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STUDENT'S BOOK

without answers

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STUDENT'S PACK

Includes Student's Book without answers and Workbook without answers with Audio

Anthony Cosgrove and Claire Wijayatilake

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QBS

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8 **On demand** p.104	**Part 5** Online shaming The death of cinema	**Part 3** Interactive television Citizen journalism	Signposting
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SPEAKING	GRAMMAR	VOCABULARY	REAL WORLD
Making conversation	Past and perfect tenses review Future tenses	Easily confused words	
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Part 2 Describing a pair of photos	Determiners and quantifiers Adverb modifiers	Travel Prepositional phrases (1) C2 Prepositional phrases	Driving in the UK
Asking for and giving clarification	Conditionals (1) Verb patterns (2) – Objects, reflexives and reciprocals	Money Verb collocations C2 Money idioms	Personal finances
Buying time and keeping the conversation going	Future continuous, perfect, perfect continuous and *be + to +* infinitive Verb patterns (3) – Multi-word verbs C2 Future tenses for speculating about the present and past	Space Noun collocations	Out of this world?
Parts 3 and 4 Collaborative task and discussion	Relative clauses Modals (1)	Multi-word verbs (1) Language for expressing change C2 Phrases with *dare*	Dealing with technology
Part 1 Strategies for answering questions	The passive Modals (2) – Modals in the past	Buildings Phrases with *get, have, make* and *do* C2 Building-related phrases and collocations	Renting a place to live
Part 2 Structuring your talk	Articles Countable and uncountable nouns	Adverb + adjective collocations Wordbuilding C2 Expressions with *bring* and *take*	Education in the UK and the USA
Parts 3 and 4 Interactive communication	Reported speech and reporting verbs Conditionals (2) – Advanced conditionals and *wish/if only*	TV Verbs of communication C2 Reporting verbs	Working in the media
Part 1 Pronunciation	Comparison Reason, purpose and result C2 Comparative forms	Culture and festivals Prepositional phrases (2)	Visiting Glastonbury
Starting a presentation	Substitution and ellipsis Contrast and concession	Verb prefixes and suffixes Words with similar meanings C2 Sports idioms	Understanding the rules of games
Parts 3 and 4 Justifying opinions	Emphasis (1) Emphasis (2)	Work and careers Multi-word verbs (2) C2 Expressions with *line*	Applying for a job
Exemplification	Participle and *to* + infinitive clauses Nominalisation	Verbs related to mental processes Mood and feelings C2 *Think* and *thought* idioms	Dealing with stress
Pausing or chunking in natural speech	Pronouns (1) – *it* and *there* clauses Pronouns (2)	Safety and risk Adjective + noun collocations C2 Expressions with *time*	Staying safe whilst travelling
Part 2 Speculating	Review (1) Review (2)	Word families relating to health Health C2 Health idioms	Discussing food preparation

HOW TO USE THIS BOOK

WELCOME TO OPEN WORLD

THE COURSE THAT TAKES YOU FURTHER

Learn about the features in your new Student's Book

Large images at the start of each unit introduce the topic and get you talking.

DID YOU KNOW?

Find useful tips about the English language.

GRAMMAR ON THE MOVE

Scan the QR codes to watch grammar animations in your free time to learn about each grammar point.

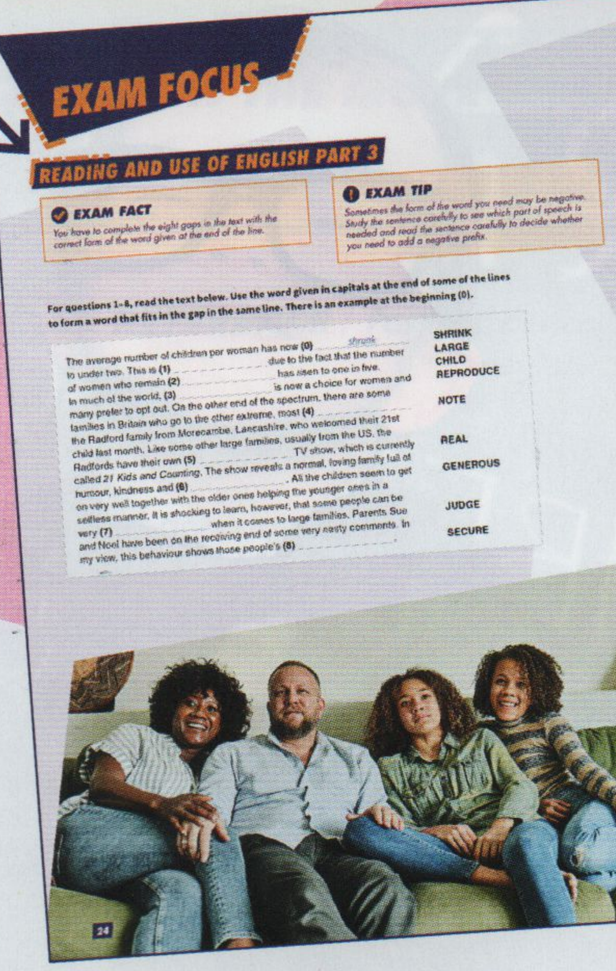
PUSH YOURSELF

Learn and practise more challenging language and skills that take you to the next level.

'Training' exam tasks provide guidance and tips on each part of the exam.

EXAM FOCUS

Read exam tips and facts and do three complete practice exam tasks.

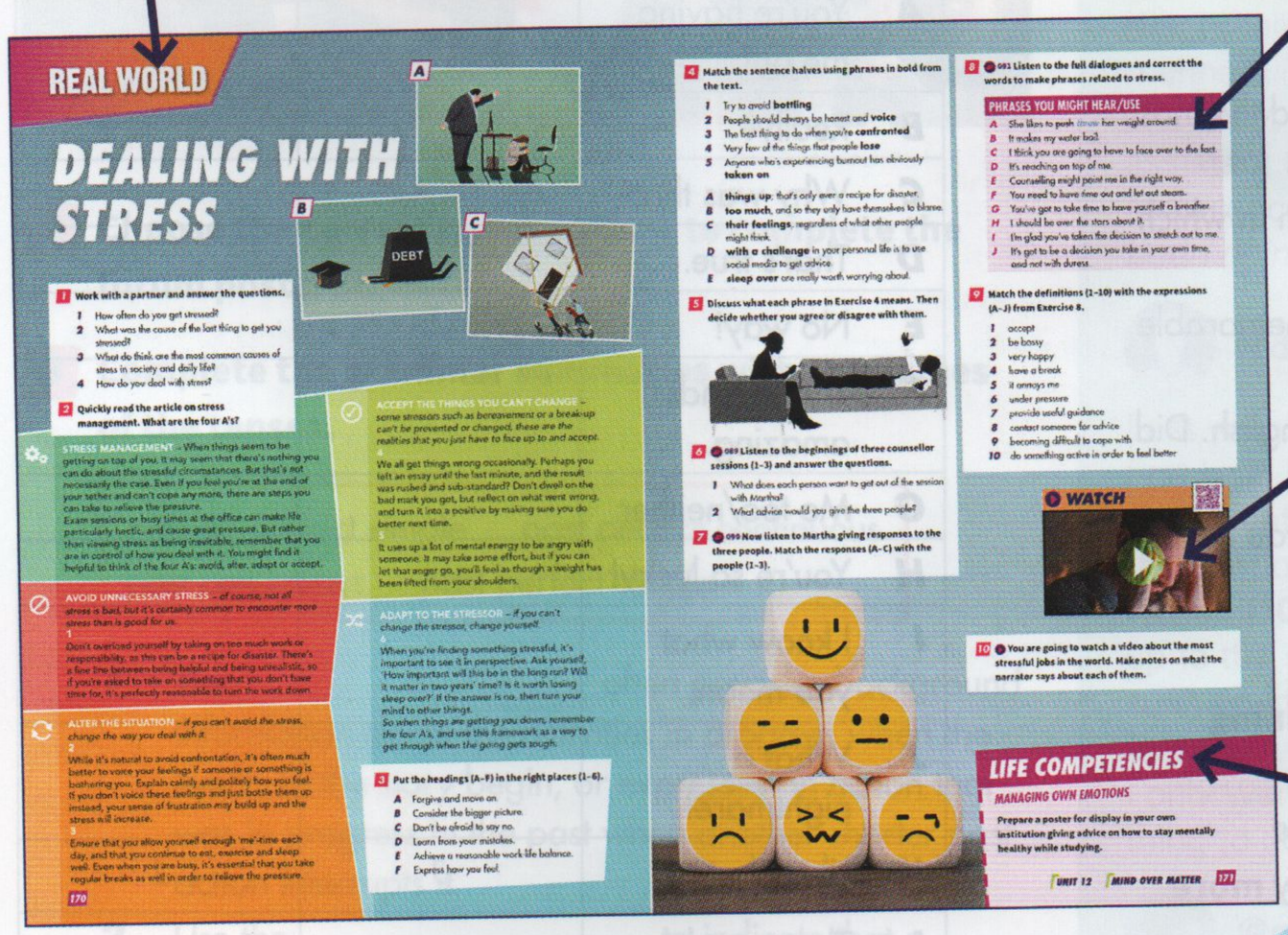


EXAM CHECK

Check what you remember about the exam.

REAL WORLD

Go outside the classroom and into the real world.



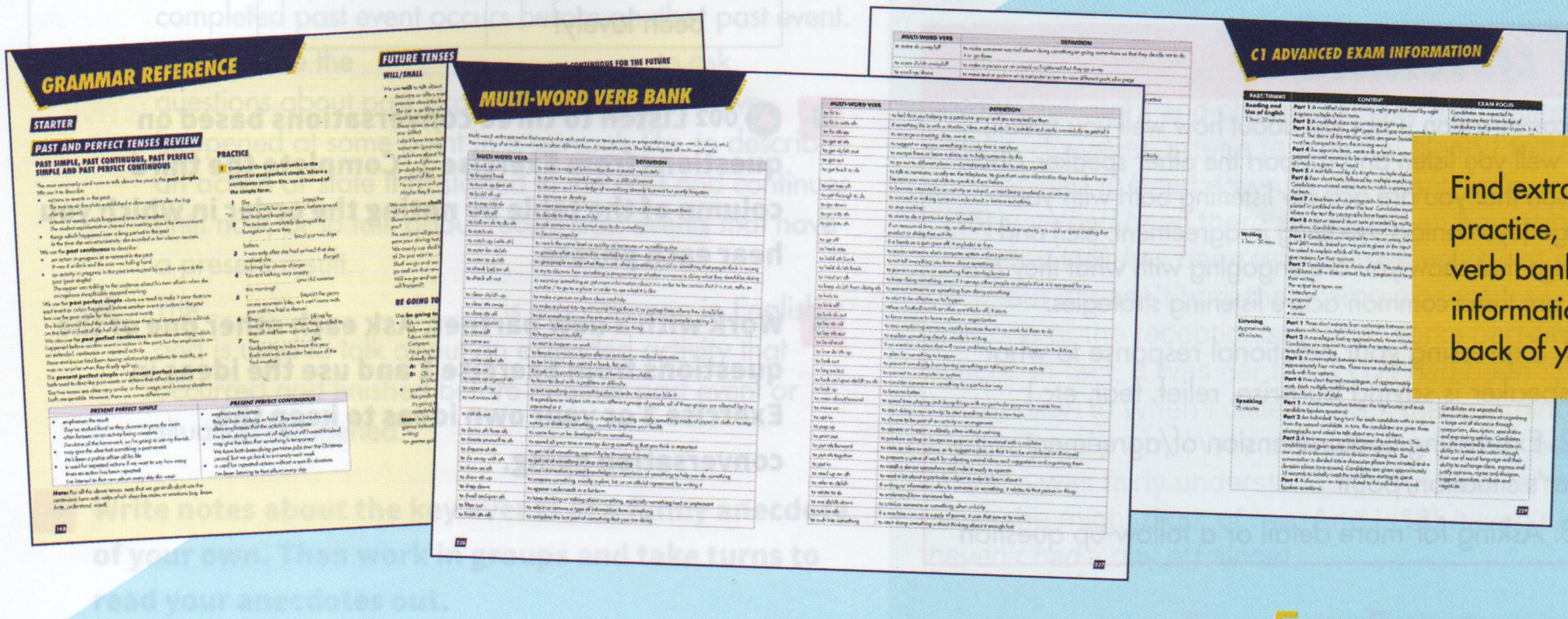
PHRASES YOU MIGHT USE AND HEAR

Learn and practise phrases you might use and hear when you are using English in the real world.

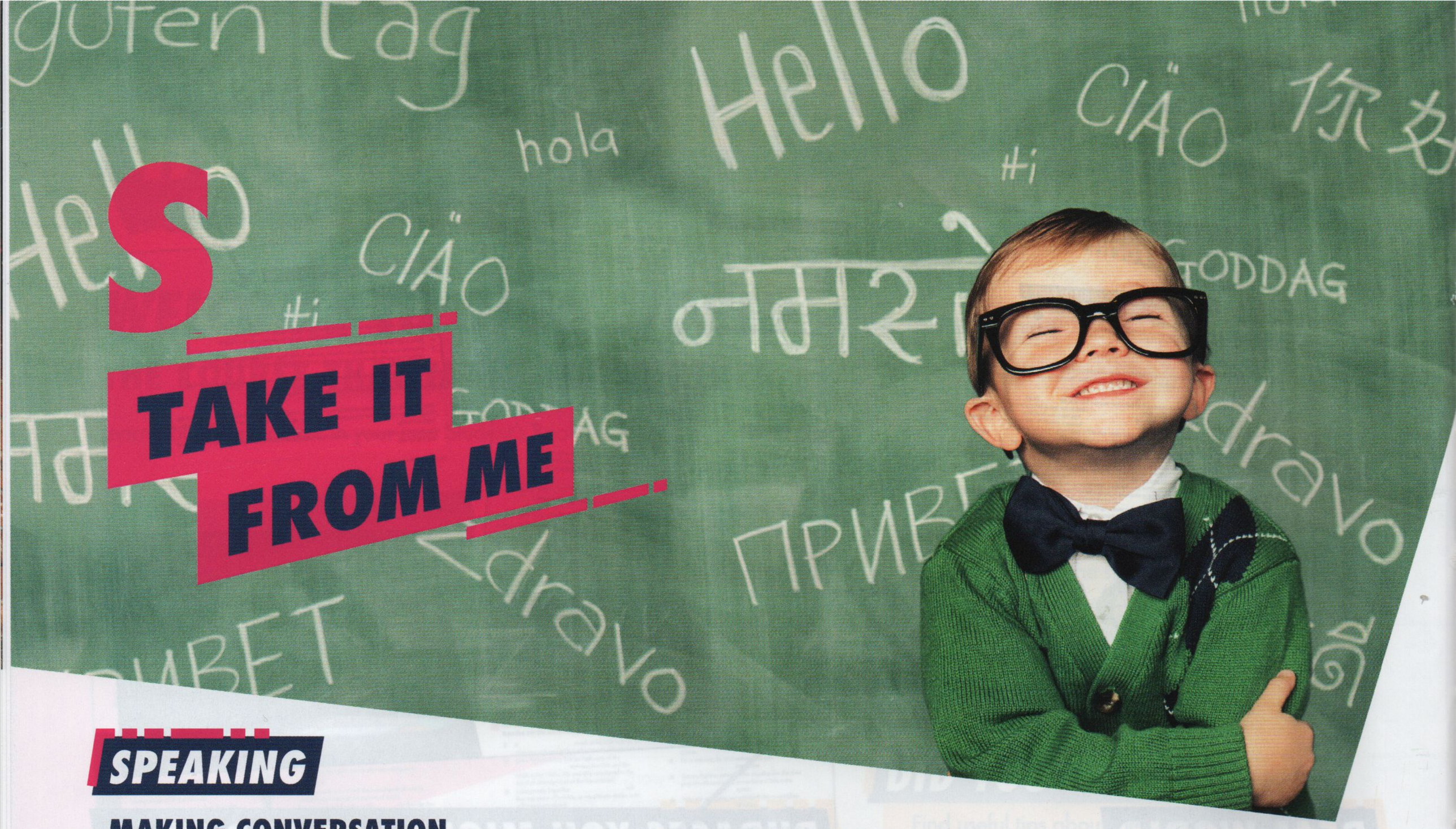
Scan the QR codes to watch videos of different locations around the world on your mobile phone or tablet.

LIFE COMPETENCIES

Develop important skills, knowledge and attitudes that you can use in your daily life.



Find extra grammar practice, multi-word verb bank and exam information at the back of your book.



SO TAKE IT FROM ME

SPEAKING

MAKING CONVERSATION

1 **Work with a partner and interview each other using the questions below. Make notes about your partner's answers.**

- How long have you been learning English?
- What aspects of learning English do you find the most difficult/the easiest?
- Have you ever been in a real world situation in which your English proved to be really useful?
- Tell me about a holiday you had that was memorable for some reason.
- Tell me about the last film you watched in English. Did you watch it with or without subtitles?
- Tell me about any hobbies or interests that you have.

2 **Share what you learnt with the class.**

3 **Look at the advice in the tip box for maintaining successful conversations. Then match the conversation strategies (1–3) with the active listening phrases (A–L). Can you think of any more examples for each of the three strategies?**

	PHRASES	WHICH STRATEGY (1–3)	ORDER IN LISTENING
A	You're having me on!		
B	Really?		
C	Why was that?		
D	That's true.		
E	No way!		
F	That sounds amazing.		
G	Me too/neither.		
H	You're so lucky!		
I	I know what you mean.		
J	What a nightmare!		
K	Like what?	*3*	*1*
L	That must have been lovely!		

