although _____ [ ]

4 I'm not a fan of seafood, but _____ [ ]

5 The film wasn't great, although _____ [ ]

6 Although my dad works long hours, _____ [ ]

a they play tennis once a week.
b he gets Sundays off.
c ~~we enjoyed it~~.
d it contained a few interesting scenes.
e I like prawn cocktail.
f it costs a lot.

## Challenge!

**Choose a different question from the one the student answered in exercise 3. Write your own opinion. Include at least one phrase from exercise 4 and one example of *do/does* or *did* for emphasis.**

_____
_____
_____

# 8G WRITING Opinion essay

*I can write an opinion essay.*

## Preparation

**1** Read the exam writing task and essay. Then use the essay to complete the student's notes for paragraphs 2–4.

> 'There is no hope for this planet. It's time we humans started looking for another one.' Do you agree?

It's hard to deny that the world's climate is changing because of greenhouse gases. As developing countries become more industrialised, global warming seems unstoppable. Having said that, is the situation really so hopeless? In my opinion, it is not.

Firstly, there are several international agreements to reduce carbon emissions. The best known of these is the Kyoto Protocol. We should also remember that new agreements may set even more ambitious targets in the future.

Secondly, technology is always advancing. Scientists are inventing greener forms of transport and energy production, and may soon discover ways of removing greenhouse gases from the atmosphere. So, although technology is part of the problem when it comes to our carbon footprint, it may also be an important part of the solution.

It is sometimes argued that global warming will accelerate out of control when the lifestyle for the majority of people in China and India reaches the level currently enjoyed in America. It is worth pointing out, however, that if technology advances fast enough, it will still be possible to reduce carbon emissions, despite the millions of extra cars on the roads.

So, all in all, I am optimistic about the future. Although the world is becoming more industrialised, in many ways it is also becoming greener. Hopefully, it will be our home for centuries to come.

| **Paragraph 1:** Introduction – expand title |
|---|
| **Paragraph 2:** First argument to support your opinion |
| |
| **Paragraph 3:** Second argument to support your opinion |
| |
| **Paragraph 4:** Argument in support of the opposite opinion |
| |
| **Paragraph 5:** Conclusion – restate opinion |

**2** Complete the useful phrases with words in the box. Tick ✓ the four used in the essay in exercise 1.

| arguing | deny | is | pointing | recognise | said | say | should |
|---|---|---|---|---|---|---|---|

1 Having _____ that, ... ☐
2 It's impossible to _____ whether ... ☐
3 It's hard to _____ that ... ☐
4 It's important to _____ that ... ☐
5 We _____ also remember that ... ☐
6 What _____ more, ... ☐
7 It's worth _____ out that ... ☐
8 It's no use _____ that ... ☐

## Writing guide

**3** Read the exam writing task. Then circle the words in the box you think may be useful for your essay.

> 'Scientific progress does more harm than good to the environment.' Do you agree?

| chemicals | GM crops | intensive farming | plastic bags |
|---|---|---|---|
| natural resources | recycled materials | renewable energy | |

**4** Plan your essay by completing the notes below.

| **Paragraph 1:** Introduction – expand title |
|---|
| |
| **Paragraph 2:** First argument to support your opinion |
| |
| **Paragraph 3:** Second argument to support your opinion |
| |
| **Paragraph 4:** Argument in support of the opposite opinion |
| |
| **Paragraph 5:** Conclusion – restate opinion |
| |

**5** Write your opinion essay (200–250 words) in your notebook using your notes from exercise 4.

**CHECK YOUR WORK**

Have you:
- ☐ followed your plan from exercise 4?
- ☐ used at least two useful phrases from exercise 2?
- ☐ checked your spelling and grammar?

# 4 Get Ready for your Exam

Reading ▪ Listening ▪ Use of English ▪ Speaking ▪ Writing

## EXAM TASK – Reading

**Read the text. For each gap (1–4) choose the sentence (A–E) that fits best. There is one sentence that you do not need.**

Personal training is one of the newest leisure services. It is also one of the fastest-growing, even though it can be quite pricey. What do personal trainers do and why are they in such great demand? A personal trainer is a fitness professional involved in exercise prescription and instruction. [1]_____ From these they put together a specific exercise programme for each individual. They also offer tailored advice on other areas of health and wellness. These include aspects such as diet and nutrition, stress management and lifestyle change.

Many people do not like, or are nervous of, going to a gym. A trainer can make a gym visit much less daunting, and with supervised practice comes confidence. [2]_____ Many trainers visit clients in their home, bringing suitable equipment with them. There are also many opportunities to train outside.

People who employ the services of a trainer are often hardworking, time-poor individuals. Trainers can produce efficient and effective workouts with little time-wasting. [3]_____ This is achieved by setting goals and providing feedback. And the biggest incentive is obviously seeing results!

Martin, a 27-year-old financial analyst, explains why he enrolled with Pete, a personal trainer in a gym near his workplace. 'My hectic job was having a disastrous effect on my health – I was drinking too much coffee and sleeping badly. My diet was terrible, and the doctor said I was on the verge of diabetes.' He got in touch with Pete and he's never looked back. [4]_____ 'I have boundless energy and feel my age again. Most significantly, I am much better at my job!' says Martin.

A Which is not surprising as they usually take into account the underlying reasons for their clients' weight problems.
B Firstly, trainers measure their clients' strengths and weaknesses with fitness assessments.
C They are also responsible for motivating clients.
D And no wonder – who wouldn't like to lose 10 kg and reach levels of fitness that they never thought were possible?
E Personal training can be very flexible and doesn't necessarily involve gyms.

## EXAM TASK – Listening

**LISTENING 31** **You are going to hear a person talking about animal rights. Choose the correct answer, A, B, C or D, to complete each sentence.**

1 The narrator became a vegetarian
- A because she felt that most supermarket meat had a plastic taste.
- B after she did her food shopping somewhere different from usual.
- C while traveling around Europe, about eighteen years ago.
- D because she was unsure of the quality of the meat and fish.

2 According to the narrator, the Italian market vendors
- A made no secret of where their goods came from.
- B killed the animals for you after you bought them.
- C seemed offended when asked about their meat production.
- D kept the meat in their stalls in unhygienic conditions.

3 Investigating factory farming, the narrator
- A found out that factory farm animal living conditions in Britain were worse than in Italy.
- B discovered that chickens were treated much worse than other animals.
- C decided she wanted to choose her food products more carefully.
- D was horrified with how many animals were kept on one farm.

4 The organisation Compassion in World Farming
- A is responsible for some changes in legislation.
- B fights to bring those who torture animals to justice.
- C conducts inspections of animal living conditions.
- D is the most successful animal rights group in the UK.

# 4 Get Ready for your Exam

## EXAM TASK – Use of English

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

I love wildlife, so when my friend suggested that we went [1]_____ (track) brown bears in the High Tatras, I [2]_____ (not, think) twice about it, and we made arrangements to go the following week. The trip was a great success. We stayed in a remote mountain hut which [3]_____ (usually, reserve) for park rangers. As soon as we arrived, our guide explained to us that we [4]_____ (fully, integrate) into their research programme and [5]_____ (track) the movements of bears wearing GPS transmitters. On the first day, we were woken up at sunrise and, after throwing on some warm clothes, set off into the forest. Our guide walked very fast and we had trouble keeping up with him. Suddenly he dashed off across a meadow. He must [6]_____ (catch) sight of a bear. We followed him as fast as we could, but by the time we reached him, the bear [7]_____ (vanish) into the bushes. Later in the week, though, we did manage to observe several bears feeding on berries. Our guide insisted that we should keep our distance from the bears so as [8]_____ (not, disturb) them.

Observing bears in their natural habitat was really fascinating. I [9]_____ (never, experience) anything like that before. If I [10]_____ (not, have) to go back to school, I would happily have stayed on for several more weeks.

## EXAM TASK – Speaking

**You are the new chief editor of your school magazine. You think the magazine has become rather dull and needs to change. Talk to your fellow editor about it. Identify the strong and weak points of the current magazine and agree on three changes you would like to introduce.**

**These ideas may help you:**

- frequency of issues
- size, print, colours
- regular columns
- illustrations and photographs
- going online
- other

## EXAM TASK – Writing

**Write an essay of about 200–250 words saying if you agree or disagree with the following statement:**

***Spending a lot of time using social media, such as Facebook and YouTube, prevents teenagers from developing the social skills they need to operate in the 'real' world.***

**Consider the following:**

- What social skills do teenagers need?
- Does using social media damage these skills?
- What is the real world?

**Write your essay in the appropriate style and format.**

# 9A VOCABULARY AND LISTENING Behaviour

*I can discuss behaviour.*

**1 Complete the adjectives.**

1 He's so c_____. He left his cash card at the till of the supermarket the other day.
2 She's so s_____. She never plans ahead.
3 Little Joe had only cut his finger, but his mum was completely h_____, crying and panicking.
4 Cath's mum has told her teacher to move her up to a higher maths class. Don't you think that's p_____?
5 It was very f_____ of you to buy that old car. You're bound to lose lots of money on it.
6 Jason is really p_____. He always carries a philosophy book around with him, but he never really reads it.
7 Jake is so r_____. On Valentine's Day he bought his girlfriend twelve red roses.
8 Liam is always making t_____ remarks. He should consider other people's feelings a bit more.
9 Beth is very e_____ to improve her French. She's studying really hard.
10 He has a r_____ determination to be the best. He lets no one or nothing get in his way.
11 It was d_____ of him to lie about how he spent the money.

**2 LISTENING 32 Listen and write an adjective to describe each person's behaviour.**

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

**3 Write sentences describing the behaviour below. Use the structure *It + be +* adjective *of somebody to do something*. Give alternative adjectives if more than one is possible.**

1 He didn't remember their wedding anniversary.
It was forgetful/thoughtless/foolish of him not to remember their wedding anniversary.

2 She accidentally knocked over an expensive vase.
_____
_____

3 He fouled the centre forward when he was about to score.
_____
_____

4 He spread gossip about his best friend.
_____
_____

5 She saved a child from a burning building.
_____
_____

6 He gives fifteen per cent of his salary to charity.
_____
_____

**VOCABULARY BUILDER (9.1): ADVERBS >>SB PAGE 142<<**

**4 Complete the sentences with an adjective, adverb or adverbial phrase formed from the word in brackets.**

1 The festival is held _____. (yearly)
2 He walked down the road _____. (leisurely)
3 We need to improve the _____ lives of people with serious illnesses. (daily)
4 She greeted me _____. (jolly)
5 We'll have to go to bed _____ tonight. (early)

**5 Choose the correct form of the adverb.**

1 The ball hit me **hard** / **hardly** on the arm.
2 Sam's teachers think very **high** / **highly** of him.
3 I haven't seen you much **late** / **lately**.
4 James was **wrong** / **wrongly** accused of stealing money from the till.
5 Don't get too **close** / **closely** to the oven. It's still hot.

## Challenge!

**Think of real or invented examples of the following behaviour.**

**deceitful:** When I was at my friend's house last week, I _____
_____

**spiteful:** _____
_____

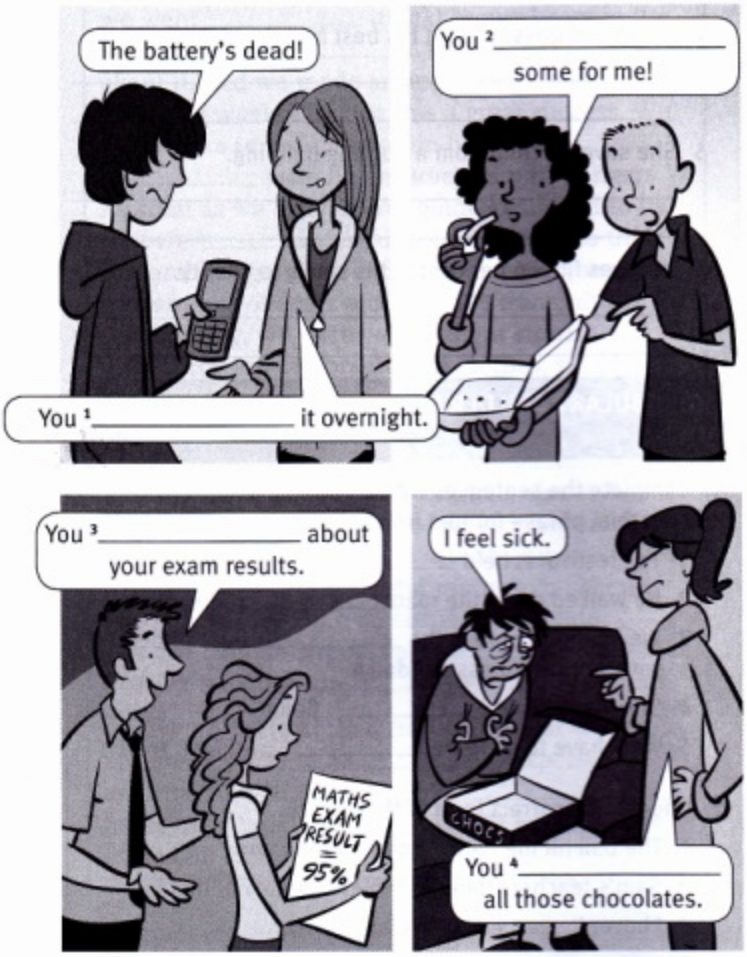
**altruistic:** _____
_____

# 9B GRAMMAR Criticising past actions

*I can talk hypothetically about the past.*

**1** **Complete the speech bubbles. Use a verb from the box and each of these modal structures once: *might have*, *needn't have*, *should have* and *shouldn't have*.**

eat recharge save worry




**2** **Complete the sentences with a modal in the past (*should/might/could/needn't have*) and the verbs in brackets. Sometimes more than one answer is possible.**

1 We got lost on the way. We turned left when we _____ (turn) right.

2 I spent all morning looking for my camera. You _____ (tell) me that you'd borrowed it!

3 Thanks for the sandwich, but you _____ (make) it. I had lunch in town.

4 Josh _____ (let) me know that he wasn't coming home. I cooked dinner for him.

5 You _____ (buy) any milk. There's lots in the fridge.

6 Dad had already filled the car with petrol, so Mum _____ (get) any more.

**3** **Complete these third conditional sentences with the past perfect and *would(n't) have* form of the verbs in the box. Sometimes you need to use a continuous form.**

hear last leave not be (x2) not enjoy not know not send not take stop

1 If you _____ me a text, I _____ where you were.

2 I _____ the party if I _____ myself.

3 If James _____ the plane instead of the train, the journey _____ a lot longer.

4 She _____ so cross if you _____ so spiteful.

5 If you _____ talking, you _____ what I said.

**4** **Speculate about the past. Write third conditional sentences.**

1 He wasn't listening to the teacher so he didn't know what to do.
If he'd been listening to the teacher, he'd have known what to do.

2 The sun wasn't shining so we didn't go to the beach.
_____
_____

3 Harry was driving recklessly and was involved in a car crash.
_____
_____

4 Sam was short of money so he didn't buy the jeans.
_____
_____

5 I ate the sandwich because I was hungry.
_____
_____

## Challenge!

**Speculate about past events in your life. Write third conditional sentences.**

1 _____
_____

2 _____
_____

3 _____
_____

# 9C CULTURE Family histories

*I can understand a text about family histories.*

## Revision: Student's Book page 95

**1** Complete the words with the prefixes and suffixes in the box. You will need to add both a prefix and a suffix to one word, and sometimes change the spelling.

| able (x2) | ful | im | in | less | un (x2) |
|---|---|---|---|---|---|

1 care _____
2 hurt _____
3 mature _____
4 appropriate _____
5 retrieve _____
6 known _____
7 question _____

**2** USE OF ENGLISH Complete the text with appropriate words.

## *I'm not who I thought I was!*

Do you know anything about your ancestors? In Britain and other English-speaking countries, people take a lot of interest in their origins, and finding out [1]_____ and writing up your family history – complete with family tree – has become a real hobby. Many Americans, Australians, Canadians and people from other former British colonies come to Britain to look up their family records and to discover where their ancestors lived and [2]_____ they did before they emigrated. There are many websites which can help them trace their family history, and even professional researchers who will scour official records and documents and build [3]_____ a picture of people who lived and died hundreds of years ago.

The BBC television programme *Who Do You Think You Are?* traces the family history of well-known personalities. Each programme begins [4]_____ the celebrities saying what they know about their ancestors, and what is interesting is the fact [5]_____ in the course of the programme a good number of them discover that they were completely wrong. Many are surprised and even shocked by their family history, [6]_____ makes for fascinating TV viewing.

Ainsley Harriot, who stars in a TV cookery programme, thought his family history was a straightforward account of black slavery, but he was completely mistaken. He knew that his ancestors on his mother's side were slaves brought from Africa to Jamaica, but he also found out that his paternal great-grandfather [7]_____ been a white Jamaican slave owner, who purchased his first slaves [8]_____ the age of four! Harriot was astonished to find that ancestors of his had been [9]_____ the perpetrators and victims of the African slave trade.

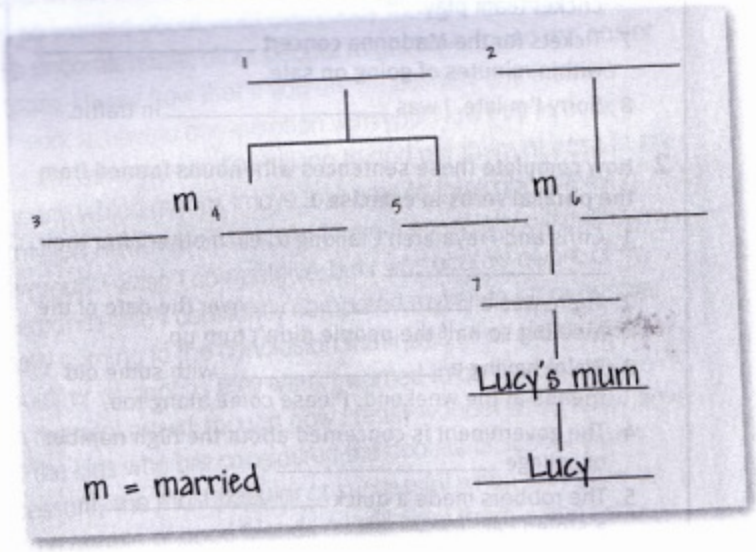
Programme producer, Tom McDonald, says, 'We do always warn everyone that history has a habit [10]_____ taking surprising twists and turns – and they might not always like what they find!'

**3** Read the text again. Complete each gap in the sentences with one or two words.

1 Many people from English-speaking countries come to Britain to find out about their _____.
2 They can use _____ or _____ to help them.
3 *Who Do You Think You Are?* helps _____ find out about their family history.
4 The ideas that they have about their ancestors at the start of the programme are often _____.
5 Harriot's great-grandfather on his _____ side was a white slave owner.

**4** LISTENING 33 Listen to Lucy and complete her family tree. Use the names in the box.

| Eva | Johanna | Mildred | Nancy | Patricia | Ross | Warren |
|---|---|---|---|---|---|---|




**5** LISTENING 33 Listen again. Are the sentences true (T) or false (F)?

1 Lucy's grandmother, Patricia, threw most of her possessions away. ☐
2 Patricia had kept no records of her own father. ☐
3 Patricia was very young when Warren died. ☐
4 Eva disapproved of Warren as a husband for her sister. ☐
5 Patricia lost touch with Mildred following her husband's death. ☐
6 Lucy thinks that her great-grandmother loved her husband very deeply. ☐

# 9D READING If only!

*I can talk about past regrets.*

## Revision: Student's Book page 97

**1** **Complete the sentences. Use the correct form of the phrasal verbs in the box.**

| break up | drop out | get away | get together |
|---|---|---|---|
| hold up | mix up | sell out | turn out |

1 Donna and Martin have _____ after ten years of marriage.
2 Last weekend I _____ with some cousins that I hadn't seen for ages.
3 The burglars _____ with three expensive computers.
4 My elder brother _____ of university last year. He hated the course.
5 Don't _____ my pencils with yours. Keep them separate.
6 500 people _____ to watch the local cricket team play.
7 Tickets for the Madonna concert _____ within minutes of going on sale.
8 Sorry I'm late. I was _____ in traffic.

**2** **Now complete these sentences with nouns formed from the phrasal verbs in exercise 1.**

1 Chris and Freya aren't talking to each other after their _____ .
2 There was a _____ over the date of the meeting so half the people didn't turn up.
3 We're having a _____ with some old friends at the weekend. Please come along too.
4 The government is concerned about the high number of college _____ .
5 The robbers made a quick _____ in a stolen car.
6 The play was a _____ . We couldn't get seats.
7 There was a good _____ for the festival: over 10,000 people.
8 There are always _____ on the roads into London during the rush hour.

**3** **Read the texts opposite. Complete the sentences with the correct name: Wilf or Harriet.**

1 _____ generally had a relaxed approach to life.
2 _____ was very sensitive about how he/she looked.
3 _____ was left some money by a relative.
4 _____'s friend went travelling between school and university.

**4** **Read the texts again and choose the correct answers.**

1 Wilf's parents
a weren't particularly interested in how he did at school.
b told him off for his poor performance at school.
c were concerned enough to give him advice.
d expected him to do really well at school.

2 Wilf
a did quite well at school.
b generally enjoyed his school years.
c was only ever interested in school sports.
d failed all his school exams.

3 Wilf wishes that he had
a had much tougher parents.
b had more money to save.
c spent more money on his car.
d paid more attention to his parents.

4 Harriet thinks she
a was a difficult, disobedient child.
b didn't work hard enough at school.
c disappointed her parents.
d made life harder for herself than it needed to be.

5 If Harriet had been less self-conscious, she
a wouldn't have thought herself so inferior to others.
b would have been accepted by the popular crowd.
c wouldn't have had such good friends.
d would have kept the friends she did have.

6 Harriet regrets
a not saving up enough money to go abroad.
b listening to her parents about a gap year.
c not having the confidence to go travelling.
d not having the opportunity to travel before college.

**5** **TRANSLATION** **Complete these phrases from the text with the words in the box. Then translate them into your own language. There is one word that you do not need.**

| anything | back | large | respect | say | truth | whole |
|---|---|---|---|---|---|---|

| | Translation |
|---|---|
| 1 by and _____ | _____ |
| 2 looking _____ | _____ |
| 3 as they _____ | _____ |
| 4 in that _____ | _____ |
| 5 on the _____ | _____ |
| 6 to tell the _____ | _____ |

# THINGS I WISH I'D KNOWN WHEN I WAS A TEENAGER

## WILF, 25

By and large, my teenage years were a reasonably happy and relaxed time for me. In fact, if anything, I was a bit too relaxed, and I didn't take life seriously enough. I was full of energy and loved doing sports: football and rugby in the winter, cricket and tennis in the summer. It was all fine up to the age of about fourteen, but then things started to get serious at school. Exams were on the horizon, but to me they seemed a long time off, though it was only two years. So, it was business as usual. I just carried on with my sport and having a good time. Looking back, I can see that my parents were worried. I remember them urging me to try harder at school, not to leave my homework to the last minute and to start revising early for exams. It wasn't that I didn't enjoy the lessons, but you need to be reasonably focused and organised to cope well with exams – and I certainly wasn't! My parents didn't put huge pressure on me because they wanted me to find my own way. I should have paid attention to what they were suggesting, though, because I didn't do very well in my GCSEs (the exams you take when you're sixteen). I scraped through, but the results should have been a wake-up call for me. However, I didn't do much better in my A levels (the exams you take at eighteen) so I failed to get a place on the university course that I wanted to do. It wasn't just at school that I had a happy-go-lucky approach to life. I had a very relaxed attitude to money too. My parents gave me a monthly allowance which I'd spend almost immediately. Money burned a hole in my pocket, as they say, and I never put any aside. I'm sure that in that respect I was a fairly typical teenager. What I do regret, though, is spending the money I inherited when my grandmother died. I was seventeen and £1,000 was a huge amount of money. It's difficult to believe now, but I managed to fritter it all away on music, clothes and going out with friends. I really should have saved it and put it towards something I really needed, or used it to help with university fees. Again, my parents tried to impress on me the importance of being careful with money, but I didn't heed their advice.

## HARRIET, 24

I wish I'd been more confident in my own abilities, especially when I was at school. I was a shy child and struggled a bit in talking to other people. I was fine at home and perfectly confident with my brother, sister and parents, so I don't know why I found it so difficult to deal with other people. On the whole my parents were very supportive, always encouraged me and tried to help me relax in social situations, but I was always terribly self-conscious. I wish I hadn't been so worried about what everybody thought of me. If I hadn't felt so uncomfortable, other people might have found me easier company. I know now that if you are excessively shy, then it's hard work to have a conversation with you. Now I try to think about the other person I'm talking to and put them at ease in my company, which means I have less time to think about feeling shy myself. However, at school, I found it especially difficult in my peer group. I wasn't competitive, but I was acutely aware of my appearance and I constantly compared myself to other people, usually coming to the conclusion that I wasn't as clever or as popular or as cool as they were. I wanted to be popular and in with the cool crowd, though now I really wonder why. I know now that the kids who are considered the coolest at school aren't necessarily the most popular or successful when they grow up. I had a couple of good friends – I still have them – and I should have considered myself lucky to have them and just enjoyed myself and got on with other things.

I realise now that everything changes during your teen years – physically, mentally, socially and emotionally – and I just had a harder time than most. I wish I hadn't let it stop me from doing things, though. I wish I'd taken a gap year or at least travelled more when I left school. But to tell the truth, I didn't have the courage to go off alone before going to college. I could have gone to Europe and America with a friend as I'd saved up sufficient money, but in the end I just didn't want to do it enough. My parents really wanted me to try a gap year. They said it would be a great experience before college. I think they were right, and now I won't have another opportunity to do that for a long time.

# 9E GRAMMAR Mixed conditionals

*I can use mixed conditionals.*

**1 Match the halves of these mixed conditional sentences.**

1 Martha would have gone to the night club ☐
2 Tom would have accepted your invitation ☐
3 John would be emigrating to Australia soon ☐
4 Kate would be going to university ☐
5 My teacher would be pleased ☐

a if he wasn't going away on Friday.
b if he had been able to get a work permit.
c if I had completed my project.
d if she didn't have her driving test tomorrow.
e if she hadn't failed some of her exams.

**2 Complete these mixed conditional sentences with the correct form of the verbs in brackets.**

1 You _____ (have) more money now if you _____ (waste) it on clothes and magazines.
2 If my school results _____ (be) better, I _____ (apply) to become an airline pilot when I left school.
3 If I _____ (pay) more attention in Spanish classes, I _____ (speak) better Spanish.
4 If I _____ (not like) fish, I _____ (not order) it from the menu last night.
5 She _____ (not be) at this school now if her parents _____ (not move) to this town three years ago.
6 If it _____ (not be) so cold this morning, I _____ (not wear) my woolly scarf now.
7 If I _____ (like) horror films, I _____ (watch) *Bloodbath*.

**3 Read the situations and write mixed conditional sentences.**

1 I failed my piano exam last summer. That's why I'm taking it again.
If I hadn't _____
_____

2 I didn't go to the theatre because I'm broke.
_____
_____

3 Dave didn't say hello to Emily at the party. That's why she's upset.
_____
_____

4 Ryan is learning Mandarin. That's why he spent a week in Beijing.
_____
_____

5 Beth couldn't phone you last night because she hasn't got a mobile.
_____
_____

6 Ollie lost his iPad. That's why he's looking miserable.
_____
_____

7 Carol is unwell. That's why she didn't go out last night.
_____
_____

8 Poland are playing in the European Cup because they beat Belgium in the qualifying round.
_____
_____

9 Fran isn't coming to the concert with us tomorrow because she couldn't get a ticket.
_____
_____

## Challenge!

**Complete these sentences with your own ideas. Make them mixed conditional sentences.**

1 If the Internet hadn't been invented, _____
_____.
2 If I were extremely rich, _____
_____.
3 If I knew someone famous, _____
_____.

# 9F SPEAKING Role-play

*I can role-play a conversation about a mistake.*

**1 ERROR CORRECTION Underline the mistakes and write the sentences correctly.**

1 Only if I had more time!

_____

2 I rather you hadn't said that.

_____

3 I really wish my pet rat didn't die!

_____

4 I wish I could be able to go to the Wimbledon final, but it wasn't possible.

_____

_____

**2 Match the sentence halves.**

1 If only the weather ☐
2 I'd rather you ☐
3 I wish I'd ☐
4 If only he weren't ☐
5 I wish I could ☐

a didn't drive so fast!
b so insensitive!
c hadn't been awful!
d help.
e said I was sorry.

**3 Read the exam speaking task below.**

You completely forgot your best friend's birthday. You didn't give him/her a present or a card, nor did you turn up at his/her birthday party. You phone your friend and

- explain, and apologise for your forgetfulness.
- talk about how you will make amends.
- talk about what happened at the party.
- arrange to meet up.

**4 LISTENING 34 Listen to two students (A and B) doing the exam speaking task in exercise 3. Which one completes the task better? Why?**

Student A/B completes the task better because _____

_____

_____.

**5 LISTENING 34 Listen again. Answer the questions.**

**What two things does Student A wish he had/hadn't done?**

1 He wishes _____

_____.

2 _____

_____

What two things does Student B wish she had/hadn't done?

1 She wishes _____

_____.

2 _____

_____

**6 Read the exam speaking task below. Write two sentences that you could say for each of the points.**

You borrow a CD from your friend, but can't find it when your friend asks for it back. Speak to your friend and

- apologise.
- say how you feel.
- say where you think it might be.
- say what you will do if you can't find it.

1 _____

_____

_____

_____

2 _____

_____

_____

_____

3 _____

_____

_____

_____

4 _____

_____

_____

_____

# 9G WRITING Story

*I can write a story on a given topic.*

## Preparation

**1** **Complete the sentences with the words in the box. Then decide if they express purpose (P) or result (R).**

as intention order (x2) so (x2) that (x2) view

| | P | R |
|---|---|---|
| 1 He applied to Oxford with the _____ of studying modern languages. | | |
| 2 Leave in good time _____ that you don't miss your train. | | |
| 3 The music was so loud _____ it hurt my ears. | | |
| 4 He put the kettle on in _____ to make a cup of tea. | | |
| 5 It started to rain _____ I put up my umbrella. | | |
| 6 He tiptoed upstairs so _____ not to wake the baby. | | |
| 7 He had the car serviced with a _____ to selling it. | | |
| 8 He's spending a week in Paris in _____ that he can brush up his French. | | |
| 9 It was such a good film _____ I'm going to buy the DVD. | | |

**2** **Rewrite the sentences using the words in brackets.**

1 I couldn't follow the instructions. (misunderstood)

_____

2 I didn't mean to drop the vase. (accident)

_____

3 I didn't mean to order two copies of this book. (mistakenly)

_____

4 I didn't dial the right phone number. (wrong)

_____

**3** **You are going to do the exam writing task below. Check that you understand it.**

Write a story in which the main character makes a small mistake which has disastrous consequences.

**4** **Match the two halves of the story ideas below.**

**Small mistakes**

1 You leave the bath running. ☐
2 You lose your house keys. ☐
3 You don't defrost some meat properly before cooking it. ☐
4 You kick a football out of the park onto a busy road. ☐
5 You forget to confirm a hotel reservation. ☐

**Consequences**

a Somebody finds them and uses them to burgle your home.
b They have given your room to someone else and the hotel is full.
c Your whole family gets food poisoning.
d It overflows, floods the bathroom and goes through the ceiling into the flat below.
e A passing car swerves to avoid it and crashes.

**5** **Choose one idea from exercise 4 for your story, or invent your own. Then think of an ending and make notes below. You could finish with**

- a surprise or a revelation.
- something which links back to the beginning of the story.
- something which links the story to the present.
- something mysterious, chilling or open-ended.

_____

_____

_____

_____

_____

_____

## Writing guide

**6** **Write your story (200–250 words) using the ideas below.**

- Setting the scene (Where? When?)
- The mistake (What? Why?)
- The result (Why was it so bad?)
- The ending

**CHECK YOUR WORK**

Have you:

- ☐ written 200–250 words?
- ☐ included expressions from exercises 1 and 2?
- ☐ checked your spelling and grammar?

# 10A VOCABULARY AND LISTENING Sports

*I can discuss sport.*

**1** Circle the sports item that does not fit in each group (1–4). Then write the sport that the others belong to.

1 cap net rackets shuttlecock
Sport: _____

2 club puck skates stick
Sport: _____

3 club flag gloves pads
Sport: _____

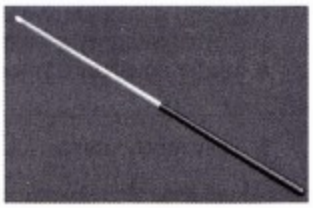
4 gloves goal goggles sticks
Sport: _____

**2** Label the possessions (1–6). Then suggest what the four sporting hobbies are.

1 _____

2 _____

3 _____


4 _____

5 _____

6 _____

**3** LISTENING 35 Listen to six sportspeople. Write the correct name for each sportsperson (footballer, swimmer, etc.).

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

**4** Complete the advertisement with the words in the box. Use the plural form if necessary.

court (x2) pitch pool ring rink slope track

***West Lake*** *Sports Facility*

Become a member of the best sports centre in the region. Facilities include an Olympic-size swimming [1]_____, eight tennis [2]_____ – four outdoors and four indoors – and a multi-purpose sports hall with two full-size basketball [3]_____. The fully-equipped gym includes a boxing [4]_____. Outside, there is a football [5]_____ with an all-weather surface and an athletics [6]_____ around the outside. Members are also entitled to use the nearby artificial ski [7]_____ and skating [8]_____.

**VOCABULARY BUILDER (10.1): SPORTS DISCIPLINES**
>>SB PAGE 143<<

**5** Try to think of

1 three sports which are usually played indoors.
_____

2 three combat sports.
_____

3 three winter sports.
_____

4 three sports in which competitors are sitting down.
_____

5 three sports which take place in or on water.
_____

**Challenge!**

Choose one sport not given in exercises 1 or 2. Write all the equipment you need to do that sport.

Sport: _____

Equipment: _____

_____

_____

# 10B GRAMMAR Emphasis

*I can use sentence structure to create emphasis.*

**1** **Complete the sentences below with the words in the box.**

| all | it | person | place | reason | thing | what |
|---|---|---|---|---|---|---|

1 _____ was my mum who suggested skiing.
2 The _____ we chose was a resort in the Alps.
3 _____ we needed to do was buy a permit.
4 _____ happened was that the snow melted.
5 The _____ who complained most was my dad.
6 The _____ that annoyed him was that we couldn't get a refund.
7 The _____ I didn't mind was that I'm not keen on skiing.

**2** **Rewrite the sentences in exercise 1 without emphasis.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____
6 _____
_____
7 _____
_____

**3** **Change the structure of the sentences to make them emphatic. Include the words in brackets.**

1 I went home early because I felt ill. (reason)
_____
2 My cousin Matt first got me interested in sailing. (person)
_____
3 I only ate half a cheese sandwich. (all)
_____
4 A few people in the crowd started singing. (happened)
_____
5 The ancient Greeks first brought boxing to Europe. (it)
_____
6 I love going for walks by the sea. (place)
_____
7 Honesty matters most in a relationship. (thing)
_____

**4** **Rewrite the sentences in a more emphatic way.**

1 I'm not going to lend you my bike.
No way _____.
2 I'd hardly arrived at school when the fire alarm rang.
Hardly _____.
3 I only understood the next day why she'd been so upset.
Only the next day _____.
4 Nobody could sleep because the hotel was so noisy.
So noisy _____.
5 As soon as I'd found my phone, it rang.
No sooner _____.
6 I'll never spend £400 on a camera again.
Never _____.
7 I definitely wouldn't go to that hotel again.
Under no circumstances _____.
8 Not many films have generated so much publicity.
Rarely _____.

**5** **Complete the sentences with your own ideas. Use other sentences on this page to help you, if necessary.**

1 It was my best friend who _____
_____.
2 All that happened _____
_____.
3 What worries me _____
_____.
4 Under no circumstances _____
_____.
5 Only much later _____
_____.
6 Rarely _____
_____.

## Challenge!

**Write three sentences about a sport you either like or dislike strongly. Use emphatic structures.**

1 _____
_____
2 _____
_____
3 _____
_____

# 10C CULTURE Sport and money

*I can talk about sport and money.*

## Revision: Student's Book page 105

**1** **Match the words (1–6) with the suffixes (a–f). Then write the nouns they form.**

| | | | |
|---|---|---|---|
| 1 | achieve | a | -ings _____ |
| 2 | child | b | -ship _____ |
| 3 | sponsor | c | -ment _____ |
| 4 | earn | d | -ment _____ |
| 5 | retire | e | -ism _____ |
| 6 | commercial | f | -hood _____ |

**2** **Complete the opinions (a–f) with the words in the box.**

**ask bottom doubt face fact see**

a There's no _____ about it, money from big business has ruined sport.

b If you _____ me, sports were boring before the big money sponsors came along.

c The _____ is, nobody really notices the name of the sponsor, so they're wasting their money.

d The _____ line is, sport needs money and sponsorship provides it.

e The way I _____ it, sponsorship is an easy way for sports to make money without doing anything.

f Let's _____ it, if sponsorship didn't make you buy the company's products, they wouldn't do it.

**3** **LISTENING 36** **Listen to five people giving opinions of sports sponsorship. Match them with the opinions in exercise 2. There is one opinion that you do not need.**

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

**4** **Read the text opposite. Which of these sentences best summarises the content?**

a Men can earn more from sports sponsorship, even though women's achievements are comparable.

b Companies spend lots of money to associate themselves with the right sports event, team or individual.

c TV advertising is getting more and more difficult because our viewing habits have changed.

**5** **Are these sentences true (T) or false (F)?**

1 TV advertisements are less effective these days because fewer people watch TV.

2 Companies are likely to spend even more on sports sponsorship in the future than they do now.

3 Most UK sports sponsorship focuses on men's sports.

4 Only a handful of female sports stars earn a similar amount to Maria Sharapova.

## SMART MONEY

The biggest brands in the world have always spent vast amounts of money on advertising. But traditional TV advertisements are becoming less appealing for these companies as our media habits change. The days when millions of people sat down to watch the same programmes at the same time are over. Today, although the total TV audience has increased, people access programmes as and when it suits them, on a variety of different platforms, often skipping over the advertisements. Sponsorship offers an attractive alternative. By sponsoring a sports star or team, you not only guarantee a certain amount of TV coverage but you also associate your product with the success and achievements of whomever you choose to sponsor. Similarly, sponsoring a major sporting event or league links your product with the excitement of the competition in the minds of millions of sports fans. No wonder, then, that companies around the world spend about $40 billion a year on sports sponsorship, and that this figure is increasing.

However, when it comes to sponsoring individuals, there are marked differences in the amount that male and female sports stars can expect to earn from sponsorship, even if their sporting achievements are comparable. In 2011, *The New York Times* drew attention to the huge disparity between two gold medal winners from the 2008 Olympic Games in Beijing: male sprinter Usain Bolt and female discus thrower Stephanie Brown Trafton. Bolt expects to earn around $10 million a year from his sponsors, whereas Brown Trafton is likely to receive only $25,000 a year despite having a sponsorship deal with sports mega-brand Nike. In the UK, women's sports sponsorship accounts for only 0.5% of the total sports sponsorship market.

All sports stars who want to earn money from endorsements need to have the right kind of image, but for female stars, their appearance is almost as important as their achievements. The highest earning female sports star (by a huge margin) is tennis player Maria Sharapova, who nets somewhere in the region of $25 million a year from prize money and sponsorship combined. Even when she dropped to 126 in the world tennis rankings in 2009, her earnings did not suffer much. She is an irresistible commodity for any would-be sponsor, not least because of the chance to communicate directly with her fans on Facebook – all 8.4 million of them!

### Challenge!

**Do you agree with sports sponsorship? Why? / Why not?**

_____

_____

_____

# 10D READING Getting ahead

*I can understand a text about sportspeople's superstitions.*

## Revision: Student's Book page 106

**1** Complete the sentences with the words in the box.

circulation ligament lungs passages
short-sightedness sprain sweat swelling

1 His _____ means he needs glasses for driving, but not for reading.
2 After twisting her ankle, she put ice on it until the _____ went down.
3 Before serving the ball, he always wipes the _____ from his face with a towel.
4 Regular exercise is good for your heart and improves _____ .
5 He had to retire from professional football after seriously damaging a _____ in his knee.
6 It is claimed that learning the trumpet can increase the capacity of your _____ .
7 I don't think I've broken my wrist – it's just a bad _____ .
8 Running when you have a cold is more difficult because all your _____ are blocked.

## Challenge!

**Can you write a word connected with human anatomy for each of the letters below?**

1 L_____
2 O_____
3 N_____
4 G_____
5 S_____
6 I_____
7 G_____
8 H_____
9 T_____
10 E_____
11 D_____
12 N_____
13 E_____
14 S_____
15 S_____

**2** Read the texts (1–5) opposite. What do the five people have in common? Tick ✓ all the options which are true.

a They all play sport professionally. ☐
b They are all American. ☐
c They have all displayed some unusual habits. ☐
d They have all been extremely successful in their sport. ☐

**3** Choose the best summary (A–F) for the texts (1–5). There is one summary that you do not need.

A This person blames his/her occasional defeats on a failure to follow the normal rituals. ☐
B This person's habit could make him/her feel self-conscious, but he/she has made a joke of it. ☐
C This player would eat something at specific moments in the match, in addition to various other habits and rituals. ☐
D This person refused to admit that the habits existed until shown video footage of them. ☐
E This person's habits started to become a problem, so an effort was made to stop them. ☐
F Some of this person's habits must have made him/her think of the place where he/she was born. ☐

**4** Answer the questions about the texts.

1 Where did the claws which Turk Wendell wore around his neck come from?

_____
_____

2 What was the connection between Pelle Lindbergh's orange T-shirt and Sweden?

_____
_____

3 What habit related to clothing does Serena Williams have?

_____
_____

4 What humorous remark does Les Miles make about his team's home pitch?

_____
_____

5 Which of Neil McKenzie's habits started with a joke, and who was responsible for it?

_____
_____

6 Which of the habits in the texts do you find most unusual?

_____
_____

### 1 The baseball pitcher

Turk Wendell was a baseball player who played for two of the biggest teams in the USA – the Chicago Cubs and the New York Mets – during the 1990s. He wasn't one of their most successful players, but he became one of the best known because of some unusual habits he developed. For example, he would always draw three crosses in the ground when he went onto the pitch. And because his jersey number was 99, he insisted that all of the numbers in his professional contract ended with those two digits. A keen hunter, Wendell often wore souvenirs from his hunting trips around his neck: claws from mountain lions, for instance. But his most unusual habit involved eating liquorice sweets. He would put four in his mouth before facing the other team's hitters. At the end of an innings, he would spit out the sweets, run off the pitch and brush his teeth. Then he would put four more sweets in his mouth and start the ritual again.