4 002 **Listen to three conversations based on questions from Exercise 1. Complete the third column of the table by noting the order in which you hear each phrase.**

5 **Work with a new partner. Ask each other one of the questions from Exercise 1 and use the ideas in Exercise 3 or your own ideas to keep the conversation going.**

ACTIVE LISTENING

A successful conversation is not just about how well you speak, but also how well you listen and support the other speaker. Show the other person that you are actively listening both with your body language (eye contact, nodding in agreement, etc.) and by saying things that show you are engaging with what they are saying. Here are three common active listening strategies:

- Strategy 1: Expressing your emotional response to what the other speaker is saying (surprise, relief, fear, etc.)
- Strategy 2: Expressing comprehension of/agreement with the speaker's situation/point
- Strategy 3: Asking for more detail or a follow-up question

GRAMMAR

PAST AND PERFECT TENSES REVIEW

GRAMMAR ON THE MOVE
Watch the video

GRAMMAR REFERENCE / *Past and perfect tenses review: Page 198*

1 **Answer the questions.**

1 What is an anecdote?
2 What makes a good anecdote?
3 Match the pictures with the anecdotes in the text.









2 **Choose the correct tense options to complete the forum posts.**

3 **Complete the grammar summaries with the names of the tenses.**

present perfect simple past perfect continuous
past continuous past perfect simple

1 The _____ often provides background information about the activities in progress when the events of the story begin, or expresses an action that was in progress in the past when another shorter past action interrupts it.
2 Use the _____ to indicate that a completed past event occurs before another past event.
3 You can use the _____ to ask questions about past experiences that may have happened at some point in a person's life, to describe an action or state that started in the past and continues until now, or to talk about recent past events that have a present result.
4 The _____ is less common in English and is used to talk about an extended activity that occurred and finished before another past event or situation happened.

4 **Write notes about the key events of a funny anecdote of your own. Then work in groups and take turns to read your anecdotes out.**

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Topic of the day – EMBARRASSMENT



We all have those moments in life when we mess up. And we're pretty sure you've had some too, moments that you wish you could erase from your memory. Tell us about yours.

REPLY

@princesspeach

Everyone **(1)** *was listening/had been listening* to the teacher when suddenly a phone **(2)** *started/had started* ringing. When it stopped, I made a joke that all mobiles that ring in class should be confiscated by the teacher and then I looked around the room to see whose it was. It was only then that I noticed that the whole class **(3)** *had been looking/was looking* at me. Then the penny dropped. It was my phone that **(4)** *has been/had been* ringing. I **(5)** *didn't turn/hadn't turned* it off before coming into class!

@angelinaballerina

In a department store last week, I **(6)** *bumped/was bumping* into someone and knocked them to the floor. I was mortified and started apologising profusely. It was only then that I realised I **(7)** *have been talking/was talking* to a mannequin! And a headless one at that! I felt so ridiculous and went bright red, especially because a smiling sales assistant then asked me if I thought we should call an ambulance. Am I the only person who **(8)** *has done/has been doing* this or does it happen all the time?

@derekthebeast95

Last year, I **(9)** *was visiting/had been visiting* the US for the first time. One day, I decided to go to a drive-through restaurant for lunch. I drove up to the machine, wound down the window and placed my order. Or so I thought. After a while I **(10)** *heard/was hearing* a voice saying 'Can you drive up to the speaker? You're talking to the trash can!' I felt like such an idiot. The thing is, I **(11)** *'ve never been/'d never been* to a drive-through restaurant before that, you see! I only went to this one because it felt like a typical American thing to do.

@geographyteachernigel

A few months ago, I called in sick for work. The previous night I **(12)** *felt/had felt* really ill. I **(13)** *was vomiting/had been vomiting* all night and obviously I **(14)** *didn't sleep/hadn't slept* a wink. However, after a few hours' sleep I felt much better, so I decided to head down to the beach for a walk.
I **(15)** *was/had been* there about half an hour when I noticed someone **(16)** *has been waving/was waving* at me. I waved back, but it wasn't until they came closer that I realised it was one of the receptionists who works part-time in my school. In fact, it was her that I **(17)** *had been speaking/had spoken* to when I called in sick that morning. I quickly tried to justify why I was there and not in my bed, and to be fair, she was fairly understanding. But I felt terrible about what she might think of me. And I **(18)** *haven't been having/haven't had* a day off since!



VOCABULARY

EASILY CONFUSED WORDS

1 **Choose the correct word from each pair to complete the sentences.**

whose/who's

1 _____ going to English class today? Can you let the teacher know that I might be a little late?

2 He is one of the few professors _____ opinion actually matters to me.

recipe/receipt

3 You must give me the _____ for that curry you prepared for us last week – it was delicious!

4 Shops generally will refuse to give you a refund for something you bought if you can't provide the original _____ .

all together/altogether

5 I think it's better if we go to see the teacher _____ rather than separately – she's more likely to listen if we explain it to her collectively.

6 I can produce good English when I am not in a pressure situation. However, doing so in an exam is a different matter _____ .

among/between

7 I'm an actor, but I'm not working at the moment. Let's just say I'm _____ jobs!

8 You know you're _____ good friends when they finish your sentences for you!

complement/compliment

9 I must _____ you on your accent. Where did you learn such good English?

10 I think her blue jeans and black leather jacket _____ each other perfectly. It's a classic look!

principle/principal

11 I agree in _____ with your suggestion, but I am not sure it will actually work in reality.

12 One of the _____ reasons I am learning English is to improve my job prospects.

2 **003 Listen to four people talking about how they remember problem vocabulary. Which speaker(s) (A–D) mention(s) the following points?**

1 remembers some good advice from their school days

2 says that words can look similar in different languages but mean very different things

3 says that translating from their language into English can cause errors

4 invents reasons for words to be spelled in certain ways

5 records their vocabulary in a way that helps them eliminate the error they talk about

3 **Work in groups and discuss the questions.**

1 Are there any words in English that you have problems with or mix up?

2 How useful do you find it to translate English into your language?

3 Do you have any techniques for recording and learning new vocabulary?



READING

LANGUAGE LEARNING

1 **Work with a partner and discuss the statements below about language learning. Do you agree or disagree with them? Give reasons or examples from your own experience.**

1 Children are better at learning languages than adults.

2 You can't learn a language well unless you learn the grammar.

3 Soon we won't need English classes or English teachers. We will just learn through apps.

4 To learn a language successfully, you have to be prepared to make mistakes and even to make a fool of yourself from time to time.

5 You learn a language much quicker if you can spend time in or live in a country where it is spoken.

2 **Quickly read the introduction to the blog post. What do you expect Aureliano's five tips to be?**

3 **Now read the text to see if you were right about Aureliano's advice.**

4 **Complete the blog post by putting the headings in the correct places (1–5).**

Storage	Use	Association
Selection	Review	

BECOMING AN EXPERT LANGUAGE LEARNER



Aureliano Verdi, 22, has spent much of his life studying languages for fun. He's fluent in 16 of them, including Farsi, Arabic, Lithuanian and Korean, and here he describes the five principles he uses in order to master new vocabulary quickly and effectively in any language.

Young children are often said to be the real experts when it comes to language learning. Up until the age of about seven, they are able to pick up the language they are exposed to, without the need for a teacher to explain the difference between the tenses, or between subject and object pronouns. Somehow, they just manage to get it, and they do so unconsciously, in other words without making any real effort. So perhaps it's unsurprising that so many courses, apps and language teaching materials claim to get you learning a foreign language as an adult in the same way you acquired your first language as a child. But is that feasible? Or even desirable?

Adult learners should not be underestimated. It might take a child seven years to become reasonably proficient (albeit with a restricted vocabulary), whereas an adult can reach an advanced communicative ability in one year. That might sound like a bold claim, but I am living proof, having attained intermediate to advanced level in 16 of them – and most of those were as an adult. For me, the key to learning so many languages has been the ability to combine the unconscious methods we used as children with the conscious methods used by adults. We can achieve the best of both worlds by following my five principles, in order to become expert vocabulary learners, whatever the language.

1 .....

A language such as English has something in the region of one million words. But who knows that many? Or, more to the point, who wants to know that many? The ability to filter out what you don't need is a key skill for any language learner. If you don't do this, and you try to look up every single word in a text, well, that's like reading an entire newspaper just to get to the sports page! Don't make this mistake. Opt instead for the most useful words in a language. Focus on what's going to be of use for you. So, if you're a doctor, you might need to know that another word for 'skull' is 'cranium'. But if you're not, odds are that you can get by without knowing this word, so go for a more useful one instead!

2 .....

Identifying words to learn is key, but if you try to absorb these words out of context, you'll have a hard time fitting them all in. So what I advise is that you connect new information in your head to existing information. Let's say you already know the adjective *confidential* (meaning *secret*), and then one day you learn the multi-word verb *keep something to yourself* (meaning *not share information*): you could link these two items of vocabulary in your mind. You can think of keeping something to yourself as being what you would do with confidential information. Or the other way round: confidential information is something you would keep to yourself. The words fit together into a context like pieces of a puzzle.

3 .....

In the 1880s, German psychologist Hermann Ebbinghaus established that when we learn something, we initially retain it quite well. But over time, that memory deteriorates; Ebbinghaus termed this phenomenon *the forgetting curve*. But he also discovered that this tendency to forget can be combatted. If you revisit newly learnt information at time intervals, it becomes less and less easy to forget. What this means for vocabulary learners is that each day, you should take another look at the words you learnt yesterday, the day before, and the day before that. That way, they should make it into your long-term memory.

4 .....

The ancient Romans had a saying: 'Verba volant sed script manent' – 'Spoken words fly away, but written words stay'. What they were trying to tell us is that you need to have a way of permanently recording words in order to retain them in memory. For some people, the physical act of writing something down aids their ability to remember it. Just scribbling it on the back of an envelope isn't enough – it's got to be in a place where you'll be able to access it later, maybe on your phone or in a notebook.

5 .....

Of course, having the words in your head so that you can think about them isn't enough – you need to say them. But just saying them to yourself isn't enough either, according to Boucher and Lafleur, two researchers at the University of Montreal. To effectively memorise new words, you've got to repeat them out loud to another person. When you've read a text and found some words to learn, try to summarise for a friend what you've read, making sure to incorporate the new words into your conversation. If you're a learner of English yourself, why not try it with this text?

So, there you have it: the five principles which I have followed to learn several languages to a pretty decent level. But hey – there's nothing special about me. You can do it too!

5 Find words in the text which mean:

1 learn completely (introduction)
2 realistic (introduction)
3 achieved (introduction)
4 select (paragraph 1)
5 gets worse (paragraph 3)
6 continue to keep (paragraph 4)
7 writing quickly and without care (paragraph 4)
8 make one thing become part of something else (paragraph 5)

6 Decide what point Aureliano was making about effective language learning when he mentioned the following:

1 children aged up to seven
2 his own success as a language learner
3 the sports page of a newspaper
4 the forgetting curve
5 an envelope
6 Boucher and Lafleur's research

LISTENING

FUTURE PROSPECTS

1 004 **Listen to three students describing how they think English will help them in the future. What do they give as the main reason for learning English?**

A English will help me to travel abroad.
B English will improve my job prospects.
C English will enable me to reach a wider audience.

2 **Match the verbs and objects from the recordings to make phrases.**

1	conquer	***A***	cash
2	launch	***B***	myself
3	run out of	***C***	the world
4	enhance my	***D***	a new blog
5	push	***E***	employability

3 **Work in groups and answer the questions.**

1 In terms of how you expect English to help you in the future, which speaker(s) are you most similar to?
2 What other motivations do you have for learning English?

GRAMMAR

FUTURE TENSES

GRAMMAR ON THE MOVE

Watch the video

1 **Match the extracts from the listening (1–7) with the descriptions (A–E). There may be more than one answer.**

1 "I imagine that I'll basically be on the road until I run out of cash."
2 "When I'm older, I'll still continue to work on my English."
3 "I'm saving up money by spending a year working on an oil rig and that comes to an end next month."
4 "I'm going to work hard on my English, starting next week."
5 "My English is going to enhance my employability."
6 "In fact, I am taking the Cambridge Advanced exam in October."
7 "The idea is that if I get enough followers in the future, then I'll be able to earn money from advertisers."

A expressing a future intention, desire or promise
B making a prediction about the future
C using the present simple to describe a scheduled event at a known time in the future
D using the present simple to describe the conditions for a possible future outcome
E using the present continuous to talk about a fixed plan or arrangement



2 **Correct the mistake in each of the sentences. There may be more than one possible answer.**

1 Tomorrow it's snowing, so I would imagine that classes are going to have to be cancelled.
2 I haven't decided what I'm doing tomorrow. Perhaps I'm going to go cycling.
3 ***A:*** 'Will we go out this evening? We could try that new restaurant that got those rave reviews.'
B: 'Good idea – let's give it a shot!'
4 I'll drop you a line as soon as my plane will land in London.
5 Both teams are evenly matched so when they play each other for the first time in December, I have no idea who is winning.
6 Unless he actually knuckles down and studies hard this year, I am sure he shan't pass the course.

3 **Choose the correct options to complete the sentences. Can you explain your choice? Sometimes both options will be possible.**

1 What are you *doing/going to do* after your English lesson today?
2 In what ways do you hope your English *is improving/will improve* over the next year?
3 Do you think you *will still be studying/are still studying* English in ten years' time?
4 Do you think that English *is still going to be spoken/is still going to speak* by humans 1000 years from now?
5 Is it likely that another language *is going to replace/will replace* English as the world's main international language? If so, which?
6 Do you think your teacher *shall give you/will give you* homework at the end of today's lesson?

4 **Work with a partner to ask and answer the questions in Exercise 3.**

➡ ***GRAMMAR REFERENCE*** / *Future tenses: page 199*

WRITING

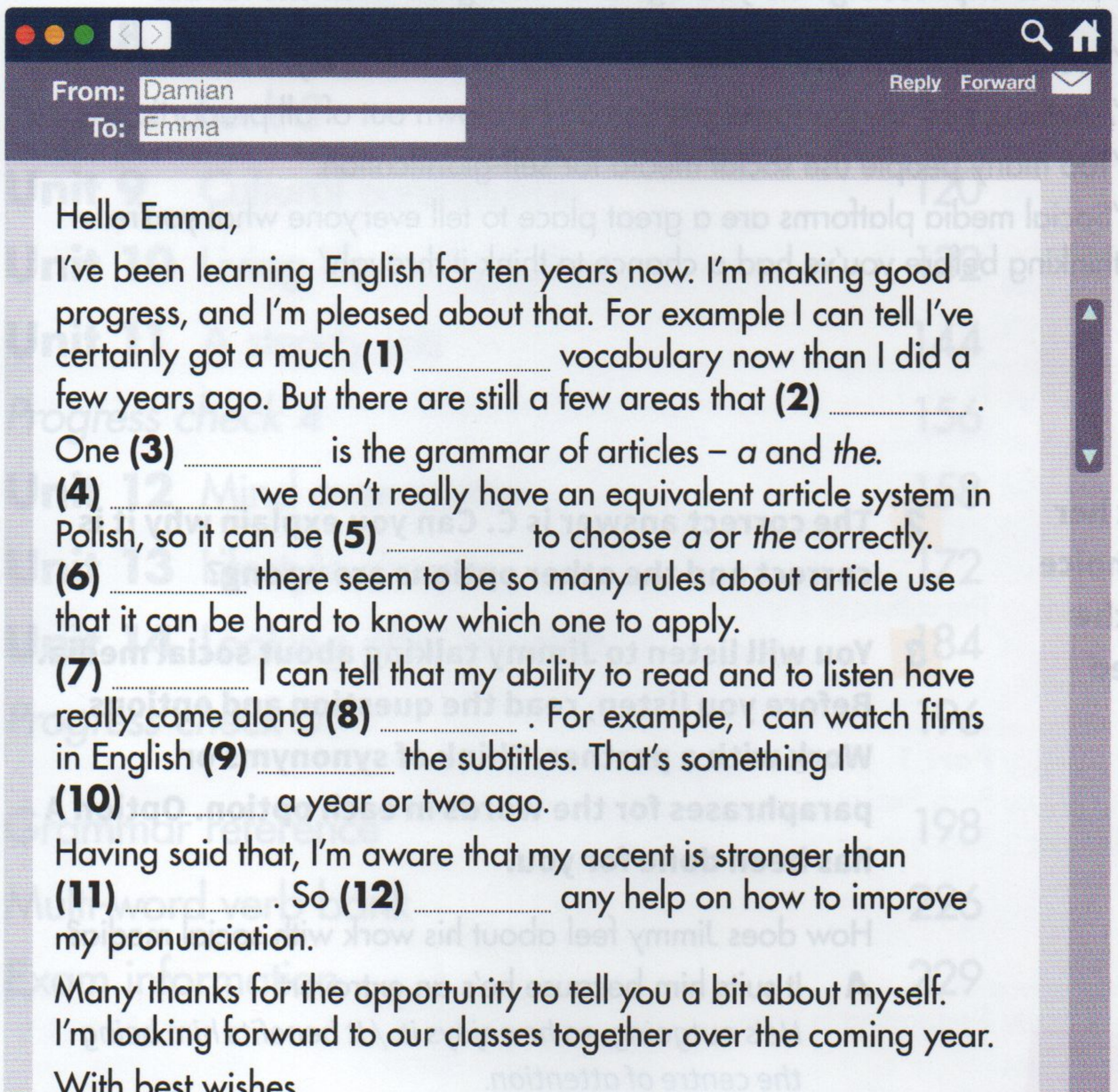
'ADVANCED' ENGLISH

1 **Work with a partner. Discuss what you think it means to be able to communicate in English at an advanced level. You may use the following ideas to help you:**

- situations you need to be able to communicate in
- grammar and vocabulary
- accuracy (avoiding errors)
- pronunciation
- formal and informal English appropriacy

2 **Quickly read Damian's answer to the homework his new teacher has set him (ignoring the gaps). Identify his perceived strengths and weaknesses.**

In order for me to help you learn as effectively as possible on this course, I'd like to find out about you as a learner. What do you feel that you are good at with English, and what do you find hard? Please email me your answer and write about 200 words.