### 2 The ice hockey goalie

When Pelle Lindbergh moved from his native country of Sweden to the USA to play professional ice hockey, he developed a few unusual habits to remind himself of home. Firstly, he always wore the same T-shirt underneath his official strip as a Philadelphia Flyers player. This T-shirt was orange and had been bought at a sports shop in Sweden. The T-shirt was never washed and every time it began to fall apart, he had it repaired. Also, when there were breaks in the game, he would have a glass of a drink called Pripps, which is from Sweden. He insisted that the drink had two ice cubes in it, and also that the person who carried the drink to him held the glass in his right hand. Tragically, Lindbergh was killed in a car crash when he was only 26 years old. His jersey number was 31, and since his death, nobody in the team has worn that number.

### 3 The tennis player

Serena Williams is the younger of the two American tennis-playing Williams sisters and has had an amazing career in the sport. Her success in grand slam singles matches is undoubtedly due to her talent and athleticism – but in Serena's mind, it is also due to some very specific habits and rituals. She always ties her shoelaces in the same way before a match. And during a match, she always bounces the ball five times before each first serve and twice before each second serve. Serena is aware that her superstitions may not be a good thing: 'I have too many superstitious rituals and it's annoying. It's like I have to do it and if I don't, then I'll lose. And I'm not losing because I didn't play well, I lost because I didn't tie my shoe the right way.' Perhaps her most unusual superstition is her habit of wearing the same pair of socks for every match of a grand slam tournament – without washing them!

### 4 The American football coach

Les Miles is the head football coach – that's American football, not soccer – at Louisiana State University (LSU). He is very successful in that role and his team, the LSU Tigers, are one of the best in their league. The fact that Les Miles is always at the side of the pitch when his team is playing is not surprising. What is unusual, however, is that before every game, he eats a few blades of grass from the pitch. He repeats the action throughout the game, but only at moments of particularly high stress. Even if Miles were embarrassed about his habit, he could not deny it, as there are numerous clips on YouTube which show him eating grass. So he prefers to treat it with humour, claiming that his personal tradition reminds him that he is 'part of the field and part of the game'. He also points out that the grass in Tiger Stadium – where the LSU football team play their home matches – has the best flavour.

### 5 The cricketer

Neil McKenzie is a South African cricketer who played for his national team between 2000 and 2009. He was a popular and talented player who was also well known for being superstitious. In the dressing room, he always insisted that all the toilets were closed and flushed before he went in to bat. And while batting, McKenzie was very careful not to step on any of the white lines on the ground.

Like many superstitious people, McKenzie developed his habits in an attempt to control his luck. For example, one day, before the match started, McKenzie's teammates taped his bat to the ceiling as a joke. Having retrieved his bat, McKenzie played brilliantly that day and scored over 100 runs. So from then on, he started taping his own bat to the ceiling! Eventually, he developed so many habits that they were interfering with his everyday life, so he decided to stop doing them. It wasn't an easy task, but he succeeded.

# 10E GRAMMAR Unreal past and *had better*

*I can use the unreal past and 'had better'.*

**1** **Which expressions are followed by the unreal past? Complete the sentences with an appropriate past or present verb form.**

1 It's high time you _____ more attention to your teachers.
2 It's 2.30 a.m. I imagine most people _____ asleep at this time.
3 The sooner you _____ dressed, the better.
4 It's 3.10 p.m., the time lessons _____ for the day.
5 I'd rather we _____ by bus, as it's raining.
6 I'd sooner we _____ lunch inside, with all those wasps in the garden!
7 It's time I _____ into town – the shops close soon.
8 Freya's fallen out of the boat! Oh well, I suppose she _____ swim.

**2** **Complete the dialogue. Use the verbs in brackets in the past simple or with *had better* or *might as well*.**

**Toby** It's time we [1]_____ (get) ready for the match.
**Oscar** OK. Shall I put the rest of this pizza in the fridge?
**Toby** There's only one piece left. You [2]_____ (eat) it.
**Oscar** What's the time?
**Toby** Two o'clock. The match starts in an hour.
**Oscar** No, the match starts at 2.30, not 3.00!
**Toby** Oh no! We [3]_____ (take) a taxi or we'll be late.
**Oscar** I'd sooner we [4]_____ (catch) the bus. We've just got time.
**Toby** OK. But let's run!
**Oscar** Imagine if we [5]_____ (turn) up in a taxi. Everyone would laugh!
**Toby** I'd rather we [6]_____ (arrive) in a taxi than late. You know what our coach is like.
**Oscar** Yes. He acts as if we [7]_____ (be) in the Premiership!
**Toby** Hey, suppose we [8]_____ (ask) for Premiership wages.
**Oscar** Dream on!

**3** **Give advice using *had better* or *might as well*. Include the words in brackets.**

1 Somebody's broken into my flat. (call the police)
_____
2 That app isn't great, but it's free. (download it)
_____
3 I don't think our guests are going to arrive this evening. (go to bed)
_____
4 Amy doesn't like people using her laptop. (not touch it)
_____
5 You'll get into trouble if you leave that photo on Facebook. (remove it)
_____

**4** **USE OF ENGLISH** **Rewrite these sentences without changing the meaning. Include the words in brackets.**

1 I don't want Dad to see my diary. (I'd rather)
_____
2 We have to start work right now. (It's high time)
_____
3 You shouldn't text her after midnight. (You'd better)
_____
4 Starting again is our best option. (might as well)
_____
5 I'd prefer the guests not to bring gifts. (I'd sooner)
_____
6 Just think what it'd be like to have a Ferrari! (Imagine)
_____
7 Would it be a good idea for everyone to wait outside? (Suppose)
_____

## Challenge!

**Complete the first half of these warnings with an appropriate idea, including *had better*.**

1 _____
_____
or her teeth will fall out.
2 _____
_____
or he'll end up in prison.
3 _____
_____
or you won't have any friends.

# 10F SPEAKING Photo description

*I can describe a photo and answer questions about it.*

**1** LISTENING 37 Listen to a student describing the photo below. Sum up her description by writing a few words next to each heading (1–4).

1 Overall scene and location: _____
2 Main focus of the photo: _____
3 Clothes and other props: _____
4 Expressions and actions: _____

**2** **Choose the correct words in these phrases. Listen again and tick ✓ three phrases that the student uses.**

1 The details are out of **focus** / **zoom**. ☐
2 He's almost out of **photo** / **shot**. ☐
3 Her face is partly **hidden** / **hiding**. ☐
4 I can **make** / **take** out buildings through the window. ☐
5 The background is **blur** / **blurred**. ☐

**3** **Write four sentences describing the photo opposite. Follow the headings in exercise 1 and use at least two phrases from exercise 2.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____

**4** **Complete these useful phrases with the words in the box.**

| foremost | forget | importantly | start | thirdly |
|---|---|---|---|---|

1 First and _____, ...
2 For a _____, ...
3 Secondly, ... / _____, ...
4 Also, let's not _____ ...
5 And most _____, ...

**5** **Answer these questions about the photo below. Use phrases from exercise 4.**

1 Why do you think there are more women than men in the class?
_____
_____

2 Do you think it's better to exercise in a group than alone? Why do you think so?
_____
_____

**6** LISTENING 38 **Listen to a student answering the question below. Tick ✓ the pieces of information she mentions.**

Tell us about the last time you did some exercise as part of a group.

a where it happened ☐
b when it happened ☐
c who was there ☐
d how you felt then ☐
e how you feel now ☐
f an interesting moment ☐

**7** LISTENING 38 **Listen again. Write a brief summary of the student's answer.**

_____
_____
_____

# 10G WRITING Description of an event

*I can write a description of an event.*

## Preparation

**1** **Read the exam writing task and the description. Then match the paragraphs (1–4) with four of the headings (a–f) below. There are two headings that you do not need.**

> Write a description of a memorable get-together with friends and/or family which included a game.

1 One of the most memorable family get-togethers we've ever had took place one day last summer. There were twelve of us going, including my uncle and aunt. As the weather was good, we decided to go for a picnic by the river. We drove there in several cars, parked by the road, and carried our baskets of food across the field until we reached a good spot.

2 We had a really relaxing lunch, chatting and enjoying the scenery. When we'd finished eating, my uncle, who lived in the USA for five years, suggested a game of baseball. He'd come prepared with a bat and ball, and even a baseball glove too. The rest of us weren't too sure, but he was desperate to play, so we reluctantly got into two teams.

3 No sooner had the game started when it became clear that my uncle's teammates were hopeless at baseball. My uncle, who is very competitive, started going berserk. He was jumping up and down and yelling at people to run faster. But it didn't do any good – his team were thrashed. Away stormed my uncle, leaving us to clear up the baseball things. He ended up having a big row with my aunt.

4 I've seen my uncle and aunt quite a few times since that picnic, but I've never been brave enough to mention that game of baseball. Perhaps they've forgotten all about the argument they had – but I doubt it!

a The main action ☐
b After the event ☐
c Events leading up to the main action ☐
d The immediate result of the main action ☐
e Setting the scene ☐
f Describing the people involved ☐

**2** **Find extreme equivalents of these phrases in the description in exercise 1.**

1 very keen to play _____
2 started getting excited _____
3 shouting at people _____
4 his team were beaten _____

**3** **ERROR CORRECTION** **Some of the sentences below are incorrect. Rewrite them correctly if necessary.**

1 In the bag a baseball bat was.
_____
2 Next to the river was a field.
_____
3 It was time to go home, so into the car climbed we all.
_____
4 Away stormed he, yelling at his wife.
_____
5 In the centre of the field stood a tree.
_____

## Writing guide

**4** **You are going to do the exam writing task in exercise 1. Plan your description by choosing four of the paragraph headings (a–f) and adding them to the chart.**

**5** **Add notes to your paragraph plan. Try to include some interesting details.**

| Paragraph 1: |
| --- |
| |
| **Paragraph 2:** |
| |
| **Paragraph 3:** |
| |
| **Paragraph 4:** |
| |

**6** **Write your description (200–250 words) in your notebook using your plan from exercise 5. Include at least one 'extreme equivalent'.**

**CHECK YOUR WORK**

Have you:
- ☐ followed your plan from exercise 5?
- ☐ included at least one 'extreme equivalent' to make your description more vivid?
- ☐ checked your spelling and grammar?

# 5 Get Ready for your Exam

Reading ▪ Listening ▪ Use of English ▪ Speaking ▪ Writing

## EXAM TASK – Reading

**Read the text. Choose the correct answer, A, B, C or D, for questions 1–4.**

'Can I help you?' I asked politely but coldly.

'Ah! Yes,' he said, 'yes, I'll explain.' He came into the sitting-room, where he looked around admiringly at my furniture and books. He held out his hands to me again but I refused to take them. Then he sat down and rubbed his eyes with one rather dirty hand.

'You see,' he said, 'it's disappointing. Looked forward to this day for so long, I have. But it's not your fault. I'll explain. Is there anybody near who can hear us?'

'Why do you, stranger, visiting me late at night, ask that question?' I asked. And then suddenly I knew who he was! In spite of the years that had passed, I was sure he was my convict! And when he held his hands out again, this time I took them. He raised my hands to his lips and kissed them.

'You helped me all those years ago, Pip! Never forgotten it!' He seemed to want to put his arms around me, but I stopped him.

'If you are grateful to me for what I did in my childhood, I hope you have improved your way of life now. It wasn't necessary to come to thank me. But you must understand that ...' I stopped speaking as I noticed how strangely he was looking at me.

'What must I understand?' he asked, his eyes fixed on me.

'That I don't wish to be your friend. You and I met once in the past, but now our lives are separate. Will you have a drink before you leave?' As I handed him a glass of rum, his eyes were full of tears. 'I'm sorry if that sounds hard. I didn't mean it. Good luck in the future!' We drank together. 'How have you been living recently?'

'I was sent to Australia, you know, before I escaped from the prison ship. After several years I finished my punishment, and so I was allowed to work for myself. I did every kind of job there. It was a hard life but I made a lot of money.'

'I'm glad to hear it,' I said. 'That reminds me. I must give you back the two pounds you sent me. I don't need it now.'

And I handed him two new pound notes. Still watching me, he held them near the lamp until they caught fire.

'May I ask,' he said, how you have done so well since you and I met on those lonely marshes?' His eyes were still fixed on mine, and I began to tremble.

'I---I've been chosen to inherit a fortune,' I whispered.

'Perhaps I can guess how much,' said the convict.

'Could it be, well, five hundred pounds a year?' I stood up, my heart beating like a hammer.

'The agent who arranged it all,' he continued, 'was perhaps a lawyer, name of Jaggers?'

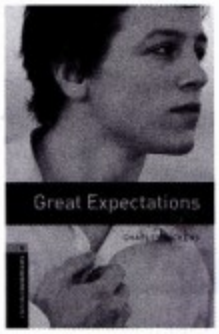
Suddenly I realized the awful truth. I could not speak nor breathe.

'Yes, Pip, dear boy, I've made a gentleman of you! You see, I promised myself that all the money I made out there in Australia should go to you! I'm your second father, Pip! I'm not a gentleman myself, and I didn't go to school, but I've got you, Pip! And look what a gentleman you are! And what books you've got! You'll read them to me, Pip! And I'll be proud of you even if I can't understand them! Didn't you ever think it could be me who was sending the money?'

'Oh, no, no, no,' I replied. 'Never, never! Wasn't anyone else involved at all?'

'No, just me, and Jaggers, of course. Who else could there be? Dear boy, I kept myself going, you see, through all the hard work, just by thinking of you. And I promised myself I'd come back to England one day and see my boy.' He laid his hand on my shoulder. 'Now you must find a bed for me, and remember, not a word to anybody. I was sent away for life, and they'll hang me if they discover I've come back.'

My feelings were horribly confused. The man who had paid for my education and luxuries for years was risking his life to see me. I could not like him – in fact my whole body trembled with disgust when he touched me, but I had to protect him. He went to sleep in Herbert's room. After locking all the doors carefully, I sat weakly down by the fire and tried to make sense of my life. How foolish my dreams had been!




*The extract is from Oxford Bookworms: 'Great Expectations', by Charles Dickens.*

1 When his guest first arrived, the narrator
- A greeted him coldly as he didn't like dealing with criminals
- B saw he was disappointed with how his house looked.
- C was rude since he hated visits at such a late hour.
- D tried to keep his distance from this stranger.

2 Which is true about the two men?
- A They had spent their childhood together.
- B Their financial situations had improved compared to the past.
- C They used to be good friends but had since gone their separate ways.
- D They were borrowing money from each other.

3 Pip was shocked
- A when he realised where his fortune had come from.
- B to find out that the two of them were closely related.
- C that the convict wanted to become a gentleman.
- D at being asked how much money he really had.

# 5 Get Ready for your Exam

4 From the last two paragraphs we learn that Pip
- **A** was being blackmailed by the convict.
- **B** had to repay his guest a large sum of money.
- **C** felt obliged to keep the convict safe.
- **D** didn't know about his guest's death sentence.

## EXAM TASK – Listening

**LISTENING 39** **You are going to hear a message about participating in a marathon. Decide if the statements (1–5) are true or false. Put ✗ in the correct column.**

| | True | False |
|---|---|---|
| 1 Every runner must display their race number so that the marshals can see it. | | |
| 2 All participants must fill out a health form for emergencies and give it to the marshals. | | |
| 3 Along the marathon route there will be speakers playing music and giving out instructions. | | |
| 4 Marathon participants are colour-coded according to the speed at which they think they will run. | | |
| 5 Anyone wishing to change their starting zone can do so. | | |

## EXAM TASK – Use of English

**Complete the text with the correct form of the words in brackets.**

Jonnie Peacock is a British Paralympic sprinter whose fight to overcome his [1]_____ (able) has made him an inspiration to many disabled sportsmen and women.

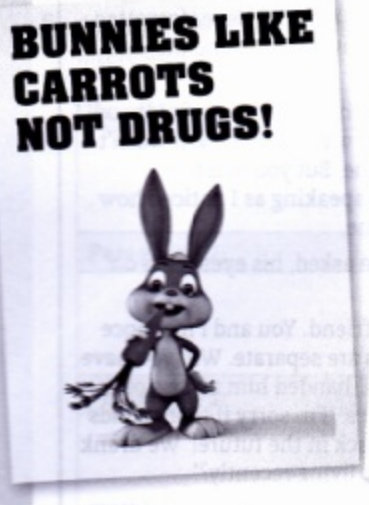
He contracted meningitis at the age of five, and for a while his life was in danger. The disease [2]_____ (serious) affected his right leg and it was necessary to amputate below the knee. He was then fitted with an artificial, or prosthetic, leg.

However, this [3]_____ (fortune) disadvantage wasn't enough to prevent him from being keen on sport. As a teenager, he played rugby and football, following in the footsteps of his grandfather who played for Liverpool FC. In 2008 Jonnie decided to find out more about disability sport and he [4]_____ (enthusiasm) took up running.

Jonnie has been competing in sprint races since 2009 and his [5]_____ (achieve) are phenomenal. At the 2012 Paralympic Games Jonnie stunned the world by setting a new record of 10.90 seconds over 100 metres. He won a gold medal despite being the youngest [6]_____ (compete). The following year Jonnie was awarded an MBE and became an ambassador for the Paralympics Sports Fest, which aims to encourage more young disabled people to take part in sport.

## EXAM TASK – Speaking

**Your class wants to take part in a competition organised by a group that supports animal rights. You are on the jury deciding which poster will be put into the competition. Look at the two posters and:**
- **select the poster that you prefer, and justify your choice.**
- **explain why you are rejecting the second poster.**



**Answer the questions.**
1 Should scientists have a free hand in deciding how far they want to go with their experiments? Why?
2 Should genetically modified foods be banned? Why?

## EXAM TASK – Writing

**You recently watched the local marathon and were inspired by it. Write an email of 150–180 words to your friend about it. In your email**
- **give general information about the marathon.**
- **describe the atmosphere.**
- **say how/why you enjoyed it.**
- **say why you think both of you should try to run the marathon next year.**

**Write your email in the appropriate style and format.**

# 1–2 EXAM CHALLENGE

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

Born in 1962, Kim Ung-Yong is perhaps the cleverest person [1]_____ the world. By the age [2]_____ four, he was already [3]_____ to read in four languages. He [4]_____ listed in *Guinness World Records* under 'highest IQ' – his score is estimated to be about 210. Kim gained a Ph.D. from Colorado State University before he was fifteen and went [5]_____ to work for NASA in the USA. He continued with that work [6]_____ his return to Korea in 1974. [7]_____ then, he has worked as a civil engineer and has published over 90 papers in academic journals.

**2** **Complete the sentences with words formed from the words in brackets.**

1 It was very _____ of Tom to let you do all the work. (self)
2 Jake draws beautifully and writes plays. He's very _____. (create)
3 It wasn't very _____ of you to drive when you were feeling sleepy. (sense)
4 My dad often tells _____ stories. (humour)
5 Don't be so _____. You should be prouder of your achievements. (assume)
6 I wouldn't go on that roller-coaster ride unless you are very _____. (dare)

**3** **Complete the text with appropriate words.**

Updown Court is the [1]_____ expensive house in the world. It's currently on the market for a staggering $122 million. That's about $50 million more [2]_____ the priciest US home. It's in Britain, 28 miles from central London, and even has royalty as neighbours – the Queen lives nearby at Windsor Castle.

This brand-new property is utterly extravagant, as one [3]_____ expect. It has 103 rooms, five swimming pools, a squash court, gym, bowling alley, 50-seat cinema – and the list goes on. The driveway is [4]_____ of marble and heated – to melt ice in winter! Oh, yes, and there's a six-bedroom house in the grounds for your guests.

[5]_____ it looks like an old-fashioned fairytale palace, it naturally has all the state-of-the-art equipment you could wish for. All its systems [6]_____ computer-controlled and can be accessed from anywhere [7]_____ the world. So, you can be on holiday in the Caribbean, for example, and still check that you have [8]_____ vintage champagne in the fridge for when you get home.

**4** **Choose the correct words to complete the text.**

A young electrician has [1]____ his back on the housing market by making his family home [2]____ a double-decker bus. Daniel Bond, 28, spent four months and £11,000 [3]____ the vehicle into a luxury two-bedroom home. Amazingly, the bus, which was [4]____ used to carry passengers in Dublin and East Sussex, has been fitted with a double bedroom, a twin bedroom, a kitchen, a TV lounge and a bathroom. It has full plumbing [5]____, a 220-litre water tank, and can be connected to mains electricity. The kitchen [6]____ has a cooker, a fridge and a sink with running water.

Daniel and his partner Stacey now live in the converted 1991 Leyland Olympia bus and the couple say they [7]____ not be happier. Stacey said, 'I love it. We do not have any kids on the way at [8]____, but if we ever do, maybe Daniel can convert a school bus for them to live in.'

| | | | | |
|---|---|---|---|---|
| 1 | A given | B put | C made | D turned |
| 2 | A out of | B into | C up to | D with |
| 3 | A to turn | B for turning | C turned | D turning |
| 4 | A yet | B ever | C once | D before |
| 5 | A throughout | B around | C along | D overall |
| 6 | A too | B ever | C yet | D even |
| 7 | A could | B can | C might | D must |
| 8 | A moment | B present | C the present | D now |

**5** **Complete the text with words formed from the words in brackets.**

If you met him on a flight, you would never imagine that he used to be a [1]_____ (billion). He flies economy and his [2]_____ (appear) is more like a hard-up tourist than a highly successful businessman. Nevertheless, Chuck Feeney is the co-founder of a [3]_____ (globe) renowned chain of airport shops, a business which helped him make a fortune.

But making a fortune was never his [4]_____ (intend), and so Mr Feeney set about giving the majority of his money away to charity. Mr Feeney's family is [5]_____ (original) from Ireland, and his charitable foundation has made [6]_____ (donate) to Irish Universities totalling 770 million euros since 1990. Many other good causes have benefited too, thanks to the approach which Mr Feeney himself describes as 'giving while living'.

# 3–4 EXAM CHALLENGE

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

My grandmother [1]____ 80 last week. She was born and [2] ____ up in Newcastle, in the north of England. She studied medicine at university, [3]____ was quite unusual for a young woman in those days, and worked [4]____ a hospital surgeon until she retired twenty years ago. She [5]____ a break from her career to have children, but soon went back to work. Her husband, my grandad, passed [6]____ two years ago, and I know she [7]____ him a lot. But she's a very positive person and lives life to the full. She's also great company and is always interested [8]____ the lives of her grandchildren.

| | | | | |
|---|---|---|---|---|
| 1 | A turned | B became | C grew | D arrived at |
| 2 | A taken | B grown | C brought | D moved |
| 3 | A what | B that | C and | D which |
| 4 | A as | B like | C in | D at |
| 5 | A made | B did | C had | D took |
| 6 | A through | B away | C over | D out |
| 7 | A loses | B regrets | C misses | D remembers |
| 8 | A on | B in | C at | D about |

**2 Complete the text with appropriate words. Use only one word in each gap.**

**What generation gap?**

You'd think that my dad and I would have different tastes [1]_____ music. After all, I'm 17 and he's 43. But no, last week I caught [2]_____ listening to one of my favourite bands. When I expressed my surprise, he was a [3]_____ offended. 'You young people think you invented popular music,' he said, 'but I've been listening to it since [4]_____ before you were born.' And the same goes [5]_____ films. He saw the first Star Wars film [6]_____ a young boy and loved it. Then, when the latest episode was released, he was first in the queue at the box office. I went to see it too. But not with him!

**3 Choose the correct words to complete the text.**

1 This time tomorrow _____ on the plane to Beijing.
A I'll sit B I'll be sitting
C I'll have sat D I'm sitting

2 'Where's Ann?' 'Don't know. She _____ television.'
A can be watching B might watch
C should watch D might be watching

3 Politicians have _____ another campaign against drink-driving.
A signed B taken part
C launched D gauged

4 My aunt has put herself up for _____ to the local council.
A election B candidate
C constituency D coalition

5 Doctors are _____ a change in the law on soft drugs.
A calling for B calling up
C calling D calling in

6 In 1994, Norway voted 'no' in a _____ on EU membership.
A demonstration B election
C petition D referendum

**4 Complete the text with words formed from the words in brackets.**

A charity in Birmingham has come up with an unusual way to raise public [1]_____ (aware) of the problems faced by [2]_____ (home) people in the city centre. They are organising an outdoor pyjama party in one of the main shopping areas. 'We'll be handing out [3]_____ (invite) this week,' said Ryan Stevens, a spokesman from the charity. 'The party itself will be taking place next Saturday evening.'

The party will be free of charge, but [4]_____ (pay) volunteers will be collecting [5]_____ (donate), and they hope to raise a significant amount of money. This will be spent on keeping two night shelters open through the winter months. 'There used to be [6]_____ (compare) few people sleeping rough in Birmingham,' said Mr Stevens, 'but the recent increase in [7]_____ (employ) has caused a lot of problems.'

Several local [8]_____ (council) have agreed to support the event, although the council itself has declined to make a contribution, citing a lack of funds.

**5 Complete the text with appropriate words.**

Several high-profile authors in the UK have joined the protests [1]_____ planned library closures. Nearly half [2]_____ country's smaller local libraries are under threat because of reduced funding, and campaigners are worried that this will [3]_____ a detrimental effect on education. In particular, children from poorer households rely [4]_____ libraries, it is claimed, in order to compensate [5]_____ a lack of books at home.

A day of action is [6]_____ planned for next month in order to raise awareness of the issue. Appearances [7]_____ well-known literary figures, such as Philip Pullman, author of the trilogy *His Dark Materials*, will help to attract media attention, it [8]_____ hoped. Details of events around the country are available online.

# 5–6 EXAM CHALLENGE

**1** **Complete the text with words formed from the words in brackets.**

While mobile phone technology has improved [1]_____ (drama) in recent years, battery technology has lagged behind. However, [2]_____ (science) in Korea hope to change that. They have spent the past few years [3]_____ (develop) flexible batteries. The batteries will still be [4]_____ (recharge), but they will be much smaller than current batteries. This might make it possible to roll up your mobile, tablet and e-reader for easy [5]_____ (store). There may even be an [6]_____ (improve) in [7]_____ (perform), with longer battery life. The new technology will certainly [8]_____ (revolution) the design of hand-held devices, which is often dictated by the size and shape of the battery.

**2** **Complete the text with appropriate words.**

**Texting sheep**

A system is being developed in Switzerland [1]_____ automatically warn shepherds when herds of sheep come under attack by wolves. A collar on the sheep will monitor the sheep's heart rate. If it rises and stays high for a long time, [2]_____ is a sign of distress, a text message will [3]_____ sent to the sheep's owner by a special chip embedded in the collar. Tests have shown that a sheep's pulse almost trebles under stress, from a resting heart rate of about 60–80 beats [4]_____ minute. The tests involved twelve sheep being confronted with two muzzled wolfhounds. [5]_____ is hoped the protection system will reduce the number of incidents in which sheep are attacked [6]_____ wolves. Small flocks of sheep, many of [7]_____ owners are too poor to buy a sheepdog, are particularly at risk. Wolves have recently made a comeback in the Alps, after [8]_____ hunted almost to extinction in the 1930s. It's the first [9]_____ that a sheep protection system of this type has been trialled outdoors. The idea is similar to monitoring systems used by elderly people, which automatically contact the emergency services when something is wrong [10]_____ their heart rate or blood pressure.

**3** **Choose the correct words to complete the text.**

A chef has created what [1]____ be the world's most expensive pasta dish. Marco Pirelli, who heads the kitchen at the award-winning Royal Aldgate Hotel Brasserie, designed the dish to [2]____ the restaurant's 50th anniversary. According to the hotel's press release, *Penne all'aragosta con tartufo* is available for one month only and is [3]____ at £875. The pasta itself is made from a superior kind of organic wheat, combined [4]____ spring water and extra virgin olive oil. But it's the sauce which is [5]____ extravagant. It includes three lobster tails, cream, champagne and fresh black truffle. The precise ingredients are a [6]____ -guarded secret, but Mr Pirelli insists that the dish is not overpriced. 'It's not something you would order every day,' he says, 'but for a really special occasion, it's well worth the money. In fact, I'd say it's a [7]____ !' The pasta is [8]____ off with flakes of gold as well as the more standard parmesan cheese. The dish is not on the daily menu, but is available to order in advance.

| | | | | |
|---|---|---|---|---|
| 1 | A would | B can | C bound to | D could |
| 2 | A stress | B mark | C emphasise | D remind |
| 3 | A worth | B valued | C cost | D priced |
| 4 | A by | B in | C with | D for |
| 5 | A strongly | B fully | C honestly | D truly |
| 6 | A fully | B very | C tightly | D closely |
| 7 | A bargain | B sale | C reduction | D fortune |
| 8 | A crowned | B made | C ended | D finished |

**4** **Complete the text with suitable words. Use no more than two words in each gap.**

Food waste is a serious problem in most developing countries. For [1]_____, it is thought that the average American family throws [2]_____ about 40% of the food it buys. In the UK almost a third [3]_____ bread bought in the shops ends up in the dustbin. But a revolutionary new loaf developed by an American company may [4]_____ an end to the waste. Normally bread [5]_____ only stay fresh for a few days, but the company claims that its new loaf should stay mould-free for [6]_____ to two months.

# 7–8 EXAM CHALLENGE

**1** **Complete the text with words formed from the words in brackets.**

Understanding the grunts and mumbles of teenagers can be [1]_____ (challenge). It can even lead some parents to feel as though they speak a [2]_____ (complete) different language from their children.
In a bid to bridge the generational gap, one self-confessed unintelligible daughter has put together an [3]_____ (essence) guide to the modern youngster's vocabulary. *The A–Z of Teen Talk* by thirteen-year-old Lucy van Amerongen provides [4]_____ (explain) of around 300 weird and wonderful words used by her age group. She was [5]_____ (inspire) to compile the list after her parents complained they could not understand [6] _____ (converse) between her and her sisters. Lucy spent a year [7]_____ (compile) the list before she sold the publishing rights for £1,000. She said, 'I hope this will clear up a lot of [8]_____ (confuse) for other families, and it's a great feeling to see my name in print.'

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

1 Our teacher _____ for arriving ten minutes late for the exam.
**A** confessed **B** admitted **C** apologised **D** forbade
2 They claimed they had seen each other the day _____ .
**A** before **B** previous **C** afterwards **D** later
3 This thriller has one of the most _____ stories ever.
**A** grasping **B** clutching **C** holding **D** gripping
4 According to eyewitness _____ , there was an explosion.
**A** editions **B** flashes **C** broadcasts **D** accounts
5 The government has _____ a helpline for people in debt.
**A** called in **B** put in **C** set up **D** made up
6 The Met Office has _____ motorists not to travel unless essential.
**A** warned **B** said **C** forbidden **D** suggested

**3** **Complete the text with appropriate words.**

**Disappearing islands**
The tiny country of Tuvalu is in [1]_____ middle of the vast Pacific Ocean. It consists [2]_____ nine islands, which, added together, have an area of only 26 [3]_____ kilometres. The population of Tuvalu is less [4]_____ 12,000. Because the islands are made of coral and do not rise very high above the surface of the sea, they are particularly vulnerable to rises in sea level. In fact, a rise of half a metre would [5]_____ Tuvalu uninhabitable; any further rises might cause the islands to disappear altogether. [6]_____ this happened, Tuvalu would become the first country to disappear as a direct result of [7]_____ warming. The country's politicians are appealing to the industrialised nations of the world to control their [8]_____ emissions. If they do not, then the inhabitants of Tuvalu will pay the price – [9]_____ though they produce almost no pollution themselves. That doesn't seem fair, [10]_____ it?

**4** **Complete the text with appropriate words. Use only one word in each gap.**

Concern about the effects of [1]_____ warming is growing around the world as countries struggle to control the amount of greenhouse [2]_____ they produce. Some of the negative effects include an increase [3]_____ extreme weather, floods and droughts. But research by the International Potato Centre has revealed one surprising and positive effect of an atmosphere rich in carbon dioxide: larger sweet potatoes. Some estimates predict that the average size of this vegetable could double within a [4]_____ decades. However, these supersize sweet potatoes may not solve the problem of world hunger as they could [5]_____ out to be [6]_____ nutritious than their normal equivalents.

# 9–10 EXAM CHALLENGE

**1** **Complete the text with words formed from the words in brackets.**

A used-car salesman resigned from his job after [1]_____ (mistake) believing he had won £1 million on a scratch card. Steve Moseley [2]_____ (read) the numbers on the scratch card and, in his [3]_____ (excite), started dancing around his office. He bought champagne and gave all the money in his wallet to his colleagues. Thinking he was now a [4]_____ (million), he immediately informed his [5]_____ (shock) boss that he was leaving his job. He then rang the National Lottery's hotline to claim his prize. His [6]_____ (celebrate) were cut short when he learned that his scratch card didn't in fact contain all the [7]_____ (win) numbers. He had [8]_____ (fool) mistaken a 16 for a 15! Far from being a millionaire, he now found himself a [9]_____ (job) car salesman. He said that the news made him [10]_____ (physical) sick. Luckily for Steve, his manager reinstated him in his job, but he left shortly afterwards to set up his own garage.

**2** **Complete the text with appropriate words. Use only one word in each gap.**

In 2009, James Washington was serving a prison sentence in the US state of Tennessee for a minor offence when he suffered a huge heart [1]_____.
Thinking he was in the final few moments of his life, Washington told his prison guard something that he had [2]_____ secret for over a decade: that he had [3]_____ murder. His victim was Joyce Goodener, [4]_____ death in 1995 had remained an unsolved mystery. When Mr Washington made a surprising recovery, he tried to take [5]_____ his confession and denied any involvement in Ms Goodener's death. However, the court did not believe him and [6]_____ him to 51 years in prison.

**3** **Complete the text with words formed from the words in brackets.**

A report recently commissioned by the Department of Health has suggested that primary schools in England and Wales are taking the wrong approach to sport. Although physical education is part of the school curriculum from the age of five, many primary school children rarely get the chance to play sports and games [1]_____ (compete) because teachers fear it will lead to [2]_____ (agree) in the playground. However, as the problem of [3]_____ (obese) starts to affect younger and younger children, many people are now questioning the [4]_____ (wise) of this policy, and the [5]_____ (publish) of this latest report will only increase pressure for a rethink.

Learning to cope with winning and losing is important [6]_____ (prepare) for later life, according to Dr Travis, the leader of the research group behind the report. 'By the time people reach [7]_____ (adult),' he explains, 'they should feel comfortable with the idea that you can enjoy competing in sports whatever the result. Children will continue to see losing a game as a [8]_____ (disaster) event if you don't allow them to get used to it.'

Government ministers have welcomed the report's [9]_____ (find), but have so far not commented on whether it will lead to any new policies.

**4** **Choose the correct words to complete the text.**

When Rosie Swale's husband died of cancer in 2002, she decided to run around the world to raise money for cancer charities. She [1]_____ to do it alone, without a support crew and with very basic shelter and supplies, which she pulled along with her in a little cart [2]_____ she ran. She paid for the trip by [3]_____ out her home while she was away. Her journey [4]_____ 32,000 kilometres and lasted from October 2003 until August 2008. [5]_____ that time, she wore out 53 pairs of running shoes and spent a week being followed by a pack of wolves in Siberia. She wrote a book about her experiences, which was [6]_____ in 2009.

| | | | | |
|---|---|---|---|---|
| 1 | **A** planned | **B** organised | **C** claimed | **D** made |
| 2 | **A** since | **B** along | **C** as far as | **D** as |
| 3 | **A** renting | **B** selling | **C** lending | **D** squatting |
| 4 | **A** stretched | **B** travelled | **C** covered | **D** completed |
| 5 | **A** Meanwhile | **B** While | **C** As long as | **D** During |
| 6 | **A** produced | **B** published | **C** screened | **D** founded |

# 1–2 Review

**1 Complete the text with appropriate words. Use only one word in each gap.**

Dear Libby,
I hope you are well. Are you preparing to go for [1]_____ more trips around the world?! Last time I wrote, I was looking [2]_____ a flat. Well, [3]_____ good news is that I've found [4]_____. The rent is extortionate, but I don't have many [5]_____ expenses, so I [6]_____ afford it. While I was looking at the accommodation adverts, a squatter called Spikey came up and invited me to visit his squat. But that was [7]_____ I told him I worked in the financial sector! Talking of work, I've [8]_____ putting in lots of extra hours recently, but enjoying it. Do you remember advising me to find a hobby? Well, [9]_____ is a gym opposite my flat! I haven't been there [10]_____, but I'll try to go soon.
Stefan

Mark: ___ /10

**2 Complete the text with the words from the box. There are five words that you do not need.**

**dressing entered feature graduation illustrated long majored promotion retrospective social career stores studied worldly worldwide**

Andy Warhol was an American artist and a central figure in the movement known as Pop Art. He was born in Pittsburgh, Pennsylvania in 1928 to Andrej and Julia Warchola, who were immigrants from Slovakia. In 1945, he [1]_____ the Carnegie Institute of Technology, where he [2]_____ in graphic design. On [3]_____, Warhol moved to New York, where he carved out a successful [4]_____ for himself as a commercial artist. His clients included the magazines *Vogue*, *Harper's Bazaar* and *The New Yorker*, and he did advertising and window [5]_____ for department [6]_____ such as Bonwit Teller and I. Miller. In the 1950s, Warhol turned to fine art. He gained [7]_____ fame for his work as a painter, avant-garde film-maker, record producer and writer. The diverse [8]_____ circles he moved in included bohemians, intellectuals, celebrities and the wealthy. A controversial figure in his lifetime, Warhol has been the subject of numerous [9]_____ exhibitions, books and [10]_____ films since his death in 1987.

Mark: ___ /10

**3 Choose the correct words to complete the text.**

The first episode of *Secret Millionaire*, one of the most successful reality series, was [1]____ by Fox Television in May 2008. In the series, wealthy benefactors go undercover in impoverished neighbourhoods. Each week a millionaire leaves their luxury life [2]____ in order to take [3]____ a secret identity and live in a deprived area for about ten days.

[4]____ on a limited budget with no modern conveniences, they have to try and find a place in the community and work alongside the locals to identify those who they think deserve a slice of their fortune. At the end of the show, the millionaire [5]____ his true identity to the community and gives [6]____ a minimum of $100,000 of his own money to at least one [7]____ person. Most participants are men, but not all. Each episode traces two storylines: the millionaire's culture shock as he or she is [8]____ face to face with the realities of poverty, and the rags-to-riches fairy tale of struggling individuals who get a sudden windfall. *Secret Millionaire* is [9]____ on a Channel 4 UK hit which in 2007 won the prestigious [10]____ for best reality series at the annual festival in Lucerne, Switzerland.

| | | | | | |
|---|---|---|---|---|---|
| 1 | A | aired | 6 | A | off |
| | B | published | | B | out |
| | C | exposed | | C | away |
| | D | displayed | | D | over |
| 2 | A | away | 7 | A | respecting |
| | B | behind | | B | deserving |
| | C | off | | C | admired |
| | D | out | | D | commended |
| 3 | A | up | 8 | A | taken |
| | B | in | | B | brought |
| | C | to | | C | kept |
| | D | on | | D | caught |
| 4 | A | Living | 9 | A | based |
| | B | Having lived | | B | established |
| | C | To live | | C | founded |
| | D | To be living | | D | set up |
| 5 | A | discovers | 10 | A | award |
| | B | reveals | | B | reward |
| | C | uncovers | | C | price |
| | D | detects | | D | gift |

Mark: ___ /10

Total: ___ /30

# 3–4 Review

**1** **Complete the text with words formed from the words in brackets.**

## Youth centre faces closure

**Residents of the North-East town of Brightwell** are furious at plans to close their local youth centre, and a group of them have launched a campaign to persuade councillors to [1]_____ (consider) the decision. They are planning a [2]_____ (demonstrate) this weekend in the town centre. June Pemberton, the main [3]_____ (organise) of the campaign, believes she has the backing of an overwhelming majority of local residents. 'Even those without children are unhappy,' says Miss Pemberton. 'They are concerned that the [4]_____ (close) will lead to groups of teenagers hanging around on street corners with nothing to do. [5]_____ (inevitable), this will cause an increase in antisocial behaviour and [6]_____ (vandal).'

But Mark Roberts, the leader of the town council, claims that the number of people who use the youth centre has been [7]_____ (steady) falling over recent years. 'It's getting less and less popular – and at the same time, more and more expensive in terms of [8]_____ (maintain),' he said. '[9]_____ (hope), by January next year, the new sports centre will be completed,' he continued. 'Teens will be able to use the centre for as little as £1, as will pensioners and the [10]_____ (employ).'

However, [11]_____ (protest) are unhappy that, unlike the youth centre, the sports centre will charge for [12]_____ (enter). 'Many teenagers who currently use the youth centre come from [13]_____ (privilege) families that are already struggling to make ends meet,' said Mrs Pemberton. 'A pound may be a [14]_____ (meaning) amount of money to Mr Roberts, but it's more than many local families can afford.'

Mark: ___ /14

**2** **Complete the text with appropriate words. Use only one word in each gap.**

### New roles for women and men in the twentieth century

The forces changing women's lives that [1]_____ become evident by the 1950s, accelerated in the following decades. The Civil Rights Act of 1964 outlawed discrimination not only [2]_____ racial minorities but also on the basis of sex. At the same time, the women's liberation movement led [3]_____ a rethinking of gender roles. People of [4]_____ sexes came increasingly to see careers for women as an alternative to women [5]_____ full-time homemakers. [6]_____ the end of the 1980s, more than half of women over sixteen were working. Public opinion began to favour men who shared housekeeping and childcare with their wives. This included kitchen duties. Men [7]_____ cooking expertise [8]_____ been limited to grilling bacon or boiling an egg began to [9]_____ a deeper interest in cooking. At the same time, the spread of labour-saving devices, [10]_____ as blenders, food processors and automatic dishwashers, reduced the time anyone needed to spend in the kitchen.

Mark: ___ /10

**3** **Choose the correct words to complete the text.**

Thirty years ago, at 7.30 a.m. on a Tuesday, I stood [1]____ a roomful of restless pre-adolescents. Unexpectedly, I had been placed in front of 70 of them with the instructions:
'They can't go out into the playground because of the rain. Keep them busy until [2]____ teachers [3]____ here.'
I looked out at the sea of faces, [4]____ were ten per cent hopeful that I [5]____ something interesting, and 90 per cent sceptical that any adult [6]____ . Their bodies were slumped; their arms were folded. They were [7]____ me to interest them in some way.

Not knowing what else to do, I began to [8]____ a story. Within seconds, their postures had changed; their faces relaxed and they stopped rolling their eyes. More than that: I managed to hold their attention throughout the fifteen minutes of the story.
I could never [9]____ that those fifteen minutes [10]____ my life.
Over the next few years, I studied the way people respond to stories. Leaving behind my teaching job, I moved into freelance performing, and finally my current position as a storytelling coach.