Hello Emma,

I've been learning English for ten years now. I'm making good progress, and I'm pleased about that. For example I can tell I've certainly got a much **(1)** _____ vocabulary now than I did a few years ago. But there are still a few areas that **(2)** _____ .

One **(3)** _____ is the grammar of articles – *a* and *the*. **(4)** _____ we don't really have an equivalent article system in Polish, so it can be **(5)** _____ to choose *a* or *the* correctly. **(6)** _____ there seem to be so many rules about article use that it can be hard to know which one to apply.

(7) _____ I can tell that my ability to read and to listen have really come along **(8)** _____ . For example, I can watch films in English **(9)** _____ the subtitles. That's something I **(10)** _____ a year or two ago.

Having said that, I'm aware that my accent is stronger than **(11)** _____ . So **(12)** _____ any help on how to improve my pronunciation.

Many thanks for the opportunity to tell you a bit about myself. I'm looking forward to our classes together over the coming year.

With best wishes,

Damian

3 **Look at the words and phrases which could fill the 12 gaps in Damian's email. For each gap, both options can be considered correct. Which one should Damian, <u>as an advanced learner</u>, use in order to show what he is capable of? Give reasons.**

1 **a** richer
b bigger

2 **a** I struggle with
b are difficult

3 **a** area
b of these

4 **a** This is tricky because
b What makes this tricky is the fact that

5 **a** quite a challenge
b difficult

6 **a** Also,
b One reason for this is that

7 **a** Moreover,
b As for my language skills,

8 **a** over the past year or so
b this year

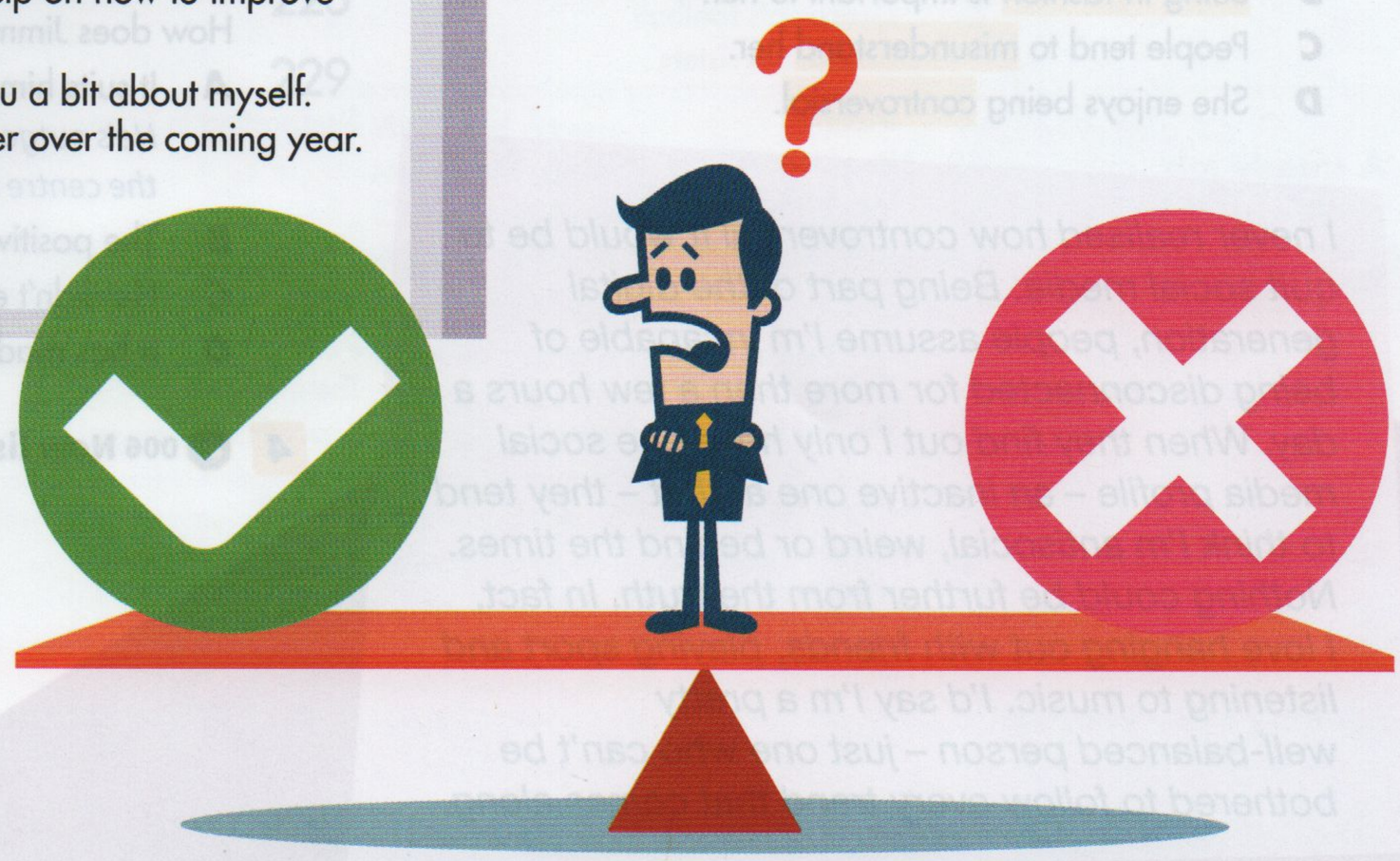
9 **a** and I don't need to have
b without resorting to

10 **a** probably couldn't do
b couldn't have coped with

11 **a** the accent of my classmates
b I'd ideally like it to be

12 **a** I would be grateful for
b please give me

4 **Now write a similar email to your teacher, outlining your own strengths and weaknesses as a learner of English. Use 'advanced' vocabulary and structures in order to show your teacher what you are capable of.**





1 GOOD COMPANY

GETTING STARTED

1 **Work with a partner. Discuss the following topics:**

- the social media platforms you use
- how often you use them
- why you use them

2 **Read the quotations about social media. What idea do you think each one is expressing? Do you agree or disagree with the ideas?**

1 'Social media has given a voice to the voiceless in society.'
2 'Anything you say on social media can be blown out of all proportion.'
3 'Too many people use social media for self-glorification.'
4 'Social media platforms are a great place to tell everyone what you're thinking before you've had a chance to think it through.'

LISTENING

DISTRACTORS IN LISTENING TASKS

1 005 **Listen to and read what Sarah says about her social media habits. Then look at the multiple choice question and the highlighted words/phrases in the options (A–D). Can you find any of the highlighted words or synonyms of them in the extract?**

What does Sarah say about herself?

A She is not a very sociable person.
B Being in fashion is important to her.
C People tend to misunderstand her.
D She enjoys being controversial.

I never realised how controversial it would be to quit social media. Being part of the digital generation, people assume I'm incapable of being disconnected for more than a few hours a day. When they find out I only have one social media profile – an inactive one at that – they tend to think I'm antisocial, weird or behind the times. Nothing could be further from the truth. In fact, I love hanging out with friends, playing sport and listening to music. I'd say I'm a pretty well-balanced person – just one who can't be bothered to follow every trend that comes along.

2 **The correct answer is C. Can you explain why it is correct and the other options are wrong?**

3 **You will listen to Jimmy talking about social media. Before you listen, read the question and options. Work with a partner. Think of synonyms or paraphrases for the words in each option. Option A has been done for you.**

How does Jimmy feel about his work with social media?

A It suits him because he's an extrovert.
He's outgoing, so he enjoys it. / It benefits him being the centre of attention.
B The positives outweigh the negatives.
C He didn't expect so much criticism.
D It has made him more self-confident.

4 006 **Now listen and choose the correct option.**

5 006 **Listen again, focusing on the incorrect options. Match them with the distraction techniques in the tip box.**

DISTRACTION TECHNIQUES IN LISTENING TASKS

Technique 1: The words/ideas in the option are mentioned but the speaker says something different about it.

Technique 2: The main idea from the option is mentioned but with a negative phrase which gives the opposite meaning.

6 007 **Now look at the task below. Listen and choose one option for each speaker. There are two you don't need.**

You will listen to three speakers, Daniel, Jo and Khaled, talking about social media. Before you listen, study the question. Choose from the list (A–E) an idea about social media expressed by each speaker.

Daniel .....
Jo .....
Khaled .....

A doesn't regret joining social media
B thinks people are dishonest online
C is concerned about cyberbullying
D loves sharing pictures of their possessions
E dislikes people boasting on social media

7 007 **Listen again and focus on the two answers you don't need. Why might a student be distracted by these two options?**

VOCABULARY

PERSONALITY

1 **Write three positive and three negative personality traits you have. Explain your traits to another student.**

*One of my most positive traits is **generosity**. I'm always the one who pays if my friends and I go out as a group. I really enjoy sharing what I have. On the other hand, I'm a very **restless** person. I always want to move onto the next thing and never really settle down.*

2 **Look at the adjectives below. Check their meaning and decide if they are positive (P), negative (N) or either (E).**

conscientious	.....	insecure	.....
eccentric	.....	knowledgeable	.....
humble	.....	narrow-minded	.....
imaginative	.....	selfish	.....
impulsive	.....	thoughtful	.....

3 008 **You will hear six people talking about someone they know. Match the speakers with the adjectives in Exercise 2. There are four adjectives you don't need.**

Speaker 1	.....	Speaker 4	.....
Speaker 2	.....	Speaker 5	.....
Speaker 3	.....	Speaker 6	.....

4 **Add one of the suffixes in the box to each adjective to make a noun. Make any other changes needed. Then think of other parts of speech for these words.**

conscientiousness

-ity -ness -ion

5 **Complete the sentence with the correct form of one of the words from Exercise 2.**

1 What I value most in life is ..... . That's why I bought a house and got a steady job while I was still in my twenties.
2 The tour guide spoke very ..... about the family who used to own the stately home.
3 One of my worst qualities is my ..... . Whenever I have an idea, I tend to act on it straight away, often without thinking it through properly.
4 My father worked hard all his life and my grandfather too. I think I inherited their ..... .
5 I left my home town because of the ..... of the people. There seems to be a very negative attitude towards anybody with different beliefs or lifestyle choices.
6 My best friend very ..... bought me a new pair of gloves as she knew I'd lost mine.
7 It was very ..... of you not to put petrol in my car when you borrowed it. I don't even have enough to get to work tomorrow.
8 My grandfather has started behaving rather ..... since he retired. For a start, he now always wears shorts and flip-flops, no matter what the weather is.

6 **Work with a partner. Take turns to choose a personality trait from Exercise 2 and describe how a person with this trait acts. Can your partner guess which trait it is?**

This person always remembers my birthday. She often calls me to check how I am and always comes to my aid when I need help with something. (thoughtful)



GRAMMAR

QUESTION FORMS

GRAMMAR ON THE MOVE
Watch the video

1 **Look at the picture. What do you know about the actor, Angelina Jolie, and her 'rainbow family'?**

2 **Match the questions in an imaginary interview with Angelina Jolie with their question types (A–H). Some of the questions fit more than one type.**

1 Would you mind telling me how many children you have?
2 Two of your children are twins, aren't they?
3 Could you please tell me whether or not you will adopt any more children?
4 Do you think it is easier to raise a biological child or an adopted child?
5 What would you do if one of your children wanted to go and live in their country of birth?
6 Who or what inspired you to become an actor?
7 When did you decide to give directing a go?
8 Isn't it about time that there were more female directors in Hollywood?
9 There should be more opportunities for young aspiring female directors, shouldn't there?
10 I was wondering what your next project is going to be.

A direct question with question word as object
B negative question
C hypothetical question
D indirect Yes/No question
E indirect question-word question
F tag question
G either/or question
H direct question with question word as subject

3 009 **Listen to Isabel asking questions 2 and 9 in two different ways. In which version of each question is Isabel confirming information (C) and in which is she unsure and actually asking a question (U)? How do you know?**

1 a Two of your children are twins, aren't they?
b Two of your children are twins, aren't they?
2 a There should be more opportunities for young aspiring female directors, shouldn't there?
b There should be more opportunities for young aspiring female directors, shouldn't there?

4 **Complete the questions with the correct tag. Then practise saying them with rising and falling intonation.**

1 You shouldn't walk home on your own after dark, _____?
2 You'd already seen that film, _____?
3 There are six children on your mother's side of the family, _____?
4 My brother would help me if I were in trouble, _____?
5 You've never met a set of triplets, _____?
6 Getting married too young is not a good idea, _____?

5 **Look at indirect questions 1, 3 and 10 in Exercise 2. Underline the introductory phrase for each that make them more polite. What happens to the word order after these introductory phrases?**

6 **Rearrange the words to form indirect questions. Why do two of these 'questions' not need a question mark?**

1 not / married / I / or / wondering / you're / whether / was / .
2 please / so / why / were / could / late / explain / you / you / ?
3 have / know / in / I'd / relatives / the / like / if / UK / any / you / to / .
4 telling / car / for / would / you / how / your / you / me / mind / much / paid / ?
5 you / think / like / do / to / a / you'd / family / that / big / have / ?

GRAMMAR REFERENCE / *Question forms:* *Page 200*



SPEAKING PART 1 TRAINING

1 010 **Listen to two students, Anthea and Robin, answering a Speaking Part 1 question.**

1 What question do you think Anthea and Robin were asked?
2 Whose answer is better? Why?
3 Work with a partner to ask and answer the same question.

2 **Read the Part 1 question and answer below. How could the candidate improve the language level of their answer? Match the underlined phrases 1–12 with phrases A–L.**

Examiner: Who are you closest to in your family?
Candidate: **(1)** I think it is my **(2)** brother and sister. When we were younger, we were **(3)** very close and spent a lot of time together. We have always **(4)** had an excellent relationship and sometimes it's **(5)** like we can tell what the others are thinking. **(6)** But we do sometimes **(7)** annoy each other and we **(8)** sometimes even argue and don't speak, but that is **(9)** normal in any family relationship. I **(10)** really trust them and I know **(11)** they are always available when I need help, advice or support. And we **(12)** like the same things like music, fashion and TV, which helps.

A that said
B have similar tastes in
C I can turn to them
D get on like a house on fire
E siblings
F as if we can read each other's minds
G inseparable
H would trust them with my life
I have fallen out once in a while
J I would have to say
K get on each other's nerves
L typical of

3 **Work with a partner. Ask and answer the Part 1 questions. Try to expand your answers to three or four sentences and use more complex language to link and explain your ideas.**

1 Who are you closest to in your family?
2 Do you prefer to have a few close friends or a large group of friends?
3 How often do you go out with your friends?
4 What do you enjoy doing with your friends?

PUSH YOURSELF C2

RELATIONSHIP IDIOMS



1 **Complete the sentences with words from the box to form idiomatic expressions.**

books poles tears injury chip high

1 My brother borrowed my car without asking and when he returned it, there were scratches and dents on the passenger-side door. To add insult to _____, he claimed that the damage was already there and refused to pay for the repairs.
2 Although they are twins, Phil and David are _____ apart in terms of personality.
3 Maggie must have a _____ on her shoulder about the fact that I have more followers than her on social media because she is always going on about it.
4 I don't know how she got that job. She must have friends in _____ places.
5 I think I'm in my Mum's bad _____ – I forgot to pick up her dry cleaning like she asked me to.
6 There were so many negative comments on my latest tweet that it reduced me to _____, and I never cry!

2 **Match the idiomatic expressions in Exercise 1 with their meanings (A–F).**

A make (somebody) cry _____
B hold a grudge or grievance against someone about something _____
C totally different _____
D make a bad situation worse _____
E have good social connections with influential people _____
F have done something to upset someone _____

3 **Choose two of the expressions in this section and write your own sentences which show their meaning clearly.**

VOCABULARY

NEGATIVE PREFIXES

1 **Look at the underlined words with negative prefixes in the blog post. Most of the prefixes mean *not*. Which one means *bad/wrong*? Which one means *against*?**

LATEST POST ARCHIVE SEARCH

It seems impossible to believe that as recently as 15 years ago social media barely existed. Unquestionably, the internet has changed the world, and, some would say, not for the better. At a family gathering at the weekend, I decided to ask my older relatives what they thought. My grandmother, Eileen, said that the internet was unthinkable when she was a girl and was quite disapproving of the role of smart phones and social media in the modern world. For her, it is totally inappropriate and extremely anti-social to bring phones to the dinner table, for example. I think that was an indirect criticism of me!
My great uncle, Rupert, was more concerned about the misinformation that is on the internet, particularly 'fake news' stories. He actually feels sorry for us for having the misfortune to have been born in the computer age. In any case, he said, most of what people post online is irrelevant nonsense in his opinion. Even my dad is on their side. He said many young people use their phones irresponsibly, walking down the street or even riding their bikes and looking at their phones instead of looking where they are going. If he had his way, it would be illegal to use a smartphone while you ride …

2 **Put the words from the box in the correct columns of the table. Each word can go in more than one category. Then look again at the words from Exercise 1. Can you see any tendencies about when we use each prefix?**

conformist	rational	stable	mature	understood
competent	sensitive	able	moral	agreeable
professional	establishment	courteous	logical	

UN-	
IN-	
DIS-	
IR-	
IL-	
MIS	
NON-	
ANTI-	
IM-	

3 **Read another post from the same blogger. Some words need a negative prefix so that they make sense in the context. Find the words and add the correct prefix.**

LATEST POST ARCHIVE SEARCH

More and more young people are staying with their parents for longer. It's not that they're capable of looking after themselves, it's just that the cost of living makes it possible for them to become dependent. In many large cities there is sufficient housing, which means rents are credibly high. Owning a house is totally affordable for most people under 30. This leads to content among young adults, who know that their parents were home-owners at their age. A lot of graduates I know feel that they have been led. They were told that if they completed higher education, they would get good jobs and get onto the housing ladder. This turned out to be true.

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

1 Do your older relations all feel the same way about the internet, social media, and mobile phones?
2 How easy or difficult is it for young people in your country to buy or rent their own homes?
3 At what age do young people in your country typically leave home? Why? Is this a good age, do you think?

READING AND USE OF ENGLISH PART 5 TRAINING

1 **Read the first paragraph of the text and find out what Dunbar's number is.**

2 **Read the article quickly and make notes on the writer's attitude to Dunbar's number. Which parts of the article helped you to decide?**

3 **Look at the question below. Choose the option that best matches your notes.**

What is the writer's attitude to Dunbar's theory?

A The digital age has made it irrelevant.
B Some of Dunbar's evidence is not valid.
C The writer is absolutely convinced by it.
D There may be some truth to it.

4 **Now, answer the question below.**

Which word in the text implies a deliberate reduction in numbers?

A cull (line 50)
B falls (line 55)
C dividing (line 56)
D intimate (line 59)

5 **Read the tip and then look at the exam question. Match the options (A–D) with the notes (i–iv) about why they are the correct or incorrect option. Then choose the correct option.**

Why does the writer talk about Christmas cards in Paragraph 4?

A to highlight the change from paper to digital greetings
B to illustrate the rising cost of using the postal system
C to provide another example of why Dunbar may be right
D to show we now have a wider social network than before

Tip: Some questions relate to the writer's purpose in giving a particular example. The incorrect options (distractors) may all be points the writer makes about it but they won't all be the reason for the example. You will need to read the whole paragraph to identify the distractors.

i) This idea may be true, but it is not stated in the paragraph.
ii) The phrases 'one piece of evidence to support…' and 'particular significance' point to this being the correct answer.
iii) This idea is mentioned but only as background information.
iv) A key word from the option is mentioned in the paragraph, but the text does not say that the whole sentence is true.

6 **Now answer the question below.**

Why does the writer mention the Power Law in Paragraph 5?

A because it was the law that Dunbar applied to his theory
B to show that many people have very large networks
C to suggest we should edit our friends list regularly
D to show the number in McCormick's study is misleading

DUNBAR'S NUMBER

What comes to mind when you hear the number 150? For most people nowadays, the answer would be 'nothing special'. However, in the 1990s, many people would have associated the number 150 with anthropologist and evolutionary psychologist Robin Dunbar. Although 150 was 'Dunbar's number', it wasn't, as many people imagined, an exact number: the number was originally 148, but it has also been seen more as a range of numbers from about 100 to 250. So what was Dunbar referring to and why was the number 150 considered so significant? Based on wide-ranging research, Dunbar had calculated that 150 was the maximum number of 'stable relationships' an individual could maintain. This may not have been too controversial in the late twentieth century, but how does his theory make the transition to the digital age?

Clearly, Dunbar's data came from the real rather than the virtual world. His original work was based on workers at Bill Gore's GORE-TEX factory, where he was interested in teamwork and group cooperation. He discovered that where the number of people working in a factory exceeded 150, working collaboratively became less likely and, where it did occur, less effective. What makes Dunbar's theory more compelling is that it seemed to hold true in diverse contexts, including native American tribes, the Amish (a religious community untouched by the modern world), and the military and medieval villages described in the Doomsday book*.

If Dunbar had uncovered a universal truth, surely it had to be explained by biology. He suggested that primates, including humans, have large brains to allow them to keep pace with a large number of social contacts. The size of an individual's neocortex, Dunbar claims, correlates to the number of social interactions that an individual can deal with. As we all know, maintaining relationships is a cognitively demanding activity, so it seems to make sense that we can only handle a finite number of them.

One piece of evidence used to support Dunbar's number was based on the number of Christmas cards sent and received by UK households, typically less than 150. The last 20 years has seen a dramatic drop in the tradition of sending actual cards in the post; instead, virtual greetings are sent to a much larger number of acquaintances at little or no cost. The Christmas card example carries particular significance because it implies a quantifiable difference between someone you actually have a relationship with and someone you know. If you are willing to buy a card, envelope and stamp, and spend time handwriting a message and address and going to the post office, you probably have a social relationship with that person. Clicking 'add friend' on social media does not imply the same investment of time and emotion.

A quick glance at any social media site will reveal that most people have a huge number of contacts or 'friends'. A 2010 study by Tyler McCormick and two others found a mean network size of 611 contacts, so four times larger than Dunbar would suggest is realistic. Barabasi and Albert, however, explain that the 'Power Law' has to be applied to this statistic. This means that while a few individuals have a very large number of connections, most people have a much smaller number. We are all aware of the phenomenon of meeting someone at an event, adding them on social media and never having contact with them again. We have probably
50 all done a social media 'cull', where we delete or 'unfriend' people we no longer have much in common with. If anything, this seems to add support to Dunbar's theory; we are consciously or sub-consciously aware that we cannot maintain such a large network.

Another interesting aspect of Dunbar's social interaction theory is that the
55 key number, 150, rises and falls according to a 'rule of 3' formula.
56 Other significant numbers are based on dividing or multiplying the original number by 3. So for example, you might have 50 friends and acquaintances you would invite to a dinner party, 15 people you can
59 always turn to for advice and 5 members of your intimate circle. At the other end of the spectrum, you might have about 500 acquaintances and around 1500 people whose faces you can match to their names. It is worth emphasising that all these numbers are approximate, but if we spend some time considering our own networks, they don't seem to be too far off the mark. Dunbar's number predates the world of almost universal social media – yet even without knowing the changes to come, he seems to have been onto something.

GRAMMAR

VERB PATTERNS (1) – GERUNDS AND INFINITIVES



GRAMMAR ON THE MOVE
Watch the video

GRAMMAR REFERENCE / *Verb patterns (1) – Gerunds and infinitives: Page 200*

1 011 **Listen to a conversation between classmates Heidi and Amalie. What is the problem and what solution do they agree on?**

2 011 **Listen again and complete the gaps with the correct form of the verb in brackets.**

1 neglected *to tell* (tell)
2 have the sense _____ (ask)
3 have the chance _____ (talk)
4 have a strange way of _____ it (show)
5 how about we try _____ (get)
6 specialise in _____ (do)
7 hate _____ (miss)
8 always wanted _____ (go)
9 famous for _____ (forget)
10 no hope of _____ (get)
11 you could try _____ (email)
12 let you _____ an extension (have)
13 seems _____ (be)

3 **Find examples from the dialogue of the following:**

1 verb + *to* + infinitive
2 verb + verb + *-ing*
3 verb that changes its meaning when followed by either *to* + infinitive or verb + *-ing*
4 noun + *to* + infinitive
5 adjective + preposition + verb + *-ing*
6 verb + preposition + verb + *-ing*
7 noun + preposition + verb + *-ing*
8 verb + *-ing* (gerund) as subject
9 verb + infinitive (without *to*)

4 **Tick the correct sentences. Correct the sentences with mistakes.**

1 Most of my relations enjoy participate in family gatherings.
2 The last thing you need is to have your in-laws over for the holidays.
3 She is incapable of to think about anyone but herself.
4 I tend to meet friends in cafes or parks rather than invite them to my place.
5 My grandfather had difficulty to learn how to use a computer.
6 It's up to you forgive him for lie to you.

5 **Look at the pairs of sentences. Are they similar or different in meaning? Explain your answers to your partner.**

1 It's difficult for me to remember all my cousins' names.
I have difficulty in remembering all my cousins' names.
2 Do you remember reading bedtime stories to your younger brother?
Did you remember to read bedtime stories to your younger brother?
3 Zohair happened to be in Almeria at the same time as me.
Lots of things happened to Zohair and me in Almeria.
4 I regret to tell you I'm moving out at the end of the month.
I regret telling you I'm moving out at the end of the month.
5 Keith started to tell me the story of how he met Daisy.
Keith started telling me the story of how he met Daisy.

WRITING PART 1 TRAINING

1 **Read the Part 1 essay question. In groups, discuss your ideas.**

Your class has interviewed some older people about the changing role of friends throughout life. You have made the notes below.

Which time of life is most important for friendships?

- School and university
- Adult life
- Old age

Some opinions expressed in the interviews:

'The friends you make aged 16–25 last the longest.'

'Friendships change as interests and responsibilities change.'

'People have more time for friendships when they are older.'

Write an essay discussing friendship in two of the age groups. You should explain which time in life you think is more important for friendships, and give reasons to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

2 Work with a partner. Look at this student's essay and discuss the questions.

Most people recognise the importance of friendship, of having people of similar interests to turn to socially, outside of family. However, the significance of friends can vary throughout life's journey, and personally speaking, I would say that the older one becomes, the less important friends tend to be.

For me, friendships matter the most during your late teens and early adult life. When you are in secondary school, it is your friends with whom you share life experiences and it is them you turn to to discuss the things that matter. The generation gap between children and parents means that they don't understand each other in the same way. In a similar vein, friendships formed at university are often built on the shared experience of being away from home for the first time, and as such can also be deep and long-lasting.

However, when it comes to adult life, I would say that friends have a lesser role. Getting married, buying a house and having children is a full-time job, meaning that existing friendships often have to take a backseat. You may see your oldest friends and even form new friendships with, for example, work colleagues or other parents, but these are rarely as intimate as those in your youth as many of them are usually caught up in their own lives.

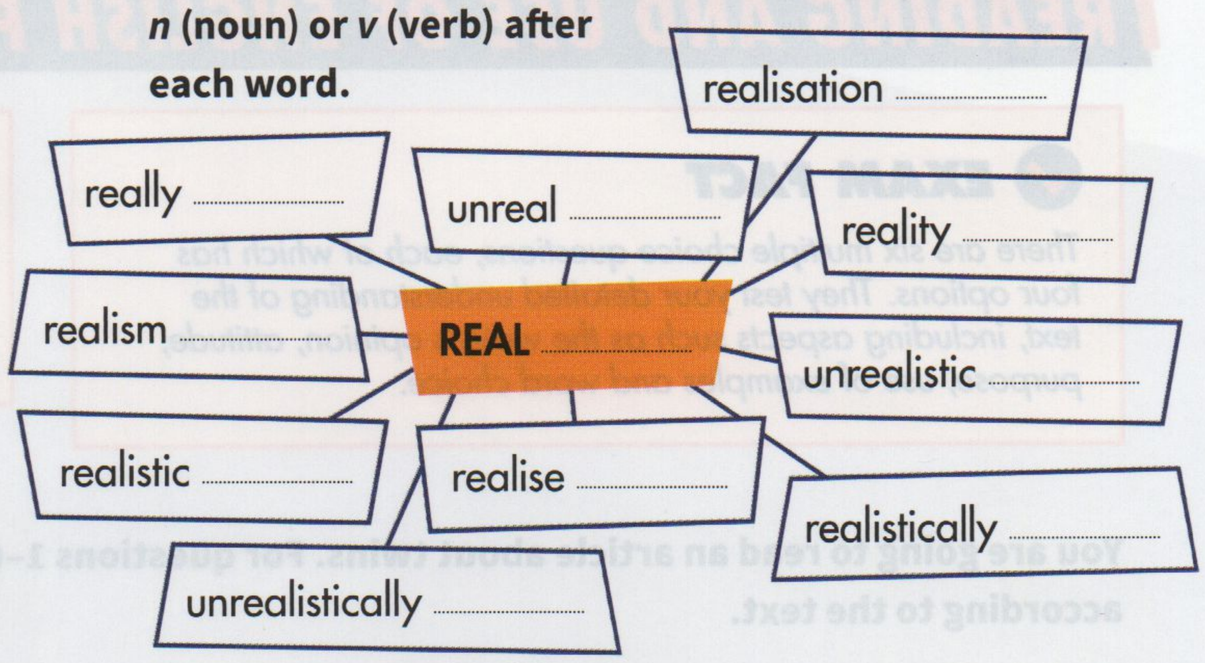
In conclusion, I think it is fair to say that during your youth, friends play a vital role in life, but their importance often diminishes with the responsibilities of adult life.

1 In the first paragraph, there are two sentences. What is the purpose of each?
2 In the second and third (body) paragraphs, which sentence in each introduces the main argument?
3 How many supporting points are there in each of these body paragraphs?
4 What is the purpose of the final paragraph?
5 Do you think this is a good answer to the question? Can you suggest any alternative ways to approach this essay?

3 Write your own answer to the question in 220–260 words.

READING AND USE OF ENGLISH PART 3 TRAINING

1 Look at the mind map for the word REAL. Fill in the parts of speech. Write *adj* (adjective), *adv* (adverb), *n* (noun) or *v* (verb) after each word.



2 Choose one word from the REAL family for each gap.

1 My children like the idea of being independent but they are not so keen on the ..... of paying their own way in life.
2 It's a bit ..... to expect to get on well with everybody.
3 ....., I don't think we can invite all of our cousins to the wedding – it will cost too much.

3 Look at gaps 1–2 in the word formation exercise and options A–D for each gap. Which part of speech is each option? Which one fits each gap?

1	A	frustrate	C	frustration
	B	frustrated	D	frustrating
2	A	supportive	C	supported
	B	unsupportive	D	supporting

Friends or contacts?

I find it **(1)** ..... that social media sites use the word 'friends' instead of the more neutral 'contacts'. To me, a friend is a person you can turn to in difficult times, who will be **(2)** ..... when you have problems. Also, your friends should **(3)** ..... live reasonably close so that they can help out in a crisis. I suppose a social media contact could **(4)** ..... care about you, but I usually trust people I know in real life much more. I am fine chatting online with people who share the same interests – in my case, ballroom dancing – as it can be difficult in real life to find friends who share my **(5)** ..... for my hobby. I am still **(6)** ..... and hoping to meet someone in the future but I have not seriously considered online dating. For one thing, my family's **(7)** ..... would put me off.	**FRUSTRATE** **SUPPORT** **IDEAL** **GENUINE** **ENTHUSE** **MARRY** **APPROVE**

4 Now complete the rest of the gaps.

EXAM FOCUS

READING AND USE OF ENGLISH PART 5

EXAM FACT

There are six multiple choice questions, each of which has four options. They test your detailed understanding of the text, including aspects such as the writer's opinion, attitude, purpose, use of examples and word choice.

EXAM TIP

The correct answers are usually expressed with synonyms/ paraphrase, and normally all the options are mentioned in some form but only one will answer the question.

You are going to read an article about twins. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

'The reality of twins'



As a child, I fantasised about being a twin. My favourite series of books featured a pair of twins called Pat and Isobel O'Sullivan. They were always playing tricks on the teachers at their boarding school, pretending to be one another, and the idea of having my own facsimile fascinated me. The reality is probably quite different. For a start, only about 10 percent of twins are identical, and having a fraternal – or non-identical – twin is not so different from having other siblings.

The likelihood of being a fraternal twin varies according to several factors, while a woman's chance of giving birth to identical twins is stable wherever she lives. The highest incidence of twins occurs in Africa, particularly among the Yoruba people, which could be linked to a particular type of yam in their diet. Other factors which make you more prone to conceiving twins include a history of twins in the family, being an older mother, having had several previous pregnancies and being of taller and heavier build.

The twin birth rate has risen all over the world in the last few decades. In the United States, it rose 76 percent between 1980 and 2009 from 18.8 to 33.3 per 1,000 births, which is clearly related to medical advances and procedures such as IVF.

Twins have always captured the popular imagination. Greek, Roman and Indian mythology all have examples which illustrate the different relationships between twins. One theme running through many mythologies is the association of twins with royalty. In one Greek myth, Castor and Pollux were twins but whereas Castor was a mortal, Pollux was the son of the god Zeus. Pollux's love for his twin led him to beg Zeus to let Castor live on, and Zeus created the astrological constellation Gemini in their honour. In sharp contrast, there was no love lost between mythical twin founders of Rome, Romulus and Remus, best known for being nurtured by a wolf. The competition between them led to fratricide – Remus was murdered by his twin brother, Romulus.

In the modern era, too, fascinating stories abound of the unique bond and intuition that exists between twins. One of my teachers at school once brought her twin sister along on a school trip and on the bus, they regaled us with stories of their experience as twins. One day apparently, Jill, the younger twin, was scheduled for surgery on her ear at 2 o'clock in the afternoon. At about 10am, my teacher, Jacky, was at home and suddenly experienced an excruciating pain in her left ear, making her fall to the ground. The pain vanished as quickly as it had appeared. Later, Jacky got a call from her mother, telling her Jill's surgery had been moved forward to 10am. Another time, the two of them were talking on the phone when Jacky smelt burning. She mentioned this to Jill, who ran to her kitchen to find her toast burning. I admit my younger self was intrigued and convinced, though now I sometimes wonder whether they were just good stories.