1 A to face
B facing
C having faced
D face

2 A the other
B other
C the others
D another

3 A are getting
B get
C will get
D got

4 A that
B who
C which
D whose

5 A will say
B would say
C said
D would have said

6 A always would
B even might
C ever could
D never will

7 A assuming
B challenging
C considering
D inquiring

8 A say
B tell
C talk
D make

9 A to have predicted
B have predicted
C predicted
D predict

10 A were to change
B had changed
C will change
D would be changing

Mark: ___ /10

Total: ___ /34

# 5–6 Review

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

## Healthy diets lead to a healthier IQ

Children fed healthy diets at an early age may have a slightly higher IQ, while those on heavier junk food diets may have a slightly [1]___ IQ, according to new research from the University of Adelaide. The study, led by Public Health researcher Dr Lisa Smithers, looked at the link between the eating [2]___ of children at 6 months, 15 months and 2 years, and their IQ at the age [3]___ eight. The study of more than 7,000 children compared a range of dietary patterns, [4]___ traditional home-prepared food, ready-made baby foods, breastfeeding and junk foods.

'Your diet [5]___ the nutrients needed for the development of brain [6]___ in the first two years of life, and the aim of this study was to look at what [7]___ diet would have on children's IQs,' Dr Smithers said. She explained that they had found that children who were breastfed at 6 months and had a healthy diet which regularly included foods [8]___ as cheese, fruit and vegetables at 15 and 24 months, had an IQ up to two points higher by the age of eight. By [9]___, children who had a diet regularly involving biscuits, chocolate, sweets, soft drinks and crisps in the first two years of life had IQs [10]___ to two points lower by the time they reached the same age.

According to Dr Smithers, this study [11]___ the need to provide children with healthy food at a crucial, formative time in their lives. '[12]___ the differences in IQ are not huge,' she explains, 'this study provides some of the [13]___ evidence to date that dietary patterns from 6 to 24 months have a small but significant effect on IQ. It is important that we [14]___ the longer-term impact of the food we feed our children.'

| | | | | |
|---|---|---|---|---|
| 1 | A less | B down | C reduced | D low |
| 2 | A customs | B practices | C habits | D ways |
| 3 | A in | B at | C for | D of |
| 4 | A including | B consisting | C ranging | D offering |
| 5 | A awards | B lets | C inputs | D supplies |
| 6 | A nuclei | B sections | C parts | D tissue |
| 7 | A impact | B results | C goals | D changes |
| 8 | A like | B such | C rather | D similar |
| 9 | A contrast | B change | C difference | D opposite |
| 10 | A down | B up | C nearly | D about |
| 11 | A argues | B reinforces | C claims | D echoes |
| 12 | A As | B When | C Since | D While |
| 13 | A hardest | B important | C strongest | D most |
| 14 | A consider | B argue | C encourage | D pay attention |

Mark: ___ /14

**2** Complete the text with the words from the box. There are five words that you do not need.

**purposes bargain travels views evidence decorative consumption invented recreational synthetic conventional introduction origins sign principle**

The first kites were probably created in China some 2,800 years ago. However, some historians believe the kite may be even older and have its [1]_____ in the part of the world that is now Indonesia. Their [2]_____ are based on cave drawings in the region. We know from written [3]_____ that there were paper kites in China by 549 AD: in that year a paper kite was used to send a message as part of a rescue operation.

Europeans first learned about kites towards the end of the 13th century from Marco Polo's descriptions of them in his book about his [4]_____ in Asia. It was not until the 16th century, though, that sailors brought examples of kites back to Europe, from Japan and Malaysia.

Kites come in all shapes and sizes. Some are highly [5]_____ and represent flying and swimming creatures, such as birds, butterflies, dragonflies, fish and dragons. Early kites were made of silk and bamboo, but [6]_____ materials are used in many modern kites. The cultural significance of kites varies from country to country. In some parts of Asia, kite-fighting – where you try and catch or cut down your opponents' kites – is a popular sport. Many modern sports are based on the [7]_____ of kite-flying, such as hang-gliding, kitesurfing and snow-kiting.

Historical records show that in ancient and medieval times Chinese kites were used for various [8]_____, including gauging wind strength, measuring distances, sending messages and lifting people.

In the 18th and 19th centuries, kites played a part in some scientific experiments, including in the field of aeronautics. They have also been used in aerial photography, for making meteorological observations and in communications (e.g. carrying antennas). Though their use is now largely [9]_____, in recent years a German company has developed a special kite as an extra power source for its cargo ships. It significantly reduces fuel [10]_____ and thus costs.

Mark: ___ /10

Total: ___ /24

# 7–8 Review

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

Looking at the grammar of Modern English many students [1]___ to realise the [2]___ of changes that this language has undergone since the last millennium. In fact, the English of today is nothing [3]___ the English of medieval times. Old English – that is, English spoken before the eleventh century – marked grammatical functions with 'endings' attached to 'base' words. Nouns and adjectives could be of three genders (masculine, feminine or neuter) and there were four cases (nominative, accusative, dative and genitive), [4]___ had its own endings [5]___ to the roots. Modern English marks the infinitive of verbs with a preceding *to*, whereas Old English infinitives ended in *-an*. In all tenses verbs had separate suffixes for singular and plural in the first, second and third persons. After the eleventh century, the number of these endings [6]___ significantly. They were replaced by [7]___ is, broadly speaking, the same system that English has today, which, unlike Old English, makes very [8]___ use of word endings. It relies [9]___ on the word order in the sentence. This was due mostly to the Norman invasion, after which the invaders and the invaded had somehow to communicate with each other. The word endings only added to the confusion, [10]___ they were gradually abandoned, and more prepositions were used in place of them.

1 A fail
B succeed
C waste
D persist

2 A extent
B extension
C extend
D expansion

3 A such as
B as more
C like
D as

4 A each of which
B each of whom
C that
D which

5 A connected
B linked
C bound
D added

6 A decimated
B dropped
C condensed
D reduced

7 A what
B that
C which
D it

8 A hardly
B some
C little
D small

9 A in spite
B instead
C in place
D on the spot

10 A so
B although
C whereas
D however

Mark: ___ /10

**2 Complete the text with the correct form of the verbs in brackets.**

**Why tweet when you can whistle?**

Long before the advent of the telephone, the people of Kusköy [1]_____ (have) no problem placing long-distance calls: they would just put their lips together and [2]_____ (blow). For generations the Turkish villagers [3]_____ (converse) across their steep, wooded mountainsides in a language [4]_____ (compose) entirely of whistling.

Now, as modern technology creeps into their remote home on the Black Sea coast, Kusköy [5]_____ (battle) to keep its 'bird language' alive. The village's most expert whistlers [6]_____ (gather) yesterday [7]_____ (compete) as part of an annual festival to promote the tradition.

'Since mobile phones arrived, more people – especially kids – aren't so keen on the whistling language,' said Ibrahim Kodalak, 45, one of this year's hopefuls.

Competitors whistled instructions to one another from each side of a valley, and [8]_____ (assess) by a panel of judges. For the villagers, this is really about upholding their traditions.

'It [9]_____ (not, matter) who wins,' said Mahmut Civelek, who successfully whistled instructions to a fellow competitor to remove his hat and perform a local dance. 'This is a culture that's in our blood.' In the end the judges shared his view, [10]_____ (declare) all competitors joint winners.

According to Seref Köcek, head of the Bird Language Association, about 80 per cent of the village's 1,000 inhabitants still understand the language. It can [11]_____ (use) to communicate over distances of up to 1,000 metres. But as phone companies [12]_____ (put up) masts around the valley, now villagers can [13]_____ (see) holding mobiles to their ears more often than fingers to their lips. Kusköy is also slowly shrinking, as young people leave to find better opportunities in Turkey's booming cities.

One such person is Mr Köcek's brother Rifat, 38, who works as a fireman in Istanbul but returned for the festival. 'Even when people leave the village, they still remember the language and use it when they're here,' he said. 'After all, you have to pay to use a mobile phone. [14]_____ (whistle) is free.'

Mark: ___ /14

Total: ___ /24

# 9–10 Review

**1 Complete the text with appropriate words. Use only one word in each gap.**

## *Protesters fail to stop play*

According to a police spokesman, an attempt to disrupt a tennis match at Wimbledon [1]_____ prevented yesterday afternoon, thanks [2]_____ the work of an undercover officer. A group of environmental protesters [3]_____ planned to run onto Centre Court during the second set of the men's semi-[4]_____ match and hold up a large banner protesting against Wesley's Supermarket, but the protesters were arrested [5]_____ they could get onto the court. It is not clear at this stage exactly [6]_____ complaint they have against the company, but it is thought to relate to plans to build a new store in Williams Street.

Police are refusing to give any details of the undercover officer, but he is believed to [7]_____ moved into a squat with some of the other protesters several months [8]_____ and convinced them that he was an anti-capitalist campaigner.

A spokesman [9]_____ the supermarket chain has publicly thanked the police [10]_____ their work, adding, 'Wesley's takes pride in its positive relationship with the community. This small group of protesters does not represent the views of the general [11]_____.'

However, the police have [12]_____ criticised in the past for using undercover officers to infiltrate groups of environmental protesters. A spokeswoman for the Green Party said: 'This is a terrible waste of police resources. We are not talking about terrorists, [13]_____ even criminals: these are legitimate protests which should be allowed to [14]_____ place.'

Mark: ___ /14

**2 Complete the text with words formed from the words in brackets.**

Sleep is essential to all mammals for [1]_____ (survive). Scientists are still investigating what the precise purposes of sleep are, as well as what actually takes place during sleep. What is clear, though, is that sleep [2]_____ (deprive) is [3]_____ (detriment) to both physical, mental and emotional well-being. [4]_____ (drowsy) is the most obvious symptom of a lack of sleep, but other problems such as [5]_____ (depress) might not be so easily identified as related, particularly in the case of long-established bad sleeping patterns.

During sleep there is a higher rate of [6]_____ (grow) and repair of cells in the immune and [7]_____ (nerve) systems, and bones and muscles of our bodies. There are two basic types of sleep: REM (rapid eye movement) and non-REM (non-rapid eye movement). Different physiological and [8]_____ (neurology) processes are associated with each. Just as a lack of sleep heightens certain health risks (for example, of cardio-vascular disease), too much sleep is linked to increased [9]_____ (mortal). The amount of sleep humans require depends to some extent on age, though there is significant individual [10]_____ (vary) within in group.

Mark: ___ /10

**3 Complete the text with the correct form of the verbs in brackets.**

I know teenagers tend to find their parents embarrassing, but mine are something special! My father [1]_____ (know) to walk to the local shop in his pyjamas and slippers, not because he's absent-minded: he simply can't be bothered with the convention of getting [2]_____ (dress) to go out in public.

Most people accept that if you [3]_____ (study) music when you were young, it's too late. But not my mother! At the age of 50 she took her first singing lessons and she seems to seriously think she [4]_____ (make) it onto the opera stage in the not too distant future. She [5]_____ (always, sing) – round the house as well as in public. Going shopping with her is terrible!

The upside of having such eccentric parents is that they [6]_____ (always, encourage) me to form my own opinions and pursue what really interests me. I sometimes wonder, though, whether I [7]_____ (follow) a pretty conventional path so far in some sort of subconscious opposition to my parents. I did sciences and maths for A levels and [8]_____ (start) a medical degree in a few weeks. My parents had assumed I [9]_____ (want) to take a gap year to travel and 'spread my wings'. But I can't wait [10]_____ (get on) with my studies and a career!

Mark: ___ /10

Total: ___ /34

# Functions Bank

## STIMULUS-BASED DISCUSSION
## SPECULATING ABOUT A PHOTO

Judging by ..., I reckon ... (1F)
Looking at ..., I'd say that ... (1F)
It's clear from the photo that ... (1F)
I should think he/she is ... (1F)
Maybe/Perhaps ... (1F)
He/She looks as if/though ... (1F)
He/She looks like ... (1F)
He/She is obviously ... (1F)
I'd say he/she is ... (1F)
He/She could/may/might be ... (1F)
It's quite possible/likely that ... (5F)
There seems to be ... (5F)
Chances are that ... (5F)
More likely than not, ... (5F)

## GIVING A GENERAL OPINION

By and large, ... (1F)
Personally, I think ... (1F)
In my experience, ... (1F)

## ASKING FOR CLARIFICATION

Could you tell me what you mean by ...? (3F)
I'm not sure what you mean by ... (3F)
Could you repeat that, please? (3F)
Could you say that again, please? (3F)
Sorry, I didn't catch that. (3F)

## PARAPHRASING

I'm not sure how to say it in English. (7F)
I don't know what it's called in English. (7F)
I other words, ... (7F)
What I mean is, ... (7F)
It's what you (use for) ... (7F)
It's a kind of ... (7F)

## GAINING THINKING TIME

Let me think about that for a moment. (7F)
I haven't given that a great deal of thought before. (7F)
Let me see, ... (7F)
That's an interesting question. (7F)

## CHOOSING AND REJECTING OPTIONS

So, I'd opt for the ..., mainly because ... (5F)
I think the ... would be the better/best option because ... (5F)
So my choice would be the ... (5F)
I wouldn't choose the ... because ... (5F)
The reason I wouldn't go for the ... is that ... (5F)
I wouldn't pick the ... simply because ... (5F)

## EXPRESSING OPINIONS
## STRUCTURING AN ANSWER

First and foremost, ... (10F)
For a start, ... (10F)
Secondly, ... (10F)
And thirdly, ... (10F)
Also, let's not forget ... (10F)
And most importantly, ... (10F)

## EXPRESSING A FIRM OPINION

To my mind ..., (6F)
In my view ..., (6F)
I'm of the opinion that ... (6F)
I feel fairly strongly that ... (6F)
It seems clear to me that ... (6F)

## EXPRESSING A TENTATIVE OPINION

I don't have any strong feelings about ... (6F)
I'm not sure, really. (6F)
It could be argued that ... (6F)
There might be a case for arguing that ... (6F)

## INTRODUCING A COUNTER-ARGUMENT

On the other hand, ... (6F)
But then again, ... (6F)
Having said that, ... (6F)
At the same time, ... (6F)

## JUSTIFYING YOUR OPINION

The reason I believe that is because ... (8F)
The main reason is that ... (8F)
Why do I think that? Well, for one thing ... (8F)
Another thing is that ... (8F)
Another reason is ... (8F)
On top of that ... (8F)

# Functions Bank

## NEGOTIATING

### SUGGESTING

How about ...? (1D)

Or what about ...? (1D)

In that case, why don't you try ...? (1D)

I know, why don't we ...? (4F)

Here's an idea. Let's ... (4F)

I've got it. How about ...? (4F)

I think we should ... (4F)

We could always ... (4F)

The other thing we should do is ... (4F)

### OBJECTING

To be honest, I don't really like ... (1D)

I'm not that keen on ... (1D)

I don't feel happy about ... (1D)

I don't think ... would be my thing/would suit me. (1D)

I'm not sure/convinced about that. (4F)

I don't think that's a great idea. (4F)

Let's put that idea to one side for a moment. (4F)

I see why you're saying that, but ... (4F)

That's not a bad idea, but I think ... (4F)

Alternatively, we could ... (4F)

I don't think I could be bothered to ... (10D)

### AGREEING

Maybe you've got a point. (1D)

That's not a bad idea. (1D)

I could try it, I suppose. (1D)

I might give it a go. (1D)

I guess you could be right. (4F)

OK, you've persuaded me. (4F)

OK. Let's agree on that. (4F)

That's decided, then. (4F)

### PERSUADING

The big advantage (of my idea) is ... (4F)

Wouldn't it be better to ...? (4F)

Don't you think that ...? (4F)

Maybe, but I still think ... (4F)

### EXPRESSING REGRET

I (really) wish I had/hadn't ... (9F)

If only I had/hadn't ... (9F)

I'd rather I had/hadn't ... (9F)

I wish I could have ... (9F)

I wish I had been able to ... (9F)

# Writing Phrases

## DESCRIPTIONS
### EXPRESSING CONTRAST

Unlike Sara, Jade is tall. (1G)
In contrast to Sara, Jade is tall. (1G)
Sara is short, but/whereas Jade is tall. (1G)
While/Whilst Sarah is short, Jade is tall. (1G)
Sara is short. Jade, on the other hand, is tall. (1G)
Jade is tall, and yet Sara is short. (1G)
Jade is tall. However, Sara is short. (1G)

### DESCRIBING PERSONALITY

She tends to ... (1G)
He has a tendency to ... (1G)
She has a habit of ... (1G)
He comes across as ... (1G)
People regard her as ... (1G)
People consider her ... (1G)
Some people find him ... (1G)
She can be ... at times. (1G)

### RECOMMENDING

The ... impressed me, as did the ... (6G)
The ... struck me as (being) ... (6G)
I was immediately struck by the ... (6G)
I immediately noticed the ... (6G)
What caught my eye was ... (6G)
What made a big impression on me was ... (6G)
What I found most (appealing/impressive etc.) was ... (6G)

### DESCRIBING A PLOT

The film is set in ... (7G)
The story begins when ... (7G)
It's the story of ... (7G)
The plot revolves around ... (7G)
At the start of the film, ... (7G)
In the course of the film, ... (7G)
By the end of the film, ... (7G)
There's a twist at the end. (7G)

## NARRATIVES
### BEGINNING A NARRATIVE

It was a warm evening in August ... (5G)
'Wow! Look at his place!' said my dad ... (5G)
I often think back to ... (5G)

### SEQUENCING CLAUSES

After (leaving the house), I ... (2G)
Having (left the house), I ... (2G)
As (I left the house), I ... (2G)
The moment (I left the house), I ... (2G)
Looking up, I ... (2G)

### TIME EXPRESSIONS

Eventually, ... (2G)
In the end, ... (2G)
After a while, ... (2G)
Two weeks later, ... (2G)
Out of the blue, ... (2G)
At the same time, ... (2G)
Shortly afterwards, ... (2G)
Meanwhile, ... (2G)
Some time earlier, ... (2G)

### CONCESSION CLAUSES

He won the race even though he'd hurt his foot. (3G)
Although he'd hurt his foot, he won the race. (3G)
He won the race despite hurting his foot. (3G)
In spite of his injury, he won the race. (3G)

### PURPOSE AND RESULT

I (left the house) in order to/so as not to ... (9G)
I (left the house) in order that/so that/so ... (9G)
I (left the house) with a view to/with the intention of ... (9G)
I was so (tired) that ... (9G)
It was such (a big surprise) that ... (9G)

### ADVERBIAL PHRASES

In the middle of the room stood a policeman. (10G)
Away they drove. (10G)
On the table were three envelopes. (10G)

### ENDING A NARRATIVE

It turned out that ... (9G)
So finally, ... (9G)
And now, years later, I still think/remember ... (9G)

# Writing Phrases

## OPINION ESSAYS
### INTRODUCING AND SUPPORTING AN ARGUMENT

- The question we need to answer is ... (8G)
- It's no use/good arguing that ... (8G)
- It's fair to say that ... (8G)
- It's important to recognise that ... (8G)
- It's worth acknowledging ... (8G)
- It's hard to deny that ... (8G)
- It's impossible to say whether ... (8G)
- It's easy to point out that ... (8G)
- It's worth pointing out that ... (8G)

### INTRODUCING ADDITIONAL POINTS

- Furthermore, ... (8G)
- Moreover, ... (8G)
- What is more, ... (8G)
- Similarly, ... (8G)
- We should also remember that ... (8G)

### INTRODUCING CONTRASTING POINTS

- On the other hand, ... (8G)
- However, ... (8G)
- Having said that, ... (8G)
- And yet, ... (8G)
- That said, ... (8G)
- Even though, ... (8G)

### CONCLUDING PHRASES

- My own opinion is ... (8G)
- In conclusion, ... (8G)
- All things considered, ... (8G)
- To sum up, ... (8G)
- On balance, ... (8G)
- All in all, ... (8G)
- In the final analysis, ... (8G)

## LETTERS OF PROTEST
### OPENING THE LETTER

- I am writing to protest against ... (4G)
- I wish to register my opposition to ... (4G)
- I am writing to express my concern about ... (4G)

### INTRODUCING REASONS FOR PROTESTING

- I am very worried about/that ... (4G)
- I am particularly concerned about ... (4G)
- I fear that (it) will lead to ... (4G)
- It is clearly unfair to/that ... (4G)
- In addition, ... (4G)
- Furthermore, ... (4G)
- I would like to point out that ... (4G)

### MAKING A POINT FORCEFULLY

- The fact is that ... (4G)
- It is important to recognise that ... (4G)
- I wish to object in the strongest possible terms to ... (4G)
- I find it unacceptable that ... (4G)

### DESCRIBING ILL EFFECTS

- ... will do serious damage to ... (4G)
- ... will lead to the collapse/destruction/death, etc. of ... (4G)
- ... is bound to adversely affect ... (4G)
- ... will have a devastating effect on ... (4G)
- The consequences of ... will be very damaging. (4G)

### REQUESTING ACTION

- It is for these reasons that I think ... (4G)
- Please put a(n immediate) stop to ... (4G)
- Please do everything in your power to ... (4G)
- I urge you therefore to reconsider your decision/proposal (to ...) (4G)

# Writing Bank

## Account of an event

One of the most frightening experiences of my life took place while I was on holiday in Greece two years ago. What started as a relaxing and enjoyable boat trip almost became a disaster.

We had been staying at a holiday resort on mainland Greece for nearly a week when we decided to visit one of the nearby islands. First, we booked the trip at our hotel, then we walked down to the harbour and found our boat. The captain welcomed us on board and we sat down near the front.