One particular case of identical twins, that of Mia Hansen and Alexandra Hauglum, who were separated at birth, would later reignite my interest in this subject matter. These Chinese twin girls were found abandoned in a cardboard box as babies and put up for adoption separately. At the adoption agency, the two sets of parents – one American and the other Norwegian – noticed each other because they had chosen similar red and white checked gingham dresses to take their new babies home in. Chatting about the coincidence, the parents noticed the remarkable similarity between the babies as well. When they raised it with the authorities, they denied that the girls were related. Neither family could forget the meeting and eventually arranged DNA tests, which revealed the children were identical twins. The girls met in California when they were six and again in Norway when they were eight. Although they spoke different languages and had very different lifestyles, the similarities in personality, likes and dislikes, mannerisms and tone of
74 voice were striking. This is a recurring theme in 'separated at birth' stories, revealing the role of nature in people's identities.

In spite of the growing rate of twin births, the allure of twins remains. Subject of myths and legends, suspicions and intrigue, considered both 'double trouble' and the greatest of blessings, twins will always remain a rich part of cultures all over the world.

1 Overall, how would you describe the writer's attitude towards twins?
- **A** jealous of people who are twins
- **B** surprised at people's interest in twins
- **C** interested in stories about twins
- **D** doubtful whether twins are special

2 The purpose of paragraph 2 is to explain …
- **A** why some people are more likely to have twins.
- **B** why there are more fraternal than identical twins.
- **C** why Yoruba women are more likely to have twins.
- **D** why the number of twins being born has increased.

3 Why does the writer refer to twins from Greek and Roman mythology?
- **A** to explain how Gemini became a sign of the zodiac
- **B** to show that twins have always been of interest
- **C** to demonstrate the importance of twin myths
- **D** to make the point that twins rarely get on

4 How does the writer feel about her teacher's stories?
- **A** amazed this happened to someone she knew
- **B** convinced her teacher had lied about them
- **C** unsure whether to believe them or not
- **D** absolutely sure the stories were true

5 The purpose of the anecdote in paragraph 5 is …
- **A** to show that twins raised apart are still very similar.
- **B** to suggest that female babies are not valued in China.
- **C** to criticise the authorities for lying about the twins.
- **D** to highlight the role upbringing plays in shaping a child.

6 The phrase 'recurring theme' (line 74) suggests that Mia and Alexandra's case is …
- **A** unclear.
- **B** complicated.
- **C** exceptional.
- **D** typical.

EXAM FOCUS

READING AND USE OF ENGLISH PART 3

EXAM FACT

You have to complete the eight gaps in the text with the correct form of the word given at the end of the line.

EXAM TIP

Sometimes the form of the word you need may be negative. Study the sentence carefully to see which part of speech is needed and read the sentence carefully to decide whether you need to add a negative prefix.

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The average number of children per woman has now **(0)** *shrunk* to under two. This is **(1)** _____ due to the fact that the number of women who remain **(2)** _____ has risen to one in five. In much of the world, **(3)** _____ is now a choice for women and many prefer to opt out. On the other end of the spectrum, there are some families in Britain who go to the other extreme, most **(4)** _____ the Radford family from Morecambe, Lancashire, who welcomed their 21st child last month. Like some other large families, usually from the US, the Radfords have their own **(5)** _____ TV show, which is currently called *21 Kids and Counting*. The show reveals a normal, loving family full of humour, kindness and **(6)** _____ . All the children seem to get on very well together with the older ones helping the younger ones in a selfless manner. It is shocking to learn, however, that some people can be very **(7)** _____ when it comes to large families. Parents Sue and Noel have been on the receiving end of some very nasty comments. In my view, this behaviour shows those people's **(8)** _____ .	**SHRINK** **LARGE** **CHILD** **REPRODUCE** **NOTE** **REAL** **GENEROUS** **JUDGE** **SECURE**



WRITING PART 1: AN ESSAY

EXAM FACT

- *You have to write 220–260 words based on the information.*
- *You must discuss two of the three points in the 'notes' section.*
- *You can use opinions or come up with your own ideas.*

EXAM TIP

- *An essay should have a clear introduction and conclusion.*
- *In your 'body' paragraphs you present your ideas. Choose one or two points and make sure you develop your ideas/ arguments clearly.*

Recently your class took part in a discussion on the impact of social media on human relationships. You have made the notes below.

The impact of social media on human relationships

- Personal communication
- Shared interests
- Support groups

Some opinions expressed in the discussion:

'It's easy to keep in touch now that we've left school.'

'I've discovered a completely new hobby.'

'It's good to know there are people who share my views.'

Write an essay discussing two of the impacts from your notes. You should say which impact of social media on human relationships is more significant, giving reasons in support of your answer.

SPEAKING PART 1

EXAM FACT

- *The questions in this part are generally personal.*
- *You are not expected to interact with the other candidate.*
- *Topics generally include aspects of everyday life and experiences.*

EXAM TIP

- *Look at past papers and practise answering questions.*
- *Try to make sure your answers are well-developed.*
- *Look for opportunities to show off higher-level language.*

Work with a partner. Take turns asking and answering questions from Part 1 of the C1 Advanced speaking exam.

Personality/relationships

- How would you describe yourself?
- Who has the biggest influence on you – your family or your friends?
- Do you enjoy socialising in small groups or big groups?
- Do you think it is important to see friends regularly?

Social media

- How often do you use social media?
- What type of social media posts interest you?
- Do you communicate with family members through social media?
- Have you changed the way you use social media recently?



REAL WORLD

BEING COURTEOUS

1 **Read the clues and decide what each acronym or abbreviation means. They are all commonly used on social media in English.**

1 LOL *laughed out loud* – when you found something funny
2 OMG _____ – an expression of surprise
3 BRB _____ – I will return shortly.
4 ICYMI _____ – to signal something you might not have seen
5 NSFW _____ – a warning that something is not appropriate in a workplace environment
6 NTW _____ – It's fine.
7 BTW _____ – used to introduce something incidentally
8 ASAP _____ – when something needs to be done quickly
9 FOMO _____ – constant checking of social media to see what your friends are doing
10 HT _____ – something you do to indicate gratitude or respect for what someone has done

2 **Work with a partner. Discuss what advice you would give to someone who has recently joined your favourite social media platform and is about to post for the first time. Then read the text quickly. Was any of your advice given?**

3 **Match the headings (A–I) with the advice sections (1–6) in the text. There are some headings you don't need.**

A Keep them guessing
B Choose the right forum
C Avoid ambiguity
D Limit your posts
E Get it off your chest
F Consider your whole audience when sharing
G Have a schedule for posting
H Calm down before you post
I Keep it interesting

SOCIAL MEDIA ETIQUETTE: *Advice to users*

So, you have finally decided to get on board with social media? You have probably heard plenty of horror stories about relationships irreparably damaged by an ill-advised post on a social media site. Perhaps this is what has put you off being active online in the past. Or maybe you are a young person just starting out on social media, deciding who you are going to 'be' online. Even if you are a seasoned user, these tips will help you avoid causing offence and losing friends in the virtual domain.

1 _____

Most offence is caused by posts created and posted in the heat of the moment. Posting a comment you may later regret is worse in many ways than being rude in real life because it can be read by an unlimited number of people it was not intended for. You can be judged by those who don't even know you. Sometimes giving no response can be more powerful than posting in haste.

2 _____

For you, reaching level 200 of your favourite game might be a joyful and significant achievement, but will others feel the same? People often get irritated with uninteresting or repetitive posts. I once had a friend who shared her daily horoscope predictions every single day. This may lead to people unfollowing or even unfriending you. In real life you wouldn't keep on talking about a subject no one was interested in, so don't do it online either.

3 _____

If you want to rant, complain or get advice on a serious matter, popular social media sites may not be the best option. People on Facebook and Instagram, for example, are often scrolling through quickly while waiting for the bus or watching TV. They are not usually interested in reading your in-depth thoughts on the state of the nation or giving detailed advice on your relationship problems. There are specialist sites where this kind of content might be more appropriate.

4 _____

There is huge variation in the amount people post on social media. They might not post anything for months and then post many times in one day when they are on holiday, for example. More than three posts per day may be considered excessive. If you are posting about a special occasion, it is often better to create one post with all the photos you want to share rather than separate posts for each picture.

5 _____

Clicking 'share' on something only takes a second, but the effects can last forever. Most of us have hundreds of 'friends' on social media, including family members, friends, acquaintances, neighbours, colleagues and friends of friends. Inevitably, among those will be people of different religious and political views and those with conservative and liberal outlooks. Ultimately, it is up to you which views you wish to publicise through your social media presence, but consider whether you really stand behind a post that may offend your contacts.



6 .....

Some posters are deliberately vague with messages such as 'Can't believe what has happened …' They often do this to get a reaction as their friends will be keen to get clarification. This is generally seen as immature attention-seeking behaviour because it can cause unnecessary worry as people speculate that some tragedy has befallen the poster, who has in fact, just lost their phone or broken a nail. Online communication already has a massive potential for misunderstanding, so don't add to this by posting content that could be misinterpreted.

So, remember that just because you are sitting comfortably at home, virtual reality is also the real world. Don't underestimate the damage that can be done – to yourself and others – by careless posting, liking and sharing.

4 **Replace the highlighted words and phrases with the synonyms below.**

1 happened to
2 experienced (adj)
3 what's going on in the country
4 miscalculate
5 speak angrily
6 unwise

5 **Work with your partner again and discuss the advice given in the text. Do you agree/disagree with it? Why?**

6 012 **You will hear three short conversations related to etiquette in real world situations. Listen and decide what you think each situation could be.**

7 012 **Listen again and complete the gaps to make expressions of politeness.**

PHRASES YOU MIGHT USE/HEAR

Conversation 1

1 ...., but is it OK if I sit here?
2 .... I've made a bit of a mess.
3 That's .... I don't need much space.

Conversation 2

4 .... to give us some advice?
5 Well, ..., could you recommend somewhere to buy a few small souvenirs?
6 .... help.

Conversation 3

7 Sorry .... but .... changing it?
8 I'd .... give us some feedback on our website.
9 It ....

8 **Work with a partner. Look at the following situations. Choose one of them and write a conversation using as many expressions of politeness from Exercise 7 as you can.**

1 A waiter has brought you the wrong meal in a restaurant.
2 Somebody tells you that you are sitting in their reserved seat on a train.
3 You are having dinner at someone's house and they serve you some food that you are allergic to.
4 You need some help understanding a bus timetable.

9 **Watch the video about social etiquette in the UK. Make notes on the advice given to visitors to the UK.**

- apologising
- punctuality
- queuing and public transport
- greeting people
- having dinner

WATCH



LIFE COMPETENCIES

UNDERSTANDING AND DESCRIBING YOUR OWN AND OTHER'S CULTURES

Find some websites which give advice to visitors to your country. Which advice do you agree/disagree with? Plan a short presentation for the class on what you think visitors to your country need to be aware of.



2 ON THE MOVE

GETTING STARTED

1 Work with a partner to complete the quiz.

Think you know about

ELECTRIC CARS?

Then put your knowledge to the test with our quiz!

1 The first ever electric car was
- **a** the Roadster, built by Elon Musk's firm Tesla in California in 2008.
- **b** produced in Russia in the 1950's, but then converted into a petrol car.
- **c** created by an engineer from Scotland called Robert Anderson in 1832.

2 More pollution is caused in the production of
- **a** electric vehicles (EVs).
- **b** fossil fuel vehicles.

3 A law came into effect in Europe in 2019 requiring electric cars to be
- **a** quieter. **b** noisier.

4 The first country in the world where more than 50% of cars were electric was
- **a** Norway. **b** New Zealand.

5 Between 2014 and 2018, monthly sales of electric cars in the UK increased by
- **a** 100%. **b** 1000%.

READING AND USE OF ENGLISH PART 2 TRAINING

1 Complete gaps 1–4 with one word in each space. Use the clues below to help you.

Gap 1: Sometimes a gap might be part of a phrase. Here you need to complete a three word phrase that means *due to* or *because of*

Gap 2: Although *faced* is passive, don't fall into the trap of writing *by*. Which preposition completes the phrase *to be faced … difficulties*?

Gap 3: The missing word is part of a phrase (*nothing* ..... *of*) which means *nothing less than*.

Gap 4: What multi-word verb means *get rid of* something?

THE ELECTRIC EGG

In 1942, reports began circulating **(0)** *of* a strange shiny little car that silently flashed around the streets of Paris. This turned out to be the invention of artist and engineer Paul Arzens, and it soon acquired a name, L'Œuf Electrique (The Electric Egg), on **(1)** ..... of its shape. Faced **(2)** ..... a scarcity of materials, Arzens' approach to the design of his car had been nothing **(3)** ..... of revolutionary. His solution was to **(4)** ..... away with the conventional shape of a car body and instead construct a lightweight oval frame of aluminium. This tapered to a blunt point at the rear, behind **(5)** ..... was the third wheel and motor. This ran on electricity rather than petrol, making the Egg much cleaner than most other vehicles of the day. Sadly, the Electric Egg never caught on, and Arzens' prototype was the **(6)** ..... one ever constructed. However, in **(7)** ..... way should it be seen as a failure. Arzens demonstrated first **(8)** ..... foremost that a graceful non-polluting car could be built with minimal resources.

2 Now complete the other four gaps.



VOCABULARY

TRAVEL

1 **Work with a partner. Make a list of as many kinds of vehicle as you can, including ones that travel by air, by water and by land.**

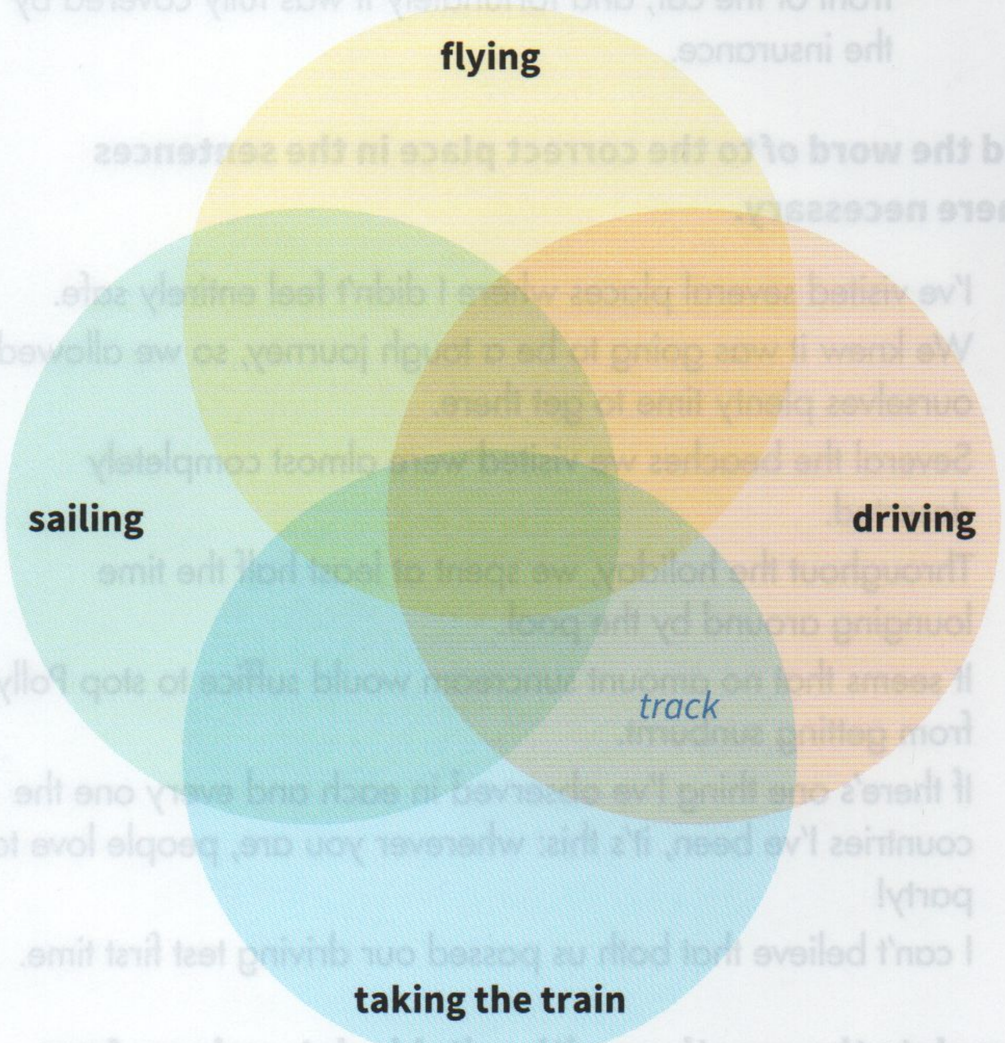
2 **Put the following words and phrases into the most suitable transport categories in the Venn diagram. Use a dictionary if you have one.**

track (n) reverse (v) boot (n) give way (v)
carriage (n) board (v) cabin (n) shuttle (n)
congestion (n) wreck (n) overtake (v)
commute (v) divert (v)

OK, so track – is that connected with flying, driving or taking the train?