At first, the weather was good and the sea was calm. However, after about fifteen minutes, the wind became much stronger. Then dark clouds filled the sky, and it was clear that a storm was about to start. Ten minutes later, it was pouring with rain and the sea was extremely rough. It was absolutely terrifying!

The captain of the boat explained that he couldn't approach the island – he was worried that we might hit the rocks if we went too close! All we could do was wait for the storm to pass. Meanwhile, the boat was rocking violently from side to side and all of the passengers were feeling very ill as well as frightened. But finally, the storm passed, the sea became calm once more and we finished our journey.

I'll never forget being at sea during a storm. In future, I'll certainly check the weather forecasts before booking a boat trip!

- Start your account with an introduction that will encourage your reader to continue reading. Include the time and place that your story happened.
- Develop your story using sequencing expressions, like *first*, *then*, *later*, *next* and *finally*.
- Give an idea of how quickly the events developed by using phrases like *after about five minutes* and *five minutes later* ...
- Don't write about too many events. It is better to describe fewer things in more detail.
- Use the past continuous for describing a scene.
- Make sure your story finishes with a definite conclusion. If appropriate give a final opinion of what happened, or say how it affects your life now.

## Essay (for and against)

- Divide your essay into four paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading.
- In the second paragraph include points in favour of the statement.
- In the third paragraph include points against the statement.
- The fourth paragraph should be a conclusion balancing the arguments for and against the statement and offering your own opinion.
- Use linking expressions such as *as a result*, *on the other hand*, *furthermore* and *on balance* to guide your reader through your essay.

Although the government gives money to universities, students still have to pay for their university education. They pay tuition fees and also need money to live on while they are studying. However, some people argue that education should be free, including university education.

It is hard to deny that poorer people in our society sometimes miss the chance to study at university because they cannot afford it. As a result, they have fewer opportunities when they apply for jobs, and often remain at a disadvantage throughout their lives. This is unfair. Free university education would ensure that everybody has an equal chance to study at a higher level. In addition, it would mean that universities could attract the most able students and not the wealthiest.

On the other hand, free university education would cost the government a lot of money and they would have to raise this money through taxation. Some people maintain that it is unfair to tax ordinary working people so that a minority can study at university. Furthermore, they question how useful university education really is for the country as a whole, and argue that vocational training would be more beneficial.

On balance, I believe that the advantages of providing free university education outweigh the disadvantages. While free education costs everybody a little more in taxes, it creates a fairer system and more opportunities for poorer people to do well.

# Writing Bank

## Essay (opinion)

Few people would deny that global warming is a serious problem, and that reducing carbon emissions is the main way to tackle it. Large, powerful cars produce far more carbon emissions than cars with small engines, and for this reason, I believe they should be banned.

First and foremost, large cars with very powerful engines are completely unnecessary in today's world. Our city streets are full of these vehicles, crawling along at ten kilometres per hour and creating huge amounts of pollution. Electric cars are just as fast in a busy city and produce no carbon emissions at all.

Moreover, large cars are more dangerous for pedestrians and cyclists because they are heavier and more likely to cause serious injury or death if there is a collision. At a time when we are encouraging people to walk or cycle instead of driving, we should aim to make our streets as safe as possible, and that includes banning unnecessarily large cars.

Of course, not everybody would agree with this position. Some people maintain that they have a genuine need for a very large car. For example, families with a lot of children may claim that only large vehicles, or 'people carriers' as they are sometimes known, provide enough room.

All things considered, I really do think that large, powerful cars should be made illegal. While it's true that they are useful for some families, they create an unacceptable amount of pollution and cause irreversible damage to the environment.

- Divide your essay into five paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading. Include your own opinion.
- In the second paragraph, include the main point in support of your opinion.
- In the third paragraph, include another point in support of your opinion.
- In the fourth paragraph, include points in support of the opposite opinion.
- The fifth paragraph should be a conclusion. Restate your opinion, but briefly mention the opposite side of the argument as well.
- Use linking expressions such as *first and foremost*, *moreover*, *for example* and *all things considered*, to guide your reader through your essay.

## Description of a person

- In the first paragraph, include the name of the person, what he or she does, and the reason for your choice.
- The second paragraph should include a physical description.
- In the third paragraph, mention the person's main characteristics and give examples.
- The fourth paragraph should explain what makes this person special, with examples of behaviour and achievements.
- The final paragraph should sum up your thoughts about the person

It is sometimes difficult to think of famous people who are good role models. However, I have always admired the actress Rachel Weisz because, as well as being beautiful, more importantly she is intelligent and principled.

Rachel Weisz is 170 centimetres tall and has long, dark hair and brown eyes. Although she was born in England, her father was born in Hungary and her mother in Austria.

Undeniably, Weisz has always been one of the most thoughtful and intelligent stars of the big screen. For example, aged fourteen, she turned down work as a model and actress because she was worried that it would interfere with her education. She completed an English degree at Cambridge University before launching her career in films.

Because of her beauty, Weisz is offered roles in all kinds of romantic blockbusters, but she is very careful about which parts she accepts.

One of her most successful roles was in the 2005 Oscar-winning film *The Constant Gardener*, which is about corruption in Kenya. It is a mark of her caring attitude that, during the film, she and her co-stars set up a charity called the Constant Gardener Trust to help people in Kenya who are living in poverty.

In my opinion, Rachel Weisz is a good role model because she has never allowed fame to go to her head. Although she is very successful, she still spends time helping people who have had fewer opportunities in life than herself.

# Writing Bank

## Description of a place

Of all the cities I have visited, the one I like most is Barcelona. I spent five days there in 2012 when I was on holiday with my parents and it made a big impression on me.

Barcelona is a large city in the north-east of Spain, in a region called Catalonia. It is situated on the Mediterranean coast about 150 kilometres south of the Pyrenees. The city itself is quite hilly, and there are mountains to the north-west, including the famous Montserrat where there is a Benedictine abbey which can be reached by cable car.

There are many beautiful places to visit within the city. There are parks and beaches, as well as a busy port which was renovated in preparation for the Olympic Games in 1992. In the heart of the city, you can find Las Ramblas, which are wide streets full of market stalls, cafés and street performers.

My favourite building in Barcelona is the huge church called the Sagrada Familia, which was designed by the Catalan architect Antoni Gaudí. Although work began on the church in 1882, it has never been completed and continues to this day. However, it is open to visitors,who can climb the incredibly tall towers and enjoy amazing views across the city.

Barcelona is a great place to visit because it has so many different things to offer: beaches, parks, architecture and culture. It also has a modern and lively atmosphere which I love.

- In the first paragraph, include the name of the place and the reason for your choice.
- The second paragraph should describe the general location and landscape of the place.
- In the third paragraph, describe what the place has to offer: notable landmarks, facilities, etc.
- In the fourth paragraph, give a more detailed description of one particular aspect or part of the place.
- The final paragraph should sum up your thoughts about the place.

## Film review

- Include information about the title and genre of the film, its director and the main actor or actors in the first paragraph.
- Outline the plot in the second paragraph.
- Say what you liked and did not like about it in the third paragraph.
- In the final paragraph, say who you would recommend the film to and why.

One of the best films that I have seen recently is *The Bourne Legacy*, an action film directed by Tony Gilroy and starring Jeremy Renner. It is different to the previous three Bourne films, which were based on the novels by Robert Ludlum, because the central character of those novels, Jason Bourne, does not appear.

The film tells the story of Aaron Cross, a trained assassin who has enhanced physical and mental abilities. He is sent to Alaska for a training assignment when the remote hut where he is staying is suddenly attacked by missiles. He realises that he needs to find out why someone is trying to kill him and put a stop to their activities before they put a stop to him!

The pace of the film is frantic and the action is non-stop. In general, the acting is excellent and Jeremy Renner in particular gives a great performance. The only flaw in the film is that there are a few places where the plot is not very realistic. For example, at one point, Aaron Cross fights off a pack of hungry wolves in Alaska single-handed and walks away completely unharmed.

In my opinion *The Bourne Legacy* is a worthy film to follow on from the Bourne trilogy. The minor problems with the plot are outweighed by the fact that the film has you on the edge of your seat from start to finish. I would certainly recommend it to anybody looking for a thrilling and fast-paced action film.

# Writing Bank

## Book review

One of the best books that I have read in the past year is called *The Curious Incident of the Dog in the Night-Time*. It's by a British writer called Mark Haddon and is his best-known novel.

*The Curious Incident of the Dog in the Night-Time* is a story about a fifteen-year-old boy called Christopher who discovers his neighbour's dog dead in the garden. Christopher decides to investigate the dog's death and he records his experiences in a book. He questions the neighbours about the dog's disappearance and in so doing discovers from one of the neighbours, Mrs Alexander, that his mother is still alive, even though his father had told him that she had died.

The main strength of this book is in its description of the main character, Christopher. Christopher suffers from autism and so he sometimes finds it difficult to understand and communicate with other people. In this book we see the world through his eyes and he comes across as very believable. At the end of the book Christopher is more optimistic about his future, having solved the mystery of the dog's death and found his mother. It's also a sad ending however, as he still does not trust his father.

This sympathetic and thought-provoking novel is aimed at both teenagers and adults and I would certainly recommend it. It is a book I will remember for a long time.

- Include information about the title of the book and the author in the first paragraph.
- Outline the plot in the second paragraph.
- Say what you liked and did not like about it in the third paragraph.
- In the final paragraph, say who you would recommend the book to and why.

## Formal letter

- Start *Dear Sir* or *Madam* if you don't know the name of the person you are writing to. Use the person's title (*Mr*, *Mrs*, *Ms*) and their surname if you do (*Dear Mrs Samson*).
- State your reason for writing in the first paragraph.
- Avoid contractions.
- Use formal expressions.
- Use a suitable phrase to bring your letter to a close.
- End your letter with Yours faithfully if you started with Dear Sir or Madam, and Yours sincerely if you started with the person's title and surname.
- Sign your name and print it in full afterwards.
- Use the abbreviation enc. if you are including anything with the letter (for example, CV, application form, reference).

Dear Sir or Madam,

I am writing to apply for the temporary post of Summer Camp Activity Co-ordinator, as advertised in The Times last Saturday.

I am a second year student at Bristol University and am currently taking my end-of-year exams. The summer vacation begins on 21st June and ends on 23rd September, and I am hoping to find a job for as much of that period as possible.

Last summer, I worked for a company called Sunny Days which organises holidays for children with disabilities. My duties included arranging sports and other activities and taking the children for excursions. I was considered to be a hard-working and responsible employee, and my manager at Sunny Days has already offered to provide a reference, should you require one.

I am enclosing my Curriculum Vitae and I look forward to hearing from you in due course.

Yours faithfully,

Kevin Waterstone

Kevin Waterstone
enc. CV

# Wordlist

This list contains the key words from the units in the Student's Book.

| Word | Phonetics | Translation |
|---|---|---|
| **Unit 1 Out of the ordinary** | | |
| able-bodied (adj) | /ˌeɪbl'bɒdɪd/ | |
| absent-minded (adj) | /ˌæbsənt'maɪndɪd/ | |
| ambitious (adj) | /æm'bɪʃəs/ | |
| amiable (adj) | /'eɪmiəbl/ | |
| argumentative (adj) | /ˌɑːgju'mentətɪv/ | |
| aside from (prep) | /ə'saɪd frəm/ | |
| assertive (adj) | /ə'sɜːtɪv/ | |
| attention-seeking (adj) | /ə'tenʃn siːkɪŋ/ | |
| big-headed (adj) | /ˌbɪg'hedɪd/ | |
| bracelet (n) | /'breɪslət/ | |
| by and large | /ˌbaɪ ən 'lɑːdʒ/ | |
| cagey (adj) | /'keɪdʒi/ | |
| cold-blooded (adj) | /ˌkəʊld'blʌdɪd/ | |
| conceited (adj) | /kən'siːtɪd/ | |
| condescending (adj) | /ˌkɒndɪ'sendɪŋ/ | |
| conformist (adj) | /kən'fɔːmɪst/ | |
| considerate (adj) | /kən'sɪdərət/ | |
| considering (prep) | /kən'sɪdərɪŋ/ | |
| conventional (adj) | /kən'venʃənl/ | |
| daring (adj) | /'deərɪŋ/ | |
| dedicated (adj) | /'dedɪkeɪtɪd/ | |
| dependable (adj) | /dɪ'pendəbl/ | |
| desperate (to do sth) | /'despərət (tə duː sʌmθɪŋ)/ | |
| deterioration (n) | /dɪˌtɪərɪə'reɪʃn/ | |
| devote (v) | /dɪ'vəʊt/ | |
| easy-going (adj) | /ˌiːzi'gəʊɪŋ/ | |
| eccentric (adj) | /ɪk'sentrɪk/ | |
| enrichment (n) | /ɪn'rɪtʃmənt/ | |
| envy (v) | /'envi/ | |
| excel at/in sth (v) | /ɪk'sel ət/ɪn sʌmθɪŋ/ | |
| extra-curricular activity (n) | /ˌekstrəkə'rɪkjələ(r) ækˌtɪvəti/ | |
| grumpy (adj) | /'grʌmpi/ | |
| hard-working (adj) | /ˌhɑːd'wɜːkɪŋ/ | |
| have a habit of doing sth | /hæv ə ˌhæbɪt əv 'duːɪŋ sʌmθɪŋ/ | |
| in the long run | /ɪn ðə 'lɒŋ rʌn/ | |
| intriguing (adj) | /ɪn'triːgɪŋ/ | |
| irritable (adj) | /'ɪrɪtəbl/ | |
| kind-hearted (adj) | /ˌkaɪnd'hɑːtɪd/ | |
| level-headed (adj) | /ˌlevl'hedɪd/ | |
| loyal (adj) | /'lɔɪəl/ | |
| make eye contact with sb | /ˌmeɪk 'aɪ kɒntækt wɪð sʌmbədi/ | |
| moody (adj) | /'muːdi/ | |
| naïve (adj) | /naɪ'iːv/ | |
| narrow-minded (adj) | /ˌnærəʊ'maɪndɪd/ | |
| oblivious of/to sth (adj) | /əb'lɪviəs əv/tə sʌmθɪŋ/ | |
| open-minded (adj) | /ˌəʊpən'maɪndɪd/ | |
| outgoing (adj) | /'aʊtgəʊɪŋ/ | |
| outlandish (adj) | /aʊt'lændɪʃ/ | |
| patronising (adj) | /'pætrənaɪzɪŋ/ | |
| penny-pinching (adj) | /'penɪpɪntʃɪŋ/ | |
| personality trait (n) | /ˌpɜːsən'æləti treɪt/ | |
| piercing (n) | /'pɪəsɪŋ/ | |

| Word | Phonetics | Translation |
|---|---|---|
| secretive (adj) | /'siːkrətɪv/ | |
| self-motivated (adj) | /ˌself'məʊtɪveɪtɪd/ | |
| spiky (adj) | /'spaɪki/ | |
| stride (n, v) | /straɪd/ | |
| talkative (adj) | /'tɔːkətɪv/ | |
| thick-skinned (adj) | /ˌθɪk'skɪnd/ | |
| timid (adj) | /'tɪmɪd/ | |
| tongue-tied (adj) | /'tʌŋtaɪd/ | |
| trustworthy (adj) | /'trʌstwɜːði/ | |
| unassuming (adj) | /ˌʌnə'sjuːmɪŋ/ | |
| urge sb to do sth (v) | /ˌɜːdʒ sʌmbədi tə 'duː sʌmθɪŋ/ | |
| vain (adj) | /veɪn/ | |
| well-meaning (adj) | /ˌwel'miːnɪŋ/ | |
| whereas (conj) | /ˌweər'æz/ | |
| **Get Ready for your Exam 1** | | |
| fast track (n) | /'fɑːst træk/ | |
| know the basics (v) | /ˌnəʊ ðə 'beɪsɪks/ | |
| move at speed (v) | /ˌmuːv ət 'spiːd/ | |
| refine your skills (v) | /rɪˌfaɪn jɔː 'skɪlz/ | |
| **Unit 2 Rich and poor** | | |
| a good cause | /ə ˌgʊd 'kɔːz/ | |
| affluent (adj) | /'æfluənt/ | |
| allowance (n) | /ə'laʊəns/ | |
| amenities (n) | /ə'miːnətiz/ | |
| be (deep) in debt | /ˌbi (diːp) ɪn 'det/ | |
| be faced with consumer choices | /bi ˌfeɪst wɪð kənsjuːmə 'tʃɔɪsɪz/ | |
| be worth/earn a fortune | /bi ˌwɜːθ/ɜːn ə 'fɔːtjuːn/ | |
| broke (adj) informal | /brəʊk/ | |
| budget wisely | /ˌbʌdʒɪt 'waɪzli/ | |
| careless (adj) | /'keələs/ | |
| come into some money (v) | /ˌkʌm ɪntu səm 'mʌni/ | |
| comfortably off (adj) | /ˌkʌmftəbli 'ɒf/ | |
| cost an arm and a leg (v) | /kɒst ən ˌɑːm ənd ə 'leg/ | |
| costly (adj) | /'kɒstli/ | |
| dear (adj) | /dɪə(r)/ | |
| deprived area (n) | /dɪ'praɪvd ˌeərɪə/ | |
| detached house | /dɪ'tætʃt ˌhaʊs/ | |
| dip into your savings | /ˌdɪp ɪntu jɔː 'seɪvɪŋz/ | |
| dirt cheap (adj) *informal* | /ˌdɜːt 'tʃiːp/ | |
| donate (v) | /dəʊ'neɪt/ | |
| evict sb (from a house) (v) | /ɪ'vɪkt sʌmbədi (frəm ə haʊs)/ | |
| exasperated (adj) | /ɪg'zæspəreɪtɪd/ | |
| extortionate (adj) | /ɪks'tɔːʃənət/ | |
| fail/pass your driving test (adj) | /ˌfeɪl/pɑːs jɔː 'draɪvɪŋ test/ | |
| filthy (adj) | /'fɪlθi/ | |
| fund (v, n) | /fʌnd/ | |
| furious (adj) | /'fjʊəriəs/ | |
| generous (adj) | /'dʒenərəs/ | |
| get by on sth (phr v) | /get 'baɪ ɒn sʌmθɪŋ/ | |
| gorgeous (adj) | /'gɔːdʒəs/ | |
| hard up (adj) *informal* | /ˌhɑːd 'ʌp/ | |
| hideous (adj) | /'hɪdiəs/ | |
| hilarious (adj) | /hɪ'leəriəs/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| hoodie (n) | /'hʊdi/ | |
| how the other half live | /haʊ ði ˌʌðə hɑːf 'lɪv/ | |
| immensely (adj) | /ɪmensli/ | |
| keep sth (back)/save sth for a rainy day | /ˌkiːp sʌmθɪŋ (bæk)/ˌseɪv sʌmθɪŋ fər ə reɪni 'deɪ/ | |
| live from hand to mouth *informal* | /lɪv frəm ˌhænd tə 'maʊθ/ | |
| living expenses | /'lɪvɪŋ ɪkspensɪz/ | |
| mainstream (adj) | /'meɪnstriːm/ | |
| make a killing *informal* | /ˌmeɪk ə 'kɪlɪŋ/ | |
| make ends meet *informal* | /ˌmeɪk endz 'miːt/ | |
| mean (adj) | /miːn/ | |
| money burns a hole in sb's pocket *informal* | /ˌmʌni bɜːnz ə ˌhəʊl ɪn sʌmbədiz 'pɒkɪt/ | |
| out of the blue (prep) | /ˌaʊt əv ðə 'bluː/ | |
| packed (adj) | /pækt/ | |
| penniless (adj) | /'penɪləs/ | |
| priceless (adj) | /'praɪsləs/ | |
| pricey (adj) | /'praɪsi/ | |
| property developer | /'prɒpəti dɪveləpə(r)/ | |
| rip-off (n) *informal* | /'rɪpɒf/ | |
| rip sb off (phr v) *informal* | /ˌrɪp sʌmbədi 'ɒf/ | |
| shop around (v) | /ˌʃɒp ə'raʊnd/ | |
| soaking wet (adj) | /ˌsəʊkɪŋ 'wet/ | |
| spotless (adj) | /'spɒtləs/ | |
| squat (v&n) | /skwɒt/ | |
| starving (adj) | /'stɑːvɪŋ/ | |
| state benefits (n) | /ˌsteɪt 'benəfɪts/ | |
| stingy (adj) | /'stɪndʒi/ | |
| the socially disadvantaged | /ðə ˌsəʊʃəli dɪsəd'vɑːntɪdʒd/ | |
| tighten your belt (v) | /ˌtaɪtn jɔː 'belt/ | |
| wealthy (adj) | /'welθi/ | |
| well off (adj) | /wel 'ɒf/ | |
| what's more | /'wɒts 'mɔː(r)/ | |
| worthless (adj) | /'wɜːθləs/ | |
| (your/family) finances | /(jɔː fæməli) 'faɪnænsɪz/ | |

## Get Ready for your Exam 2

| | | |
|---|---|---|
| alter sb's behaviour | /ˌɔːltə sʌmbədiz bɪ'heɪvjə(r)/ | |
| big business | /ˌbɪg 'bɪznəs/ | |
| carry out a survey | /ˌkæri aʊt ə 'sɜːveɪ/ | |
| effectively (adv) | /ɪ'fektɪvli/ | |
| manipulate (v) | /mə'nɪpjuleɪt/ | |
| marketing (n) | /'mɑːkətɪŋ/ | |
| predict (v) | /prɪ'dɪkt/ | |
| preference (n) | /'prefərəns/ | |
| promotional campaign | /prəˌməʊʃənəl kæm'peɪn/ | |
| wire sb up (v) | /ˌwaɪə sʌmbədi 'ʌp | |