Taking the train – the track means the rails the train goes on.

Yes, but you can also drive a car along a track, which is a rough road or path or a "racing track." So, for me, it's driving and taking the train.



3 **Complete the travel announcements with a word from Exercise 2 in the correct form.**

1 We regret to inform you that the 10:43 train to Winnipeg is cancelled due to engineering works being undertaken on the _____.

2 All passengers wishing to continue onto London Kings Cross station should make their way to the front four _____ of the train before we reach the next station.

3 This is a passenger announcement for all those travelling on ECT4857 to Seville. Please proceed to gate 14, where the aircraft is now ready for _____.

4 Flight attendants will now be passing through the _____, offering a range of light refreshments and duty-free items.

5 OK, so now it's time for a travel update, and we've got reports of heavy _____ on the M5 motorway heading towards Birmingham after an accident has blocked two lanes. Traffic is being _____ onto alternative routes where possible.

6 Taxis are available if you turn left out of the main terminal building, or for the _____ bus to the city centre, turn right.

4 **Decide which of the words in Exercise 2 have other uses/meanings in different contexts and as different parts of speech. Try to work out the meaning of the underlined word or phrase.**

1 Writing things in my phone calendar is the best way to keep track of everything I need to remember to do.

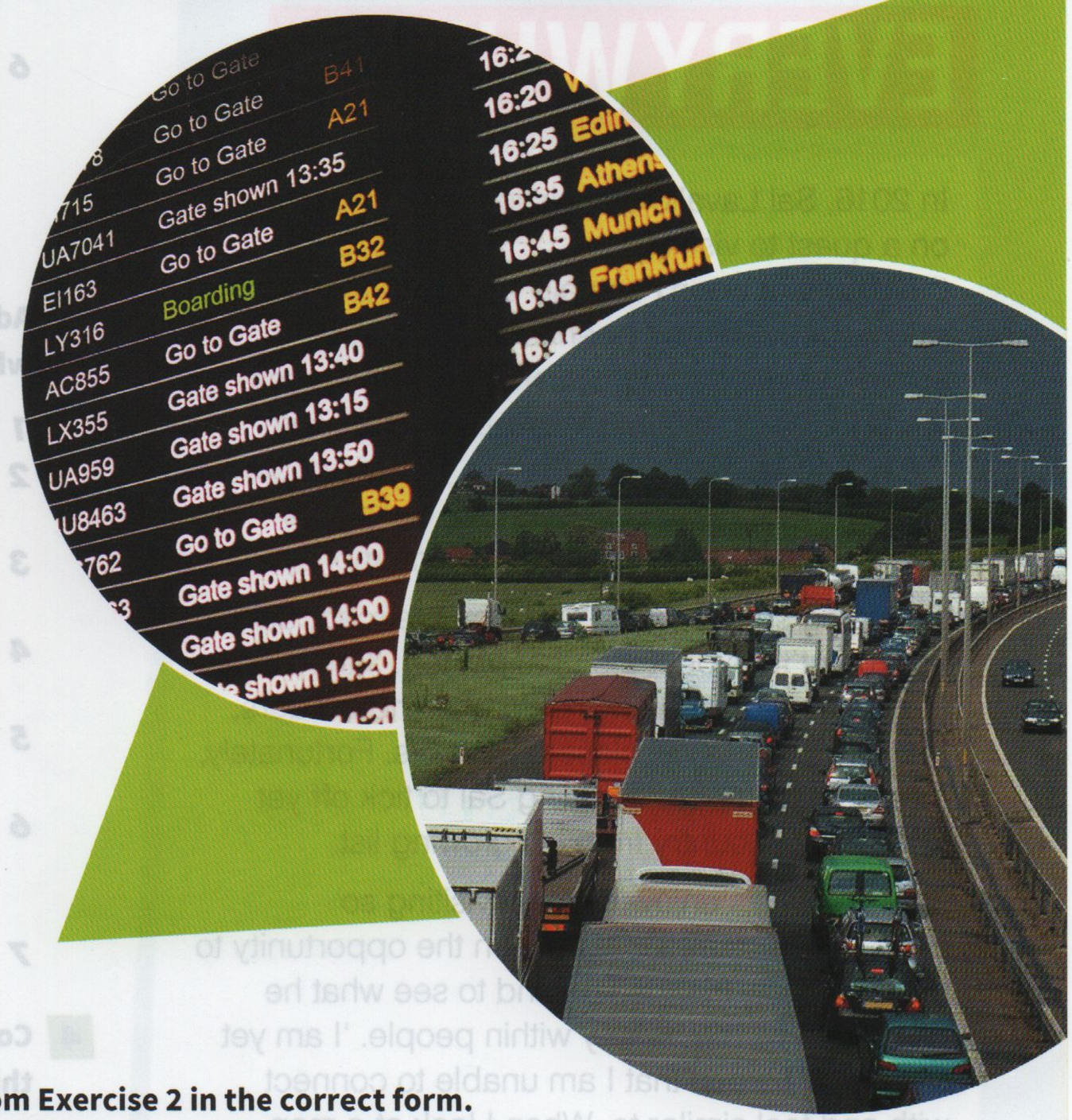
2 I thought learning to drive would be easy but the reverse was true. I needed to take the test a few times before I passed.

3 I will never pass my driving test. Every time I get behind the wheel, I turn into a nervous wreck and forget to do the basic things.

4 Initially, I was a bit dubious about electric cars, but now that I have had the long term and environmental benefits explained to me, I am fully on board with the idea.

5 I'm pretty sure that within the next few years, the production of electric cars will overtake that of conventional petrol-powered cars.

5 **Which of the ideas/experiences mentioned in Exercise 4 are true for you or do you agree with? Compare with a partner and explain.**



GRAMMAR

DETERMINERS AND QUANTIFIERS

GRAMMAR ON THE MOVE

Watch the video

1 **Complete this text about a traveller by adding the following words in the correct place. Use each word once.**

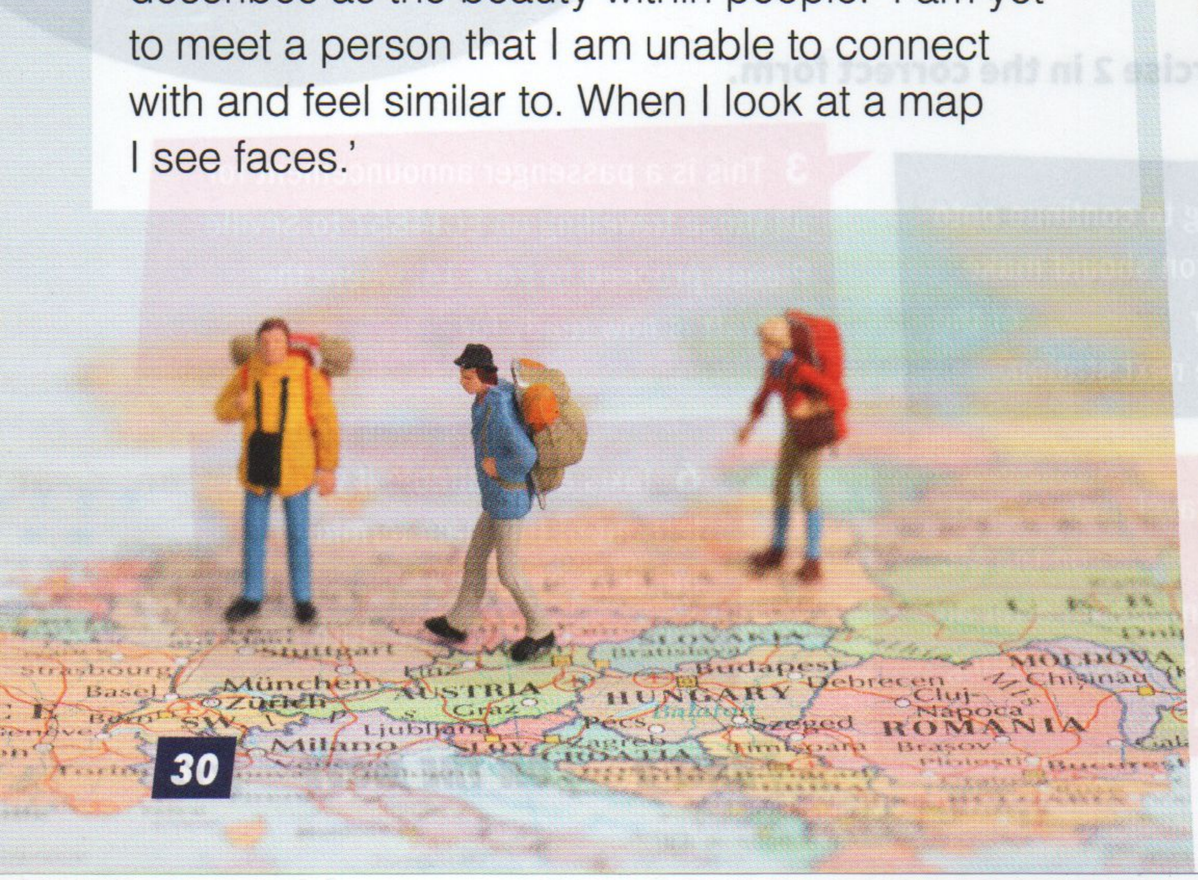
plenty	another	every	whole
much	many	each	

THE MAN WHO'S BEEN EVERYWHERE

In 2016, Sal Lavallo quit his job and embarked on a quest to visit **(1)** _____ single country on the planet. It wasn't actually as ambitious as it may sound. Sal had been to an international school, where he had classmates from across the **(2)** _____ world. He'd kept in touch with them, and so there were **(3)** _____ of people he knew he'd be able to stay with during his journey, which would save him some money.

Spending so **(4)** _____ time on the road, Sal has learnt to expect the unexpected. 'I tried to enter Ivory Coast by two different land borders, but **(5)** _____ was closed' Sal says. Fortunately, the third was open, enabling Sal to tick off yet **(6)** _____ country from his growing list.

One thing he's enjoyed about visiting so **(7)** _____ countries has been the opportunity to establish new friendships and to see what he describes as the beauty within people. 'I am yet to meet a person that I am unable to connect with and feel similar to. When I look at a map I see faces.'



2 **Complete the sentences with the correct option.**

1 **a** In the farmyard, there was a tractor and an old van. But *no/neither* vehicle appeared to be roadworthy.
b For me, there's *no/neither* better driving experience than taking the Route of the Seven Lakes in South Argentina to Bariloche.

2 **a** A one-day travel pass allows you to use public transport throughout the *whole/all* city.
b What makes Jodhpur such a spectacular place is that virtually *whole/all* the city is painted blue.

3 **a** We're taking two suitcases, and *each/every* one weighs about 4 kilos when empty.
b In virtually *each/every* country I've visited, I've been touched by how hospitable people are towards travellers.

4 **a** I refuse on principle to use *any/whatever* form of transport which causes more than the minimum level of pollution.
b The mechanic was very inventive and could mend cars with *any/whatever* materials were available.

5 **a** My daily commute to work takes me *less/fewer* time than it used to.
b The race will be cancelled if there are *less/fewer* than ten competitors.

6 **a** There is *a little/little* hope of us getting there on time in such heavy traffic.
b The collision only caused *little/a little* damage to the front of the car, and fortunately it was fully covered by the insurance.

3 **Add the word *of* to the correct place in the sentences where necessary.**

1 I've visited several places where I didn't feel entirely safe.
2 We knew it was going to be a tough journey, so we allowed ourselves plenty time to get there.
3 Several the beaches we visited were almost completely deserted.
4 Throughout the holiday, we spent at least half the time lounging around by the pool.
5 It seems that no amount suncream would suffice to stop Polly from getting sunburnt.
6 If there's one thing I've observed in each and every one the countries I've been, it's this: wherever you are, people love to party!
7 I can't believe that both us passed our driving test first time.

4 **Complete the questions with suitable determiners from this section.**

1 What would be the best way to travel the _____ length of your country, from one end to the other?
2 Do you think we should make _____ trips to other countries to cut down on air pollution?
3 Is there anything you take with you on _____ and _____ long journey you make?

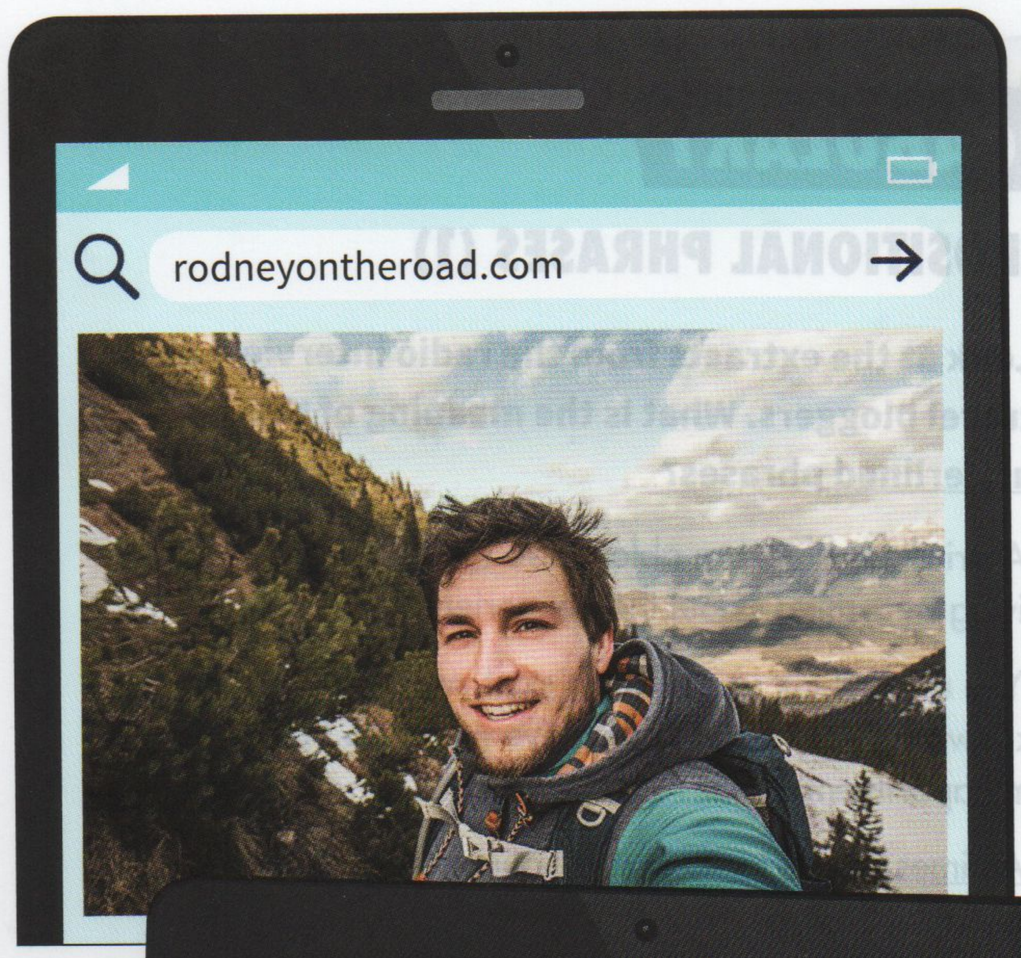
5 **Work with a partner. Ask and answer the questions.**

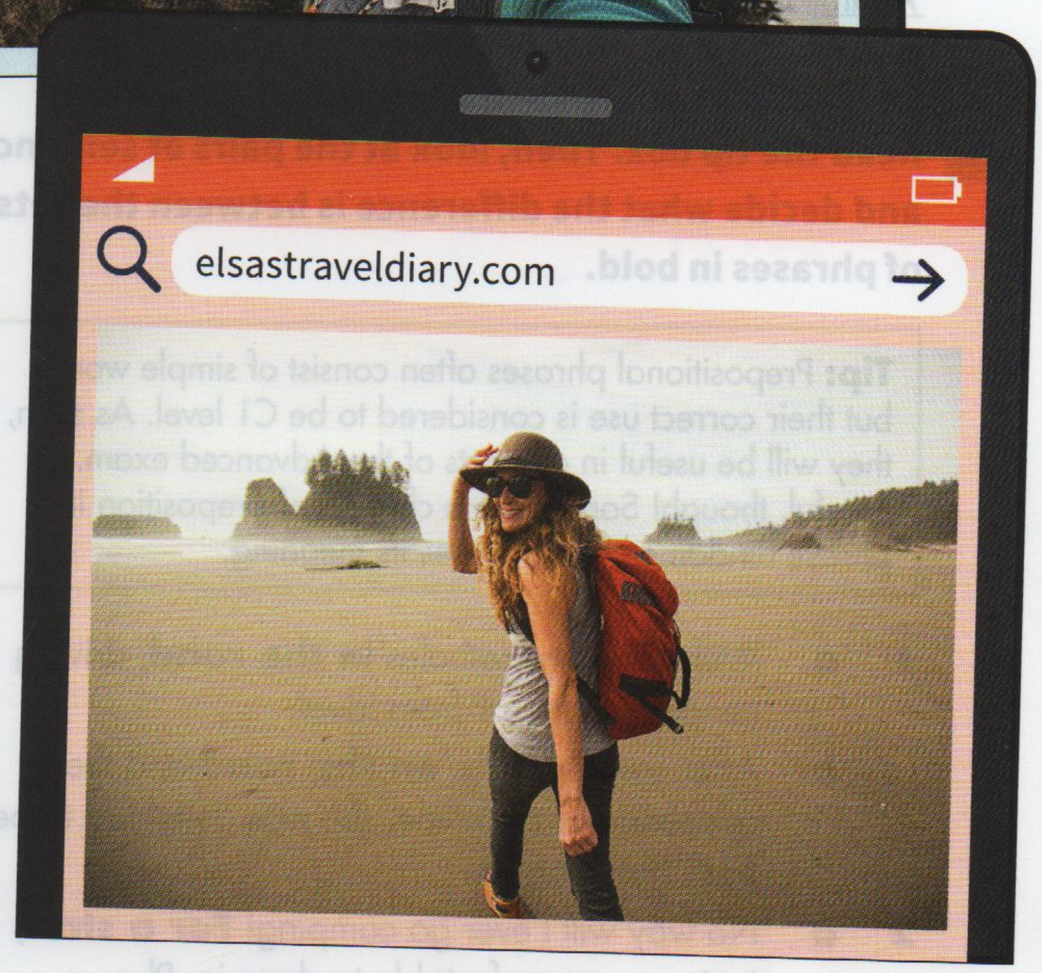
➡ ***GRAMMAR REFERENCE*** / *Determiners and quantifiers: Page 202*

LISTENING PART 3 TRAINING

1 **Look at the blog homepages and answer the questions in pairs.**

1 What kind of content would you expect to find in these pages?
2 What would/wouldn't appeal to you about reading them?
3 Do you follow any other bloggers or vloggers?
4 Have you ever blogged or vlogged?





2 013 **You will hear a radio interviewer with two professional travel-bloggers, Elsa and Rodney. For questions 1–4, choose the answer (A, B, C or D) which fits best according to what you hear. Use the tip boxes to help you.**

1 According to Elsa, how do her followers view her life as a travel blogger?
A They recognise that her lifestyle must be challenging.
B They underestimate the amount of work it involves.
C They are jealous of those who do what they love for a living.
D They doubt whether it can bring a sustainable income.

Tip: This task often has questions where you identify the opinions of the speakers. However, here you need to listen for what Elsa says about <u>other</u> people's views.

2 What is Rodney's advice for attracting large numbers of followers?
A Add posts to your blog regularly.
B Ensure that your blog is distinctive.
C Incorporate popular search terms into your text.
D Imitate what other successful blogs do.

Tip: Notice that the interviewer asks this question using different words. Make sure you listen to all of Rodney's answer as he will mention all of the points in some form, but only one of them is the thing he would recommend.

3 How does Elsa feel about her earliest attempts at writing blog posts?
A disappointed that so few people saw them
B embarrassed about the quality of the writing
C confused as to what their purpose actually was
D surprised that it used to take her so long to write them

Tip: Here we need to identify Elsa's opinion, but what she says will be a paraphrase of one of the options, so don't expect to hear the words in the option.

4 What do Rodney and Elsa agree about when discussing mistakes that bloggers make?
A It may be some time before problems caused by the mistakes become apparent.
B Fear of making mistakes shouldn't stop someone from trying new things.
C It's preferable if their followers don't spot the mistakes on the blog.
D Making mistakes enables people to enhance their skills.

Tip: Some questions ask you to identify where speakers agree or disagree. Here, focus on what Rodney says in response to the interviewer's question about mistakes and listen for how Elsa expresses the same idea.

3 **Decide if the statements about the Listening Part 3 task you have just done are true or false.**

1 The format of the listening is usually an interview or a discussion with at least two speakers.
2 There are four multiple-choice questions in the actual exam.
3 The questions are in the same order as the information is presented in the audio.
4 The speakers will often mention aspects of all four of the options in some way, but only one will actually answer the question.

VOCABULARY

PREPOSITIONAL PHRASES (1)

1 **Look at the extracts from the radio interview about travel bloggers. What is the meaning of the underlined phrases?**

'A privileged few are able to live <u>on the road</u> and make a living by writing about their experiences.'

'You might think so, but <u>for a start</u>, most of my followers know that I quit a really lucrative job to do this. I got rid of my apartment …'

'<u>At times</u> I still have to spend hours getting an article just right.'

2 **Read the tip box. Then, look at the pairs of sentences and decide what the difference is between the sets of phrases in bold.**

> **Tip:** Prepositional phrases often consist of simple words, but their correct use is considered to be C1 level. As such, they will be useful in all parts of the Advanced exam. Be careful, though! Sometimes a change of preposition in a phrase fundamentally changes its meaning.

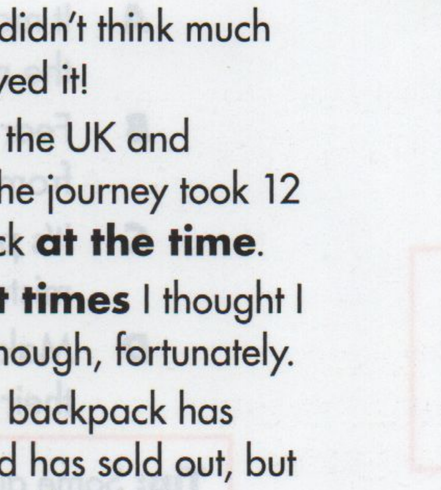
1 **a** With so many potholes **in the road**, driving conditions are far from ideal.
b After seven months **on the road** and the adventure of a lifetime, she was delighted to be back home again.

2 **a** No way will I ever go camping! **For a start**, tents are uncomfortable to sleep in. Plus campsites are depressing places – and the showers are cold!
b **At the start** of the holiday, I didn't think much of the hotel, but by the end I loved it!

3 **a** Commercial air travel between the UK and Australia began in 1935, and the journey took 12 days, which seemed pretty quick **at the time**.
b It's a really bendy road, and **at times** I thought I was going to be sick. I wasn't though, fortunately.

4 **a** Our Mountain Itinerary 75-litre backpack has been **in demand** recently and has sold out, but we do have lots of other great rucksacks – just ask our friendly staff.
b With movies, music and more **on demand**, it's the only app you'll ever need.

5 **a** We travelled from Argentina to Peru **by way of** Chile and then Bolivia.
b That taxi is **on the way**. It should be here in 15 minutes or so.
c The construction of a new road to link my town with the capital city is currently **under way** and is due to be finished by 2023.
d You're right **in a way** about the need for more electric vehicles, but I don't think you are being realistic about the implications for the car industry and for customers.



3 **Complete the following sentences using the prepositional phrases in the box.**

in accordance with	up to speed	for the most part
in turn	to some extent	in terms of
in reverse	in two minds	

1 The ascent up the mountain is gentle _____, with the exception of a steep climb to the summit.
2 Staff at Ecotoura go on regular study tours at our resorts in order to keep _____ with the full range of destinations on offer and provide first-class customer service.
3 It was just disastrous – because of congestion I got to the station late. This _____ meant that I got a later shuttle train to the airport, and so I missed my flight.
4 Sunshine Travel have reported a fall in profits, caused _____ by rising prices in plane fuel, as well as tough competition across the travel sector.
5 _____ variety of flora and fauna, I've not seen anywhere with greater bio-diversity than Cuba's Humboldt National Park.
6 I'm _____ about whether to walk to college today or just get the bus.
7 Once we land, all foreign nationals will be requested to show a completed immigration form, _____ customs regulations.
8 Normally people buy their flip-flops and beach gear before they fly off on holiday. This year I'm doing it _____ and buying my vacation essentials when I get to the resort.

4 **Complete the second sentence using the word in capitals so that it has a similar meaning to the first sentence. Use between three and six words in each gap.**

1 I partly agree that trekking can be bad for the environment.
EXTENT
I agree _____ about trekking being bad for the environment.
2 Diesel vehicles aren't allowed because their emissions are dangerous.
ACCOUNT
Diesel vehicles have been banned _____ dangerous emissions.
3 I can't decide if I should buy a bike
MINDS
I _____ to buy a bike or not.
4 This app lets me know all the latest travel information from around the city.
SPEED
This app enables _____ with all the latest travel information from around the city.
5 To comply with European law it's compulsory to wear seatbelts in vehicles.
ACCORDANCE
In vehicles, seatbelts must _____ European law.

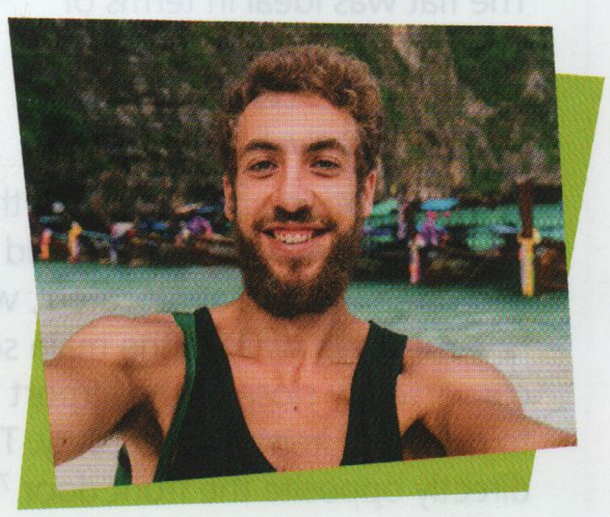
GRAMMAR

ADVERB MODIFIERS

GRAMMAR ON THE MOVE

Watch the video

1 014 **Listen to Rudy, who is contacting his parents while on a backpacking holiday. Decide if the statements are true (T), false (F) or not stated (NS). How do you know?**



1 Rudy is impressed with the island he is visiting.
2 Rudy managed to sleep during his flight.
3 Rudy was disappointed with the coach he travelled on.
4 Rudy feels tired now.
5 Rudy is confident about his waterskiing trip.
6 Rudy is always on the lookout for ways to save money.

2 014 **There are 11 examples of adverb of degree + adjective phrases used in the phone call. Listen again and note down any that you hear. The first is done for you.**

absolutely gorgeous

3 **Complete the following table with the correct adverbs of degree. Some can go into more than one category.**

totally fairly much quite utterly
completely thoroughly extremely really
incredibly pretty rather slightly a little (bit)
considerably easily far by far

ADVERBS THAT MODIFY GRADABLE ADJECTIVES		ADVERBS THAT MODIFY EXTREME ADJECTIVES	
very	good	*absolutely*	amazing
really	tired		exhausted
	bad		awful
	beautiful		stunning
ADVERBS THAT MODIFY COMPARATIVES		**ADVERBS THAT MODIFY SUPERLATIVES**	
much	better		the best
	more tired		the most tired
	worse		the worst
	more		
	beautiful		

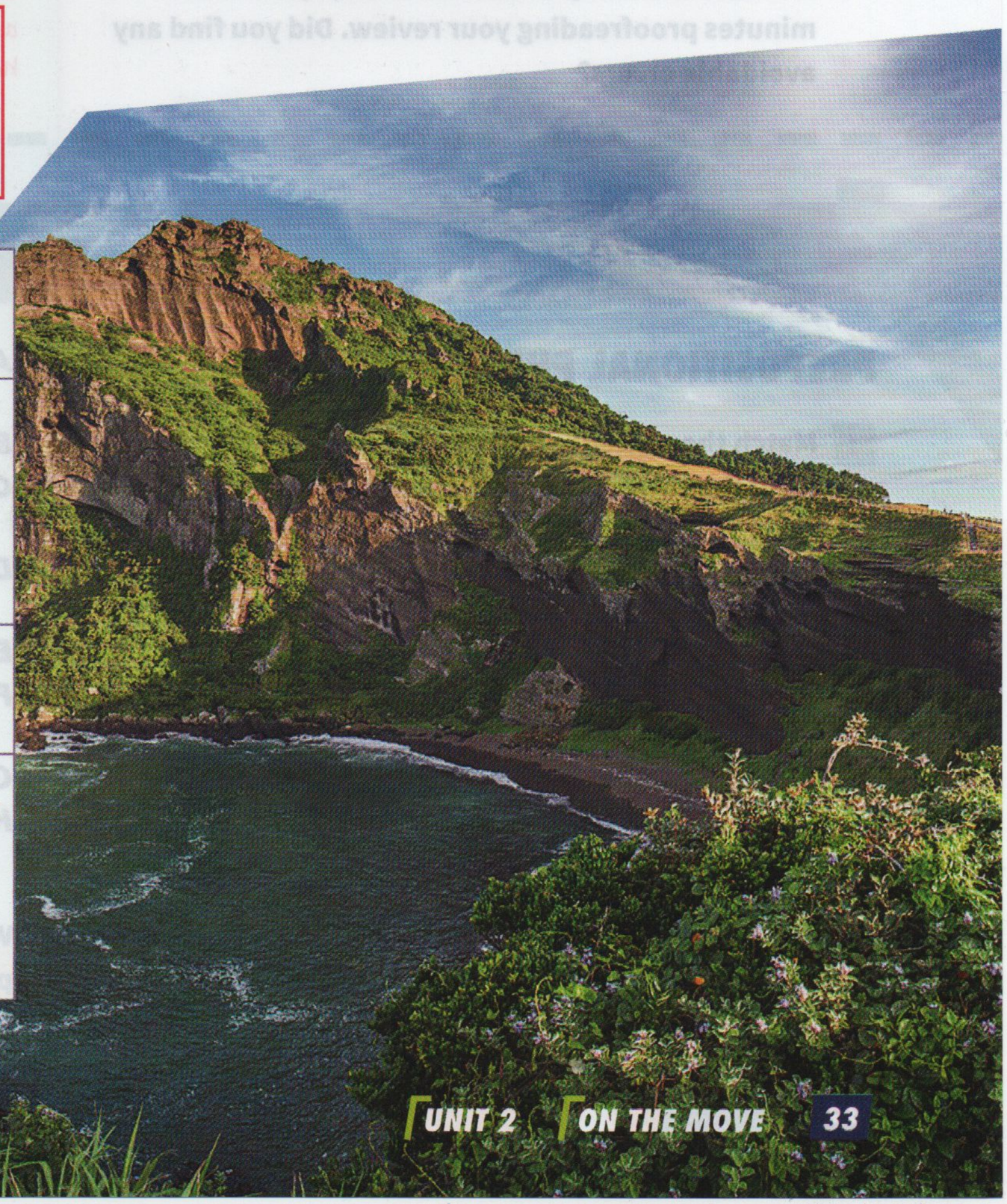
4 **Decide which option(s) can be used in the following sentences.**

1 Atlanta Airport handles _____ more passengers than any other US airport.
A substantially **B** few **C** many
2 Crossing the Harbour Bridge gives an unbeatable view of Sydney – and best of all, it's _____ free!
A substantially **B** totally **C** quite
3 Jet lag tends to feel _____ worse when you travel from west to east.
A much **B** completely **C** absolutely
4 _____ the most crowded flight path on earth is in Korea, from the capital Seoul to Jeju, gateway to an island of beach resorts and volcanic craters.
A Easily **B** Considerably **C** Totally

5 **Look at these sentences with adverb modifiers that modify the whole sentence. Cross out any of the options which do not make sense.**

1 *Incredibly/Sadly/Fortunately*, the flights weren't as expensive as I had thought they might be.
2 *Typically/Generally speaking/Totally*, the local transport was reliable and comfortable.
3 *Simply/Regrettably/Obviously*, we weren't able to visit everywhere we had planned to.
4 *Foolishly/Luckily/Sadly*, we didn't book a hotel in advance, so when we arrived, we had to drag our backpacks from one hotel to another, looking for a room.
5 *Unsurprisingly/Fortunately/Predictably*, the country's number one theme park was very crowded indeed.

➡ **GRAMMAR REFERENCE** / *Adverb modifiers: Page 203*



WRITING

PROOFREADING

1 **Look at the writing task and the text written by a student. Read the teacher's comment and look at the 12 mistakes in bold. Match the errors with the descriptions.**

- ***A*** missing word ☐
- ***B*** incorrect tense used ☐
- ***C*** wrong article ☐
- ***D*** wrong preposition used ☐
- ***E*** error with word order ☐
- ***F*** plural used instead of singular ☐
- ***G*** wrong adverb used before adjective ☐
- ***H*** spelling mistake with single/double letter ☐
- ***I*** subject/verb agreement ☐
- ***J*** error with use of infinitive/gerund ☐
- ***K*** missing punctuation ☐

2 **Correct the student's errors.**

3 **Read the tip box on proofreading on the next page. Then discuss the questions below.**

1. Do you already proofread any piece of writing you produce? Why/Why not?
2. Why might students be reluctant to proofread a text in an exam situation?
3. Are there any repeated errors that you make when you write?

4 **Now write your own answer to the exam question in Exercise 1. When you have finished, spend five minutes proofreading your review. Did you find any avoidable errors?**

Write a review of any holiday accommodation you have recently stayed in. Please tell us about your level of satisfaction with the accommodation, say how closely the accommodation matched the description and suggest what could have been done to make your stay even better.



My mum and I have just spent a weekend in a self-catering apartment in Prague, which we [1]**were booking** through findabreak.com. All in all, we had [2]**the** really pleasurable few days. The flat was ideal in terms of its facilities. There was ample room for the [3]**two of**, and it was imaginatively decorated. The description and photos on the website are accurate for the most [4]**part although** you could take issue with the flat being described as 'centrally located', when in fact it's a good [5]**20-minutes** walk to the main square. Having said that, it was conveniently close to the airport [6]**shutle** bus, and there's plenty to do in the immediate vicinity. The ice creams from the shop directly opposite the front door [7]**is** just sensational! And if you're up for it and don't mind [8]**to climb** 300 steep steps, the top of the Fortress Tower gives you an [9]**absolutely impressive** panorama of all the city's sights.