## Unit 3 Generations

| | | |
|---|---|---|
| adolescence (n) | /ˌædə'lesns/ | |
| adore (v) | /ə'dɔː(r)/ | |
| adulthood (n) | /'ædʌlthʊd/ | |
| answer back (v) | /ˌɑːnsə 'bæk/ | |
| back down (phr v) | /ˌbæk 'daʊn/ | |
| be on the same wavelength *informal* | /bi ˌɒn ðə seɪm 'weɪvleŋθ/ | |

| Word | Phonetics | Translation |
|---|---|---|
| be wary of sb | /bi 'weəri əv sʌmbədi/ | |
| bicker with sb (v) | /'bɪkə wɪð sʌmbədi/ | |
| boast to sb about sth (v) | /'bəʊst tu sʌmbədi əbaʊt sʌmθɪŋ/ | |
| bonding experience | /'bɒndɪŋ ɪkspɪəriəns/ | |
| bring out the worst in sb | /ˌbrɪŋ aʊt ðə 'wɜːst ɪn sʌmbədi/ | |
| childhood (n) | /'tʃaɪldhʊd/ | |
| close the generation gap | /ˌkləʊz ðə dʒenə'reɪʃn gæp/ | |
| combative (adj) | /'kɒmbətɪv/ | |
| confide in sb about sth (v) | /kən'faɪd ɪn sʌmbədi əbaʊt sʌmθɪŋ/ | |
| courtesy (n) | /'kɜːtəsi/ | |
| despise (v) | /dɪ'spaɪz/ | |
| die down (phr v) | /ˌdaɪ 'daʊn/ | |
| disruptive (adj) | /dɪs'rʌptɪv/ | |
| do sth up (phr v) | /ˌduː sʌmθɪŋ 'ʌp/ | |
| drawback (n) | /'drɔːbæk/ | |
| elderly (adj) | /'eldəli/ | |
| extended family | /ɪkˌstendɪd 'fæməli/ | |
| faulty (adj) | /'fɔːlti/ | |
| feel sorry for sb (v) | /fiːl 'sɒri fə sʌmbədi/ | |
| flatter (v) | /'flætə(r)/ | |
| flirt with sb (v) | /'flɜːt wɪð sʌmbədi/ | |
| get abducted | /ˌget æb'dʌktɪd/ | |
| have a lot in common with sb | /hæv ə ˌlɒt ɪn 'kɒmən wɪð sʌmbədi/ | |
| healthcare (n) | /'helθkeə(r)/ | |
| hold sb/sth up (phr v) | /ˌhəʊld sʌmbədi/sʌmθɪŋ 'ʌp/ | |
| immediate family | /ɪˌmiːdɪət 'fæməli/ | |
| inability (n) | /ˌɪnə'bɪləti/ | |
| inadvertently (adv) | /ˌɪnəd'vɜːtəntli/ | |
| infancy (n) | /'ɪnfənsi/ | |
| insult (v) | /ɪn'sʌlt/ | |
| lecture sb about sth (v) | /'lektʃə sʌmbədi əbaʊt sʌmθɪŋ/ | |
| life expectancy | /'laɪf ɪkspektənsi/ | |
| lifespan (n) | /'laɪfspæn/ | |
| look down on sb (phr v) | /lʊk 'daʊn ɒn sʌmbədi/ | |
| look up to sb (phr v) | /lʊk 'ʌp tu sʌmbədi/ | |
| middle age | /ˌmɪdl 'eɪdʒ/ | |
| nag sb about sth (v) | /'næg sʌmbədi əbaʊt sʌmθɪŋ/ | |
| OAP (old-age pensioner) (n) | /ˌəʊ eɪ 'piː/ | |
| old age (n) | /ˌəʊld 'eɪdʒ/ | |
| play sth down (phr v) | /ˌpleɪ sʌmθɪŋ 'daʊn/ | |
| put sb up (phr v) | /ˌpʊt sʌmbədi 'ʌp/ | |
| retirement age(n) | /rɪ'taɪəmənt eɪdʒ/ | |
| see eye to eye with sb (v) | /siː ˌaɪ tu 'aɪ wɪð sʌmbədi/ | |
| self-employed (adj) | /ˌself ɪm'plɔɪd/ | |
| shining example (n) | /ˌʃaɪnɪŋ ɪg'zɑːmpl/ | |
| show sb up (phr v) | /ˌʃəʊ sʌmbədi 'ʌp/ | |
| stamp your feet (v) | /ˌstæmp jɔː 'fiːt/ | |
| state pension (n) | /ˌsteɪt 'penʃn/ | |
| stick together (v) | /ˌstɪk tə'geðə(r)/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| storm out (phr v) | /ˌstɔːm 'aʊt/ | |
| tease sb about sth (v) | /'tiːz sʌmbədi əbaʊt sʌmθɪŋ/ | |
| tell sb off for sth (phr v) | /ˌtel sʌmbədi 'ɒf fə sʌmθɪŋ/ | |
| toddler (n) | /'tɒdlə(r)/ | |
| unpredictable (adj) | /ˌʌnprɪ'dɪktəbl/ | |
| wind sth up (phr v) | /ˌwaɪnd sʌmθɪŋ 'ʌp/ | |
| wrinkle (n) | /'rɪŋkl/ | |

## Get Ready for your Exam 3

| | | |
|---|---|---|
| be attributed to sth | /bi ə'trɪbjutɪd tu sʌmθɪŋ/ | |
| be glued to the screen | /biː ˌgluːd tə ðə 'skriːn/ | |
| breakthrough (n) | /'breɪkθruː/ | |
| contributing factor | /kənˌtrɪbjətɪŋ 'fæktə(r)/ | |
| expand your wardrobe | /ɪkˌspænd jɔː 'wɔːdrəʊb/ | |
| obesity (n) | /əʊ'biːsəti/ | |
| over-eating (n) | /ˌəʊvər'iːtɪŋ/ | |
| reverse a trend (v) | /rɪˌvɜːs ə 'trend/ | |
| rise dramatically | /ˌraɪz drəm'ætɪkli/ | |

## Unit 4 Taking a stand

| | | |
|---|---|---|
| abhorrent (adj) | /ə'bɒrənt/ | |
| activist (n) | /'æktɪvɪst/ | |
| ageism (n) | /'eɪdʒɪzm/ | |
| aggrieved (adj) | /ə'griːvd/ | |
| anonymous (adj) | /ə'nɒnɪməs/ | |
| armed struggle (n) | /ˌɑːmd 'strʌgl/ | |
| banner (n) | /'bænə(r)/ | |
| barricade (n) | /'bærɪkeɪd/ | |
| bound (people are bound to notice) | /baʊnd (piːpl ɑː ˌbaʊnd tu 'nəʊtɪs)/ | |
| break up (a demonstration) (phr v) | /ˌbreɪk 'ʌp (ə ˌdemən'streɪʃn)/ | |
| by peaceful means | /baɪ ˌpiːsfl 'miːnz/ | |
| candidate (n) | /'kændɪdət, -deɪt/ | |
| censor (v) | /'sensə(r)/ | |
| chant (v) | /tʃɑːnt/ | |
| civil/human right | /ˌsɪvl/ˌhjuːmən 'raɪt/ | |
| civil unrest | /ˌsɪvl ʌn'rest/ | |
| coalition (n) | /ˌkəʊə'lɪʃn/ | |
| constituency (n) | /kən'stɪtjuənsi/ | |
| electoral system (n) | /ɪ'lektərəl sɪstəm/ | |
| e-petition (n) | /'iːpətɪʃn/ | |
| equality (n) | /ɪ'kwɒləti/ | |
| extreme view (n) | /ɪkˌstriːm 'vjuː/ | |
| first past the post | /ˌfɜːst pɑːst ðə 'pəʊst/ | |
| freedom of speech | /ˌfriːdəm əv 'spiːtʃ/ | |
| free speech | /ˌfriː 'spiːtʃ/ | |
| gain independence (v) | /ˌgeɪn ɪndɪ'pendəns/ | |
| general election (n) | /ˌdʒenrəl ɪ'lekʃn/ | |
| general public (n) | /ˌdʒenrəl 'pʌblɪk/ | |
| hold/be excluded from public office | /ˌhəʊld/bi ɪksˌkluːdɪd frəm pʌblɪk 'ɒfɪs/ | |
| homophobic (adj) | /ˌhəʊmə'fəʊbɪk/ | |
| hung parliament (n) | /ˌhʌŋ 'pɑːləmənt/ | |
| incite sth (v) | /ɪn'saɪt sʌmθɪŋ/ | |
| in the public interest | /ɪn ðə ˌpʌblɪk 'ɪntrest/ | |

| Word | Phonetics | Translation |
|---|---|---|
| invade sb's privacy (v) | /ɪnˌveɪd sʌmbədiz 'prɪvəsi/ | |
| join in/go to a march/ demonstration/rally (v) | /ˌdʒɔɪn ɪn/ˌgəʊ tu ə demən'streɪʃn/ræli/ | |
| launch a campaign (v) | /ˌlɔːntʃ ə kæm'peɪn/ | |
| left-wing (adj) | /ˌleft'wɪŋ/ | |
| libertarian (adj, n) | /ˌlɪbə'teəriən/ | |
| mainstream politics (n) | /ˌmeɪnstriːm 'pɒlətɪks/ | |
| march (v) | /mɑːtʃ/ | |
| occupy somewhere (v) | /'ɒkjupaɪ sʌmweə(r)/ | |
| paramilitary group | /pærə'mɪlətri gruːp/ | |
| partition (n) | /pɑː'tɪʃn/ | |
| pass a law | /ˌpɑːs ə 'lɔː/ | |
| peace initiative | /'piːs ɪnɪʃətɪv/ | |
| petition (n) | /pə'tɪʃn/ | |
| placard (n) | /'plækɑːd/ | |
| political prisoner | /pəˌlɪtɪkl 'prɪzənə(r)/ | |
| proportional representation | /prəˌpɔːʃənl reprɪzen'teɪʃn/ | |
| Protestant (n) | /'prɒtɪstənt/ | |
| public opinion | /ˌpʌblɪk ə'pɪnjən/ | |
| restore law and order (v) | /rɪstɔː ˌlɔː ənd 'ɔːdə(r)/ | |
| right-wing (adj) | /ˌraɪt'wɪŋ/ | |
| riot (n&v) | /'raɪət/ | |
| single-issue politics | /ˌsɪŋgl ˌɪʃuː 'pɒlətɪks/ | |
| sit-in (n) | /'sɪtɪn/ | |
| sit up and take notice | /sɪt ˌʌp ənd teɪk 'nəʊtɪs/ | |
| spiral of violence | /ˌspaɪrəl əv 'vaɪələns/ | |
| stifle opposition | /ˌstaɪfl ɒpə'zɪʃn/ | |
| stunt (n) | /stʌnt/ | |
| take a stand | /ˌteɪk ə'stænd/ | |
| undermine (v) | /ˌʌndə'maɪn/ | |

## Get Ready for your Exam 4

| | | |
|---|---|---|
| account for sth (v) | /ə'kaʊnt fə sʌmθɪŋ/ | |
| be severely hit (by sth) | /biː sɪˌvɪəli 'hɪt (baɪ sʌmθɪŋ)/ | |
| carefree (adj) | /'keəfriː/ | |
| jobless figures (n) | /'dʒɒbləs fɪgəz/ | |
| mask (a problem) | /mɑːsk (ə 'prɒbləm)/ | |
| problematic (adj) | /ˌprɒblə'mætɪk/ | |
| public sector jobs | /ˌpʌblɪk ˌsektə 'dʒɒbz/ | |
| radioactive dust | /ˌreɪdɪəʊˌæktɪv 'dʌst/ | |
| recession (n) | /rɪ'seʃn/ | |
| underline (v) | /ˌʌndə'laɪn/ | |

## Unit 5 Technology

| | | |
|---|---|---|
| accessory (n) | /ək'sesəri/ | |
| acknowledge (v) | /ək'nɒlɪdʒ/ | |
| acquit sb of sth (v) | /ə'kwɪt sʌmbədi əv sʌmθɪŋ/ | |
| alert sb to sth (v) | /ə'lɜːt sʌmbədi tə sʌmθɪŋ/ | |
| app (n) | /æp/ | |
| at the mercy of sb | /ət ðə 'mɜːsi əv sʌmbədi/ | |
| awkward (adj) | /'ɔːkwəd/ | |
| blackmail (v) | /'blækmeɪl/ | |
| bullying (n) | /'bʊliɪŋ/ | |
| callous (adj) | /'kæləs/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| cancel (v) | /ˈkænsl/ | |
| caution (v,n) | /ˈkɔːʃn/ | |
| circuit board (n) | /ˈsɜːkɪt bɔːd/ | |
| convict sb of sth (v) | /kənˈvɪkt sʌmbədi əv sʌmθɪŋ/ | |
| cursor (n) | /ˈkɜːsə(r)/ | |
| cybercrime (n) | /ˈsaɪbəkraɪm/ | |
| cystic fibrosis (n) | /ˌsɪstɪk faɪˈbrəʊsɪs/ | |
| defraud (v) | /dɪˈfrɔːd/ | |
| double-click (v) | /ˌdʌbl'klɪk/ | |
| download (v) | /ˌdaʊnˈləʊd/ | |
| early-onset (adj) | /ˌɜːliˈɒnset/ | |
| edit your profile | /ˌedɪt jɔː ˈprəʊfaɪl/ | |
| enter a password | /ˌentər ə ˈpɑːswɜːd/ | |
| go joyriding | /ˌgəʊ ˈdʒɔɪraɪdɪŋ/ | |
| go straight (not break the law) *informal* | /ˌgəʊ ˈstreɪt (ˌnɒt breɪk ðə ˈlɔː)/ | |
| hacker (n) | /ˈhækə(r)/ | |
| hack into sth (v) | /ˌhæk ˈɪntu sʌmθɪŋ/ | |
| hijack (v) | /ˈhaɪdʒæk/ | |
| hi-tech (adj) | /ˌhaɪˈtek/ | |
| inherit sth from sb (v) | /ɪnˈherɪt sʌmθɪŋ frəm sʌmbədi/ | |
| input (n) | /ˈɪnpʊt/ | |
| jailbreak a device | /ˌdʒeɪlbreɪk ə dɪˈvaɪs/ | |
| key sth in (v) | /ˌkiː sʌmθɪŋ ˈɪn/ | |
| laser (n) | /ˈleɪzə(r)/ | |
| log on/off (v) | /ˌlɒg ˈɒn/ˈɒf/ | |
| malicious (adj) | /məˈlɪʃəs/ | |
| malware (n) | /ˈmælweə(r)/ | |
| medical advance | /ˌmedɪkl ədˈvɑːns/ | |
| microprocessor (n) | /ˌmaɪkrəʊˈprəʊsesə(r)/ | |
| mumble (v) | /ˈmʌmbl/ | |
| mutter (v) | /ˈmʌtə(r)/ | |
| network (n) | /ˈnetwɜːk/ | |
| on-screen (adj) | /ˈɒnskriːn/ | |
| patent (v) | /ˈpeɪtənt/ | |
| piracy (n) | /ˈpaɪrəsi/ | |
| pirate (n, v) | /ˈpaɪrət/ | |
| plead (not) guilty | /ˌpliːd (nɒt) ˈgɪlti/ | |
| poacher (n) | /ˈpəʊtʃə(r)/ | |
| post a comment | /ˌpəʊst ə ˈkɒment/ | |
| procedure (n) | /prəˈsiːdʒə(r)/ | |
| production line (n) | /prəˈdʌkʃn laɪn/ | |
| rampant (adj) | /ˈræmpənt/ | |
| reach a verdict (v) | /ˌriːtʃ ə ˈvɜːdɪkt/ | |
| scan (v) | /skæn/ | |
| server (n) | /ˈsɜːvə(r)/ | |
| shoplift (v) | /ˈʃɒplɪft/ | |
| sign in/out (v) | /ˌsaɪn ˈɪn/ˈaʊt/ | |
| sterile (adj) | /ˈsteraɪl/ | |
| stream sth (v) | /striːm sʌmθɪŋ/ | |
| swipe (v) | /swaɪp/ | |
| tap (v) | /tæp/ | |
| test tube | /ˈtest tjuːb/ | |
| touchscreen (adj) | /ˈtʌtʃskriːn/ | |
| update (v) | /ʌpˈdeɪt/ | |
| upload (v) | /ʌpˈləʊd/ | |

## Get Ready for your Exam 5

| | | |
|---|---|---|
| activate (v) | /ˈæktɪveɪt/ | |
| appealing (adj) | /əˈpiːlɪŋ/ | |
| domestic appliance | /dəˌmestɪk əˈplaɪəns/ | |
| surveillance (n) | /səˈveɪləns/ | |
| untouched (adj) | /ˌʌnˈtʌtʃt/ | |
| unveil (v) | /ˌʌnˈveɪl/ | |
| vast (adj) | /vɑːst/ | |
| voice command | /ˈvɔɪs kəmɑːnd/ | |

## Unit 6 A matter of taste

| | | |
|---|---|---|
| baked beans | /ˌbeɪkt ˈbiːnz/ | |
| be full of beans *informal* | /bi ˌfʊl əv ˈbiːnz/ | |
| be out to lunch *informal* | /bi ˌaʊt tu ˈlʌntʃ/ | |
| be paid peanuts *informal* | /bi ˌpeɪd ˈpiːnʌts/ | |
| beverage (n) | /ˈbevərɪdʒ/ | |
| bitter (adj) | /ˈbɪtə(r)/ | |
| bland (adj) | /blænd/ | |
| burn calories | /ˌbɜːn ˈkælərɪz/ | |
| butter sb up (phr v) | /ˌbʌtə(r) sʌmbədi ˈʌp/ | |
| chewy (adj) | /ˈtʃuːi/ | |
| commodity (n) | /kəˈmɒdəti/ | |
| couch potato *informal* | /ˈkaʊtʃ pəteɪtəʊ/ | |
| creamy (adj) | /ˈkriːmi/ | |
| crispy (adj) | /ˈkrɪspi/ | |
| crumbly (adj) | /ˈkrʌmbli/ | |
| crunchy (adj) | /ˈkrʌntʃi/ | |
| cuisine (n) | /kwɪˈziːn/ | |
| daily intake of calories | /ˌdeɪli ˌɪnteɪk əv ˈkælərɪz/ | |
| expel (v) | /ɪkˈspel/ | |
| extract (n) | /ˈekstrækt/ | |
| fair trade goods | /ˌfeə treɪd ˈgʊdz/ | |
| fibre (n) | /ˈfaɪbə(r)/ | |
| flavouring (n) | /ˈfleɪvərɪŋ/ | |
| fruity (adj) | /ˈfruːti/ | |
| funky (adj) | /ˈfʌŋki/ | |
| GM (genetically-modified) food | /ˌdʒiː em (dʒəˌnetɪkli ˌmɒdɪfaɪd) ˈfuːd/ | |
| greasy (adj) | /ˈgriːsi/ | |
| have a lot on your plate *informal* | /hæv ə ˌlɒt ɒn jɔː ˈpleɪt/ | |
| in a nutshell | /ˌɪn ə ˈnʌtʃel/ | |
| in sb's humble opinion | /ɪn sʌmbədiz ˌhʌmbl əˈpɪnjən/ | |
| juicy (adj) | /ˈdʒuːsi/ | |
| level off at sth | /ˌlevl ˈɒf ət sʌmθɪŋ/ | |
| loathe (v) | /ləʊð/ | |
| low-carb diet | /ˌləʊ kɑːb ˈdaɪət/ | |
| mild (adj) | /maɪld/ | |
| mouth-watering (adj) | /ˈmaʊθwɔːtərɪŋ/ | |
| minimalist (adj) | /ˈmɪnɪməlɪst/ | |
| off the beaten track | /ˌɒf ðə biːtn ˈtræk/ | |
| out of this world (adj) | /ˌaʊt əv ðɪs ˈwɜːld/ | |
| peppery (adj) | /ˈpepəri/ | |
| pie in the sky *informal* | /ˌpaɪ ɪn ðə ˈskaɪ/ | |
| refuel (v) | /ˌriːˈfjuːəl/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| replenish (v) | /rɪ'plenɪʃ/ | |
| rich (food) | /rɪtʃ (fu:d)/ | |
| ripe (adj) | /raɪp/ | |
| ripen (v) | /'raɪpən/ | |
| runny (adj) | /'rʌnɪ/ | |
| saffron (n) | /'sæfrən/ | |
| sedentary lifestyle | /'sedəntri laɪfstaɪl/ | |
| sharpen (v) | /'ʃɑ:pən/ | |
| smoky (adj) | /'sməʊkɪ/ | |
| sour (adj) | /saʊə(r)/ | |
| spill the beans *informal* | /ˌspɪl ðə 'bi:nz/ | |
| staggering (adj) | /'stægərɪŋ/ | |
| stale (adj) | /steɪl/ | |
| sticky (adj) | /'stɪkɪ/ | |
| straightforward (adj) | /ˌstreɪt'fɔ:wəd/ | |
| strong (flavour) (adj) | /strɒŋ/ | |
| sugary (adj) | /'ʃʊgərɪ/ | |
| tasteless (adj) | /'teɪstləs/ | |
| tasty (adj) | /'teɪstɪ/ | |
| tender (adj) | /'tendə(r)/ | |
| tentative (adj) | /'tentətɪv/ | |
| to die for (adj) *informal* | /tə 'daɪ fɔ:(r)/ | |
| tough (adj) | /tʌf/ | |
| upmarket (adj) | /ˌʌp'mɑ:kɪt/ | |
| use-by date (n) | /'ju:zbaɪ deɪt/ | |
| vigorous (adj) | /'vɪgərəs/ | |
| wholemeal bread | /ˌhəʊlmi:l 'bred/ | |

## Get Ready for your Exam 6

| | | |
|---|---|---|
| animalistic (adj) | /ˌænɪmə'lɪstɪk/ | |
| bolster (v) | /'bɒlstə(r)/ | |
| calorific breakdown | /ˌkælərɪfɪk 'breɪkdaʊn/ | |
| coin a phrase | /ˌkɔɪn ə 'freɪz/ | |
| eating disorder | /'i:tɪŋ dɪsɔ:də(r)/ | |
| fatty (adj) | /'fætɪ/ | |
| malnutrition (n) | /ˌmælnju:'trɪʃn/ | |
| saturated fat | /ˌsætʃəreɪtɪd 'fæt/ | |
| sugar-laden (adj) | /'ʃʊgəleɪdən/ | |
| take sth to extremes | /ˌteɪk sʌmθɪŋ tu ɪk'stri:mz/ | |
| weight loss | /'weɪt lɒs/ | |
| willpower (n) | /'wɪlpaʊə(r)/ | |

## Unit 7 Communication

| | | |
|---|---|---|
| accessible (adj) | /ək'sesəbl/ | |
| action hero | /'ækʃn hɪərəʊ/ | |
| all in all | /ˌɔ:l ɪn 'ɔ:l/ | |
| anti-hero (n) | /'æntihɪərəʊ/ | |
| at one stroke | /ət ˌwʌn 'strəʊk/ | |
| axe (v) | /æks/ | |
| bid (n) | /bɪd/ | |
| bombard sb with sth (v) | /bɒm'bɑ:d sʌmbədi wɪð sʌmθɪŋ/ | |
| breaking news | /ˌbreɪkɪŋ 'nju:z/ | |
| broadsheet (n) | /'brɔ:dʃi:t/ | |
| censorship (n) | /'sensəʃɪp/ | |
| character (letter) (n) | /'kærəktə(r)/ | |
| check-out assistant | /'tʃekaʊt əsɪstənt/ | |

| Word | Phonetics | Translation |
|---|---|---|
| citizen journalism | /ˌsɪtɪzən 'dʒɜ:nəlɪzm/ | |
| clichéd (adj) | /'kli:ʃeɪd/ | |
| column (in newspaper) (n) | /'kɒləm (ɪn 'nju:zpeɪpə(r))/ | |
| comic actor | /ˌkɒmɪk 'æktə(r)/ | |
| commonplace (adj) | /'kɒmənpleɪs/ | |
| complex (adj) | /'kɒmpleks/ | |
| constituent (n) | /kən'stɪtjuənt/ | |
| correspondent (n) | /ˌkɒrə'spɒndənt/ | |
| curb (v) | /kɜ:b/ | |
| cyber attack | /'saɪbər ətæk/ | |
| editorial (n) | /ˌedɪ'tɔ:rɪəl/ | |
| exhilarating (adj) | /ɪg'zɪləreɪtɪŋ/ | |
| extra (n) | /'ekstrə/ | |
| eyewitness account | /ˌaɪwɪtnəs ə'kaʊnt/ | |
| far-fetched | /ˌfɑ:'fetʃt/ | |
| fast-moving (adj) | /ˌfɑ:st'mu:vɪŋ/ | |
| feel burdened by sth (v) | /fi:l 'bɜ:dənd baɪ sʌmθɪŋ/ | |
| fend off (phr v) | /ˌfend 'ɒf/ | |
| flourish (v) | /'flʌrɪʃ/ | |
| forbid (v) | /fə'bɪd/ | |
| forge (v) | /fɔ:dʒ/ | |
| front-page (adj) | /ˌfrʌnt 'peɪdʒ/ | |
| gripping (adj) | /'grɪpɪŋ/ | |
| heroine (n) | /'herəʊɪn/ | |
| human-interest story | /ˌhju:mən 'ɪntrest stɔ:rɪ/ | |
| instant messaging | /ˌɪn stənt 'mesɪdʒɪŋ/ | |
| intricate (adj) | /'ɪntrɪkət/ | |
| kick off (phr v) | /ˌkɪk 'ɒf/ | |
| light-hearted (adj) | /ˌlaɪt'hɑ:tɪd/ | |
| live broadcast (n) | /ˌlaɪv 'brɔ:dkɑ:st/ | |
| misinformation (n) | /ˌmɪsɪnfə'meɪʃn/ | |
| moving (adj) | /'mu:vɪŋ/ | |
| news blog (n) | /'nju:z blɒg/ | |
| news flash (n) | /'nju:z flæʃ/ | |
| online edition (n) | /ɒn'laɪn ɪdɪʃn/ | |
| outweigh (v) | /ˌaʊt'weɪ/ | |
| pledge to do sth (v) | /ˌpledʒ tə 'du: sʌmθɪŋ/ | |
| protagonist (n) | /prə'tægənɪst/ | |
| revolve around sth (v) | /rɪ'vɒlv əraʊnd sʌmθɪŋ/ | |
| riddle (n) | /'rɪdl/ | |
| rise to prominence | /ˌraɪz tu 'prɒmɪnəns/ | |
| rolling news channel | /ˌrəʊlɪŋ 'nju:z tʃænl/ | |
| romantic lead | /rəʊˌmæntɪk 'li:d/ | |
| satellite phone | /ˌsætəlaɪt 'fəʊn/ | |
| side-kick (n) | /'saɪdkɪk/ | |
| social networking site | /ˌsəʊʃl 'netwɜ:kɪŋ saɪt/ | |
| spark sth off (phr v) | /ˌspɑ:k sʌmθɪŋ 'ɒf/ | |
| supporting actor | /sə,pɔ:tɪŋ 'æktə(r)/ | |
| tabloid (n) | /'tæblɔɪd/ | |
| the press | /ðə 'pres/ | |
| thought-provoking (adj) | /'θɔ:tprəvəʊkɪŋ/ | |
| well-rounded (adj) | /ˌwel'raʊndɪd/ | |

## Get Ready for your Exam 7

| | | |
|---|---|---|
| bloodthirsty (adj) | /'blʌdθɜ:stɪ/ | |
| dazzled (adj) | /'dæzld/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| fame-hungry (adj) | /ˈfeɪmhʌŋgri/ | |
| futuristic (adj) | /ˌfjuːtʃəˈrɪstɪk/ | |
| mime show (n) | /ˈmaɪm ʃəʊ/ | |
| outlying (adj) | /ˈaʊtlaɪɪŋ/ | |
| ratings (n) | /ˈreɪtɪŋz/ | |
| recital (n) | /rɪˈsaɪtl/ | |
| stand-up comedy | /ˌstændʌp ˈkɒmədi/ | |

## Unit 8 Our planet

| | | |
|---|---|---|
| advocate (n) | /ˈædvəkət/ | |
| all things considered | /ˌɔːl θɪŋz kənˈsɪdəd/ | |
| asteroid (n) | /ˈæstərɔɪd/ | |
| be imperative | /ˌbiː ɪmˈperətɪv/ | |
| biodegrade (v) | /ˌbaɪəʊdɪˈgreɪd/ | |
| biofuel (n) | /ˈbaɪəʊfjuːəl/ | |
| bring criminal charges | /brɪŋ ˌkrɪmɪnl ˈtʃɑːdʒɪz/ | |
| burn up (v) | /ˌbɜːn ˈʌp/ | |
| bypass (n) | /ˈbaɪpɑːs/ | |
| carbon emissions | /ˈkɑːbən ɪmɪʃnz/ | |
| carbon footprint | /ˌkɑːbən ˈfʊtprɪnt/ | |
| chain reaction | /ˌtʃeɪn riːˈækʃn/ | |
| climate change | /ˈklaɪmət tʃeɪndʒ/ | |
| $CO_2$ emissions | /ˌsiː əʊ ˈtuː ɪmɪʃnz/ | |
| coal mine | /ˈkəʊl maɪn/ | |
| collide (with sth) (v) | /kəˈlaɪd (wɪð sʌmθɪŋ)/ | |
| conserve (energy, etc.) | /kənˈsɜːv (ˈenədʒi)/ | |
| constellation (n) | /ˌkɒnstəˈleɪʃn/ | |
| contend with sth (v) | /kənˈtend wɪð sʌmθɪŋ/ | |
| debris (n) | /ˈdebriː/ | |
| defunct (adj) | /dɪˈfʌŋkt/ | |
| dispose of sth (v) | /dɪˈspəʊz əv sʌmθɪŋ/ | |
| eco-protest (n) | /ˈiːkəʊprəʊtest/ | |
| electricity pylon (n) | /ɪlekˈtrɪsəti paɪlən/ | |
| endangered species | /ɪnˌdeɪndʒəd ˈspiːʃiːz/ | |
| exhaust fumes | /ɪgˈzɔːst fjuːmz/ | |
| extinction (n) | /ɪkˈstɪŋkʃn/ | |
| fossil fuel | /ˈfɒsl fjuːəl/ | |
| galaxy (n) | /ˈgæləksi/ | |
| generate (electricity) (v) | /ˈdʒenəreɪt (ɪlekˈtrɪsəti)/ | |
| global warming | /ˌgləʊbl ˈwɔːmɪŋ/ | |
| green (caring about the planet) (adj) | /griːn (ˌkeərɪŋ əbaʊt ðə ˈplænɪt)/ | |
| greenhouse gas | /ˌgriːnhaʊs ˈgæs/ | |
| hazardous (adj) | /ˈhæzədəs/ | |
| hydroelectric power | /ˌhaɪdrəʊɪlektrɪk ˈpaʊə(r)/ | |
| in captivity | /ˌɪn kæpˈtɪvəti/ | |
| insulate (v) | /ˈɪnsjʊleɪt/ | |
| in the final analysis | /ɪn ðə ˌfaɪnl əˈnæləsɪs/ | |
| leftover (n) | /ˈleftəʊvə(r)/ | |
| meteorite (n) | /ˈmiːtiəraɪt/ | |
| methane pollution | /ˈmiːθeɪn pəluːʃn/ | |
| natural resources | /ˌnætrəl rɪˈzɔːsɪz/ | |
| nature/wildlife reserve | /ˈneɪtʃə/ˈwaɪldlaɪf rɪzɜːv/ | |
| oil rig | /ˈɔɪl rɪg/ | |
| power station (n) | /ˈpaʊə steɪʃn/ | |
| proponent (n) | /prəˈpəʊnənt | |

| Word | Phonetics | Translation |
|---|---|---|
| recycling (n) | /ˌriːˈsaɪklɪŋ/ | |
| renewable energy | /rɪˌnjuːəbl ˈenədʒi/ | |
| satnav (n) | /ˈsætnæv/ | |
| shale gas | /ˈʃeɪl gæs/ | |
| solar panel | /ˌsəʊlə ˈpænl/ | |
| solar power | /ˌsəʊlə ˈpaʊə(r)/ | |
| solar system | /ˈsəʊlə sɪstəm/ | |
| that said | /ˌðæt ˈsed/ | |
| tidal power | /ˌtaɪdl ˈpaʊə(r)/ | |
| titanium (adj) | /tɪˈteɪniəm/ | |
| to sum up | /tu ˌsʌm ˈʌp/ | |
| undernourished (adj) | /ˌʌndəˈnʌrɪʃt/ | |
| vertical farming | /ˌvɜːtɪkl ˈfɑːmɪŋ/ | |
| wind farm | /ˈwɪnd fɑːm/ | |
| wind turbine | /ˈwɪnd tɜːbaɪn/ | |
| woodland (n) | /ˈwʊdlənd/ | |

## Get Ready for your Exam 8

| | | |
|---|---|---|
| affection (n) | /əˈfekʃn/ | |
| be anxious to do sth | /bi ˌæŋkʃəs tə ˈduː sʌmθɪŋ/ | |
| fondness (adj) | /ˈfɒndnəs/ | |
| spouse (n) | /spaʊs/ | |
| tenderness (n) | /ˈtendənəs/ | |

## Unit 9 Mistakes

| | | |
|---|---|---|
| affordable (adj) | /əˈfɔːdəbl/ | |
| altruistic (adj) | /ˌæltruˈɪstɪk/ | |
| be the spitting image of sb | /biː ðə ˌspɪtɪŋ ˈɪmɪdʒ əv sʌmbədi/ | |
| breakable (adj) | /ˈbreɪkəbl/ | |
| breezy (adj) | /ˈbriːzi/ | |
| brooch (n) | /brəʊtʃ/ | |
| chief executive | /ˌtʃiːf ɪgˈzekjətɪv/ | |
| cleaning product | /ˈkliːnɪŋ prɒdʌkt/ | |
| closely-guarded secret | /ˌkləʊsliˌgɑːdɪd ˈsiːkrət/ | |
| clumsy (adj) | /ˈklʌmzi/ | |
| comparable (adj) | /ˈkɒmpərəbl/ | |
| compatible (adj) | /kəmˈpætəbl/ | |
| credible (adj) | /ˈkredəbl/ | |
| cunning (adj) | /ˈkʌnɪŋ/ | |
| curable (adj) | /ˈkjʊərəbl/ | |
| cynical (adj) | /ˈsɪnɪkl/ | |
| deceitful (adj) | /dɪˈsiːtfl/ | |
| dependable (adj) | /dɪˈpendəbl/ | |
| desert (v) | /dɪˈzɜːt/ | |
| determined (adj) | /dɪˈtɜːmɪnd/ | |
| disloyal (adj) | /dɪsˈlɔɪəl/ | |
| disorderly (adj) | /dɪsˈɔːdəli/ | |
| eager (adj) | /ˈiːgə(r)/ | |
| fanciful (adj) | /ˈfænsɪfl/ | |
| flashmob (n) | /ˈflæʃmɒb/ | |
| heroic (adj) | /həˈrəʊɪk/ | |
| hint (n) | /hɪnt/ | |
| hospitable (adj) | /hɒsˈpɪtəbl/ | |
| hurtful (adj) | /ˈhɜːtfl/ | |
| hypothetical (adj) | /ˌhaɪpəˈθetɪkl/ | |
| hysterical (adj) | /hɪˈsterɪkl/ | |

# Wordlist

| Word | Phonetics | Translation |
|---|---|---|
| indestructible (adj) | /ˌɪndɪ'strʌktəbl/ | |
| justly (adv) | /'dʒʌstli/ | |
| maternity hospital | /mə'tɜːnəti hɒspɪtl/ | |
| meadow (n) | /'medəʊ/ | |
| mischievous (adj) | /'mɪstʃəvəs/ | |
| newborn (adj) | /'njuːbɔːn/ | |
| orphanage (n) | /'ɔːfənɪdʒ/ | |
| over-sensitive (adj) | /ˌəʊvə'sensətɪv/ | |
| penniless (adj) | /'penɪləs/ | |
| portal (n) | /'pɔːtl/ | |
| pretentious (adj) | /prɪ'tenʃəs/ | |
| pushy (adj) | /'pʊʃi/ | |
| reckless (adj) | /'rekləs/ | |
| regretful (adj) | /rɪ'gretfl/ | |
| retrievable (adj) | /rɪ'triːvəbl/ | |
| ruthless (adj) | /'ruːθləs/ | |
| self-centred (adj) | /ˌself'sentəd/ | |
| settle a claim | /ˌsetl ə 'kleɪm/ | |
| short-sighted (adj) | /ˌʃɔːt'saɪtɪd/ | |
| slanderous (adj) | /'slɑːndərəs/ | |
| spiteful (adj) | /'spaɪtfl/ | |
| squeaky (adj) | /skwiːki/ | |
| thoughtless (adj) | /'θɔːtləs/ | |
| timely (adj) | /'taɪmli/ | |
| unmarked police car | /ˌʌnmɑːkt pə'liːs kɑː(r)/ | |
| unquestionable (adj) | /ʌn'kwestʃənəbl/ | |
| widespread (adj) | /'waɪdspred/ | |
| with a view to doing sth | /wɪð ə ˌvjuː tə 'duːɪŋ sʌmθɪŋ/ | |
| woolly (adj) | /'wʊli/ | |

## Get Ready for your Exam 9

| | | |
|---|---|---|
| be comprised of sth | /bi kəm'praɪzd əv sʌmθɪŋ/ | |
| blooper (n) | /'bluːpə(r)/ | |
| cruise (n) | /kruːz/ | |
| enamoured (of sth) | /ɪn'æməd (əv sʌmθɪŋ)/ | |
| end credits | /ˌend 'kredɪts/ | |
| final cut | /ˌfaɪnl 'kʌt/ | |
| outtake (n) | /'aʊtteɪk/ | |

## Unit 10 Game on!

| | | |
|---|---|---|
| adrenaline rush | /ə'drenəlɪn rʌʃ/ | |
| aerobic capacity | /eəˌrəʊbɪk kə'pæsəti/ | |
| airflow (n) | /'eəfləʊ/ | |
| alleviate (v) | /ə'liːvieɪt/ | |
| amber (adj) | /'æmbə(r)/ | |
| athletics track | /æθ'letɪks træk/ | |
| basketball court | /'bɑːskɪtbɔːl kɔːt/ | |
| bearings (n) | /'beərɪŋz/ | |
| be level | /bi 'levl/ | |
| be neck and neck | /bi ˌnek ən 'nek/ | |
| bob sleigh (n) | /'bɒbsleɪ/ | |
| boxing ring (n) | /'bɒksɪŋ rɪŋ/ | |
| cashew nut (n) | /'kæʃuː, kæ'ʃuː nʌt/ | |
| circulation (n) | /ˌsɜːkjə'leɪʃn/ | |
| course of action | /ˌkɔːs əv 'ækʃn/ | |
| cue (n) | /kjuː/ | |
| dictatorship (n) | /dɪk'teɪtəʃɪp/ | |

| Word | Phonetics | Translation |
|---|---|---|
| dwelling (n) | /'dwelɪŋ/ | |
| emphatic (adj) | /ɪm'fætɪk/ | |
| emulate (v) | /'emjuleɪt/ | |
| endurance events | /ɪn'djʊərəns ɪvents/ | |
| falsehood (n) | /'fɔːlshʊd/ | |
| fatigue (n) | /fə'tiːg/ | |
| formula 1 track (n) | /ˌfɔːmjələ 'wʌn træk/ | |
| fully primed (adj) | /ˌfʊli 'praɪmd/ | |
| gain an edge | /ˌgeɪn ən 'edʒ/ | |
| give it everything *informal* | /ˌgɪv ɪt 'evriθɪŋ/ | |
| go berserk | /ˌgəʊ bə'zɜːk/ | |
| goggles | /'gɒglz/ | |
| golf course | /'gɒlf kɔːs/ | |
| go to extraordinary lengths | /gəʊ tu ɪkˌstrɔːdnri 'leŋθs/ | |
| it's high time ... | /ɪts 'haɪ taɪm .../ | |
| hoop (n) | /huːp/ | |
| image-conscious | /'ɪmɪdz kɒnʃəs/ | |
| leisure centre | /'leʒə centə(r)/ | |
| ligament (n) | /'lɪgəmənt/ | |
| long-sightedness (n) | /ˌlɒŋ'saɪtɪdnəs/ | |
| nasal strip | /'neɪzl strɪp/ | |
| nutrient (n) | /'njuːtriənt/ | |
| pad (n) | /pæd/ | |
| parameter (n) | /pə'ræmɪtə(r)/ | |
| performance-enhancing (adj) | /pə'fɔːməns ɪnhɑːnsɪŋ/ | |
| pitch (n) | /pɪtʃ/ | |
| pool | /puːl/ | |
| potassium (n) | /pə'tæsiəm/ | |
| prestigious (adj) | /pre'stɪdʒəs/ | |
| puck (n) | /pʌk/ | |
| reigning champion | /ˌreɪnɪŋ 'tʃæmpiən/ | |
| retractable roof | /rɪˌtræktəbl 'ruːf/ | |
| short-sightedness (n) | /ˌʃɔːt'saɪtɪdnəs/ | |
| shuttlecock (n) | /'ʃʌtlkɒk/ | |
| skating rink | /'skeɪtɪŋ rɪŋk/ | |
| sprain (n, v) | /spreɪn/ | |
| sprint (v) | /sprɪnt/ | |
| stamina (n) | /'stæmɪnə/ | |
| strip (n) | /strɪp/ | |
| tennis court | /'tenɪs kɔːt/ | |
| tissue (in your body) (n) | /'tɪʃuː (ɪn jɔː 'bɒdi)/ | |
| treadmill (n) | /'tredmɪl/ | |
| unassailable (adj) | /ˌʌnə'seɪləbl/ | |
| ward off (phr v) | /ˌwɔːd 'ɒf/ | |
| wetsuit (n) | /'wetsuːt/ | |
| zinc (n, adj) | /zɪŋk/ | |

## Get Ready for your Exam 10

| | | |
|---|---|---|
| foremost aim | /ˌfɔːməʊst 'eɪm/ | |
| hazardous (adj) | /'hæzədəs/ | |
| healing power (n) | /'hiːlɪŋ paʊə(r)/ | |
| inner peace | /ˌɪnə 'piːs/ | |
| reach its peak | /ˌriːtʃ ɪts 'piːk/ | |
| self-discipline (n) | /ˌself'dɪsəplɪn/ | |
| tranquillity (n) | /træŋ'kwɪləti/ | |

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