The only suggestions I could offer the owners of the apartment would be to consider [10]**getting checked the wi-fi**, as the signal was really weak [11]**for times**. Also, there was quite a lot of traffic noise in the front bedroom, so maybe something [12]**could done** to the windows in order for it to be quieter.

A full and successful answer to all aspects of the question, although it is slightly too short. Remember that you should write between 220 and 260 words. However, there is a good range of natural-sounding language, and the tone is friendly and helpful. On the other hand, there are several simple but avoidable errors, which you could have fixed with more careful proofreading.

PUSH YOURSELF C2

PREPOSITIONAL PHRASES

1 **Match the sentence halves (1–8) with A–H to form the correct prepositional phrases.**

1. My grandparents prefer to take their holidays **out**
2. We hadn't initially planned on renting a kayak, but did so **on**
3. There's a wealth of historic attractions **in the**
4. I'd say that **in**
5. I wanted to rent a cabin in the jungle but my partner wasn't **in**
6. The holiday wasn't a complete disaster, but **in all**
7. The hotel offered us free meals **by way**
8. It's not a great place to visit **at**

- ***A*** **favour of** that, saying that she wouldn't sleep at night for fear of being bitten by a snake.
- ***B*** **of apology for** the mix-up with our rooms.
- ***C*** **retrospect** we probably should have checked out the hotel before we booked it.
- ***D*** **the best of times**, but in the winter it is a horrible experience
- ***E*** **vicinity of** the apartment we were staying in.
- ***F*** **of season** now that they're retired because it is cheaper than going during the school holidays.
- ***G*** **honesty**, I wouldn't use that airline again.
- ***H*** **impulse** and it turned out to be the best way to explore the nature reserve.

2 **Work with a partner. Discuss what the prepositional phrases in bold mean.**

PROOFREADING IN EXAMS

- When you write, leave every alternate line empty so you have space to make any corrections in your text when you proofread it.
- Everyone's different, so it helps if you know what kinds of mistake you make most often, e.g. using the wrong article, confusing homophones (like *their* and *there*) or making sentences too long.
- When checking your text, read each sentence separately, starting from the end of the text.
- You can also use your proofreading to upgrade any low-level language to something more complex. For example, *the top of the Fortress Tower gives you ~~a nice view~~ an absolutely impressive panorama of all the city's sights …*

SPEAKING PART 2 TRAINING

1 015 **Listen to an examiner giving instructions about a Part 2 Speaking task involving pictures A, B and C. Then decide which of the following things you should aim to do. Choose YES, NO or NOT NECESSARILY.**



- **A** describe in detail what each picture shows
- **B** give reasons for opinions you state
- **C** involve your partner in a discussion
- **D** say which two pictures you like best
- **E** compare and contrast the three pictures
- **F** mention your own experience of being in situations like these
- **G** speculate on why the people in two of the pictures are travelling in these ways
- **H** show that you know some more obscure vocabulary (e.g. *helipad, handlebars* …)
- **I** discuss some negative aspects of travelling in these ways for the two pictures you are talking about

2 016 **Listen to a candidate called Giuseppe doing the task. Look again at the list A–I and tick (✓) those that Guiseppe does in his 1-minute talk.**

3 016 **Listen to Giuseppe again, and for each pair <u>underline</u> the phrases he uses to give his talk structure.**

1. I'd like to focus on/I'm going to talk about
2. the fundamental difference is/the main difference is
3. something like that/something along those lines
4. presumably/probably
5. in contrast/on the other hand
6. looks like/looks as if
7. have in common/share
8. in the same way/similarly

4 Work with a partner. Take turns to be the examiner and the candidate and practise the photo exam task in Exercise 2.

Your pictures show people travelling in water vehicles. Why might the people have chosen these forms of transport? How might they be feeling?

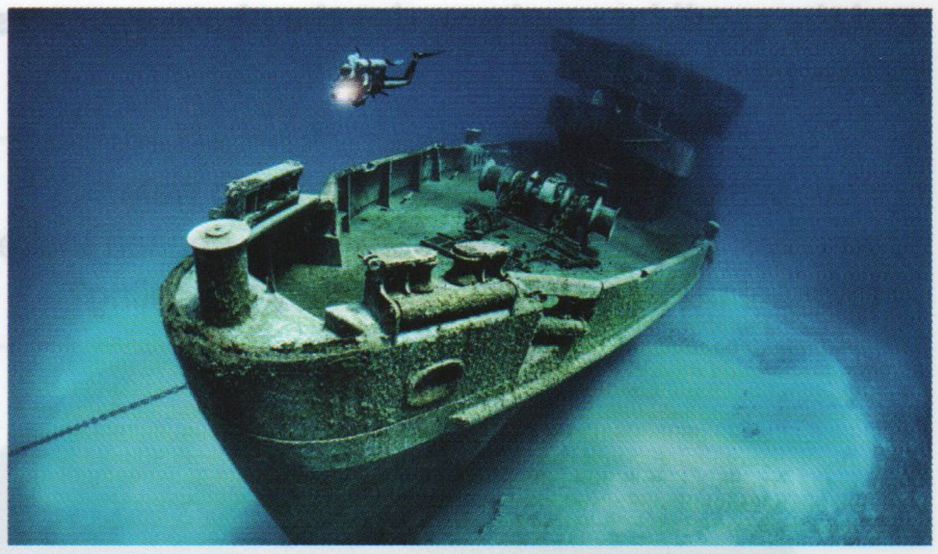


EXAM FOCUS

READING AND USE OF ENGLISH PART 2

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The Kittiwake



Launched in 1945, the American ship USS Kittiwake was deployed for the next 49 years **(0)** *as* a submarine rescue ship. Its rescues weren't just **(1)** _____ to assisting submarines. For example, in 1963, the ship picked up twelve Cubans, three of **(2)** _____ were children, whose boat had got into trouble off the Florida Keys. However, in 1994 the Kittiwake was decommissioned in Norfolk, Virginia, **(3)** _____ it faced an uncertain future.

When the Cayman Islands wanted a shipwreck added to its world-class scuba-diving attractions, they approached the US Maritime Administration (MARAD), which keeps decommissioned ships afloat **(4)** _____ they can safely be disposed **(5)** _____ . MARAD donates these ships for use as artificial reefs **(6)** _____ that the recipient can meet the necessary environmental standards. Preparing the ship involved removing pollutants **(7)** _____ its five decks, as well as cutting holes in its hull in **(8)** _____ for divers to access it.

It seems fitting that the Kittiwake is now, after a lifetime keeping people safe underwater, a major diving attraction.



LISTENING PART 3

EXAM FACTS

- *Part 3 is the longest part of the Listening test.*
- *This part usually features a discussion or interview involving two or more speakers.*

EXAM TIPS

- *As the questions often focus on the attitude of the speakers, pay attention to any words in the question which denote attitude, e.g. criticise, disappointing, problem.*
- *Bear in mind that questions may focus on the views expressed by <u>one</u> speaker, or agreement (or disagreement) between <u>both</u> speakers.*

017 You will hear an interview in which two psychologists called Matthew Partridge and Emma Macedo are talking about the benefits of holidays. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What point does Matthew make about holiday pleasures?
- **A** Seeing their children having fun is the key for adults.
- **B** Both children and adults report that they enjoy spending time together.
- **C** There's a big difference between the highlights of adults and children.
- **D** Adults want to repeat their childhood experiences with their own children.

2 According to Emma, the Dutch research concludes that
- **A** it is hard to predict how enjoyable a holiday is going to be.
- **B** people's mood tends to fluctuate during their holiday.
- **C** the first half of a holiday tends to be more fun than the second.
- **D** enjoyment of a holiday is closely related to the time spent travelling.

3 Matthew says it can be difficult to interpret people's accounts of their holidays because they tend to

A feel differently depending on how long they go away for.

B focus on practical details in their written records.

C look back on past experiences in an over-favourable light.

D exaggerate the effects of minor problems that didn't affect their overall enjoyment.

4 Matthew and Emma agree that what makes analysing holiday research so complicated is that

A some holidaymakers forget to provide the data to researchers.

B people quickly forget how they were feeling before their holiday.

C it is obvious that people will feel happier before than after a holiday.

D identifying what caused a change in attitude before or after a holiday can be hard.

5 Emma says it is extremely disappointing that

A the amount of paid leave in some countries is too short to be a benefit.

B so little research is being done into the psychology of travelling.

C researchers disagree on so many important questions.

D the benefits of going on holiday are only short-term.

6 What advice do Emma and Matthew both give in order to ensure people benefit from their holidays?

A Take vacations frequently.

B Book your trips well in advance.

C Select the people you holiday with carefully.

D Find out as much as possible about your destination before you go.

SPEAKING PART 2

EXAM FACT

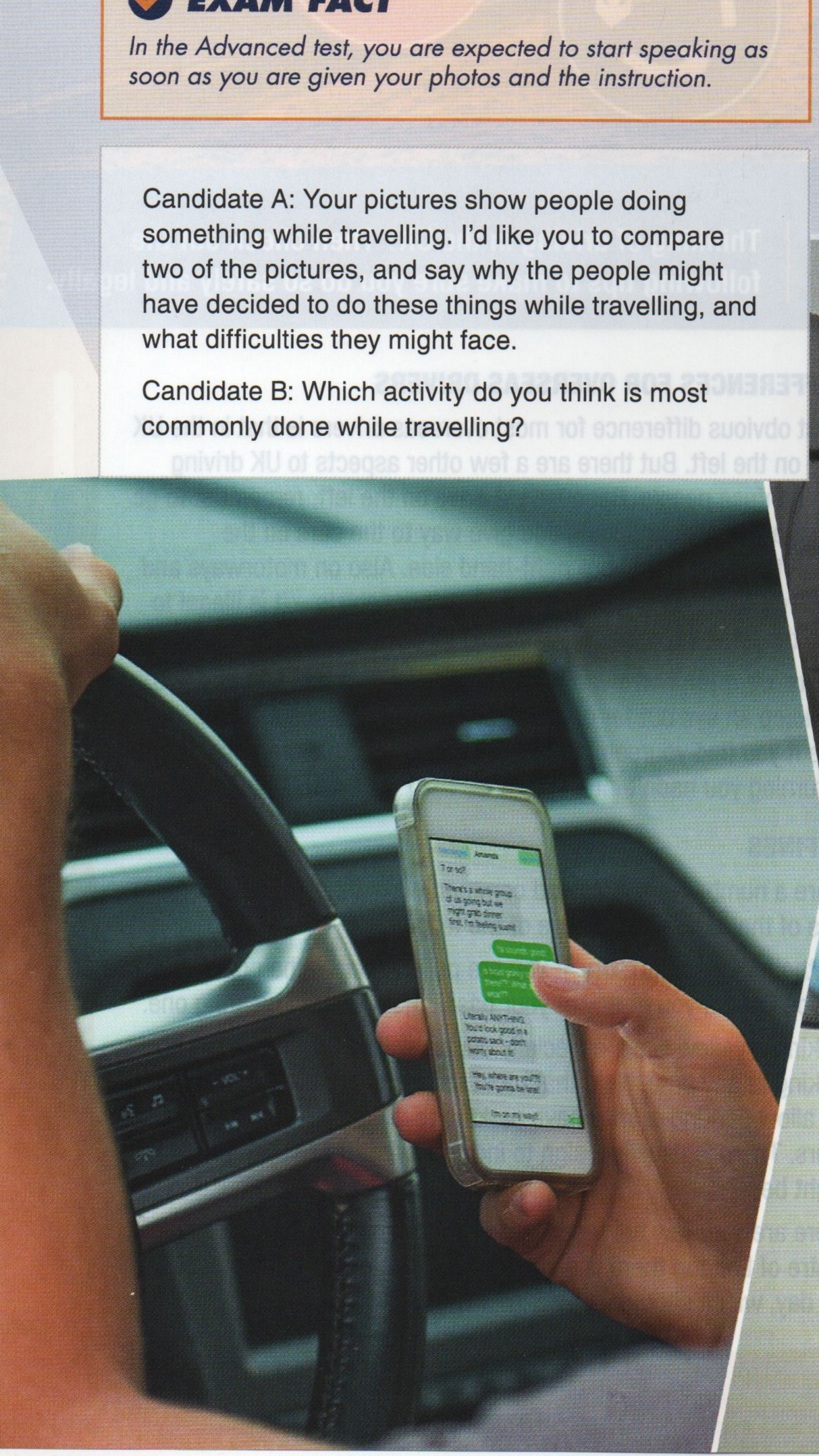
In the Advanced test, you are expected to start speaking as soon as you are given your photos and the instruction.

Candidate A: Your pictures show people doing something while travelling. I'd like you to compare two of the pictures, and say why the people might have decided to do these things while travelling, and what difficulties they might face.

Candidate B: Which activity do you think is most commonly done while travelling?

EXAM TIPS

- *Rather than just describing the photos individually, remember to focus on similarities and differences between them.*
- *Remember that you only need to talk about two of the photos.*
- *Candidates sometimes run out of things to say and stop before the time is up. Practise comparing two photos of a similar theme for one minute. You can easily find photos online.*





REAL WORLD

DRIVING IN THE UK



1 **Look at the UK road signs above. Match them with the information each is giving.**

- ***A*** You are approaching a roundabout
- ***B*** National speed limit applies
- ***C*** No motor vehicles allowed
- ***D*** No entry
- ***E*** Maximum length of vehicle
- ***F*** No overtaking
- ***G*** This is the minimum speed for this road
- ***H*** Give way (priority) to oncoming vehicles

A rough guide to

DRIVING IN THE UK

Thinking of driving in the UK? Then check out the following tips to make sure you do so safely and legally.

REQUIREMENTS

As with most countries, you are required to have a driving licence and insurance. If you already have a licence from your own country, then you are permitted to drive in the UK for the first year of your stay. Thereafter you need to apply for a provisional licence and then take a UK test. Note that if you are in the UK to visit and want to rent a car, many rental firms may require you to be over 21.

ROADS AND SPEEDS

Remember that UK road distances and speeds are given in miles, not km. A mile is approximately 1.6 km, so for example, 60 miles is roughly 97 km. Speaking of speed limits, it's important to recognise the different types of road in the UK and their respective limits. M-roads are motorways – the largest and fastest roads – usually with two to four lanes and with a speed limit of 70 mph. These usually connect city to city. A-roads are the most common roads in the UK, and for the most part have a speed limit of 60 mph outside of built-up areas but this can drop to 30 mph in urban areas, and even 20 mph close to schools. B-roads are smaller connecting roads whose speed limit again depends on where they are situated. Watch out for yellow speed cameras, especially in urban areas, or you may get a nasty fine.

KEY DIFFERENCES FOR OVERSEAS DRIVERS

The most obvious difference for most overseas drivers is that in the UK we drive on the left. But there are a few other aspects to UK driving that can confuse people. Because we drive on the left, remember to go clockwise around roundabouts and give way to the cars on the roundabout coming from your right-hand side. Also on motorways and A-roads, you overtake on the right of the other vehicle – it is illegal to do so on the left-hand side.

UK streets are often narrower than many visitors are used to and you need to keep an eye out for one-way systems and lane markings because if you find yourself in the wrong lane, you may be forced to take a turning you hadn't intended to.

AVOID FINES

There are a number of simple and common ways that people can break the laws of the road, so be aware of the following:

- Seatbelts are compulsory. If you are pulled over by the police, you can be fined if you or any of your passengers are not wearing one.
- Parking – yellow lines, especially double yellow lines, indicate no parking at any time. Note that most streets in the centre of cities do not allow parking or may have parking restricted until after peak hours. There is usually a sign to indicate what these restrictions might be.
- There are very few toll roads in the UK, but be aware that in the centre of London there is a congestion charge, currently at £11.50 per day, which should be paid in advance.

2 **Read the guide to driving in the UK and decide if the statements are true or false.**

1. If you rent a car in the UK, you can use your license from your own country.
2. You can only rent a car if you are over 21.
3. The maximum speed on any UK road is 70 mph.
4. You overtake cars using the left-hand lane on a road with two or more lanes.
5. Double yellow lines mean you can only park at that place at certain times of the day.
6. There is a daily charge for driving in the centre of London.

3 **Find words or phrases in the text that mean the following:**

1. maximum speed on a road
2. go past another car
3. urban
4. road junction
5. stopped and questioned
6. made to pay a financial penalty
7. the busiest times for traffic
8. pay to use

4 **Work with a partner. Which driving rules about your country do you think would be most important for an overseas visitor to know?**

5 018 **Listen to two conversations related to cars. What situations does each represent?**

6 018 **Listen again and match the sentences halves you might hear in these situations.**

PHRASES YOU MIGHT HEAR

1. I would suggest you go for
2. It will work out
3. There is an insurance excess of £500
4. It offers fully comprehensive cover
5. We aim
6. Can you pop
7. I think I've got
8. They will have you up

A. with the exception of scratches and dents.
B. our weekly rental package.
C. and running again in no time.
D. cheaper for you than paying a daily rate.
E. to please.
F. the bonnet open?
G. to the bottom of this.
H. in the event of an accident.

7 018 **Listen again and correct the mistakes in these sentences that you might use in these contexts.**

PHRASES YOU MIGHT USE

1. **I'm looking for** rent a car on Friday.
2. **Am I correct of assuming** I'm OK to use that?
3. **I think we'll go** the Gold package
4. **Better you are safe than sorry**.
5. **Well, I'm not expert, but** I think there is a problem with the cooling system.

8 **Watch the video. What do you learn about**

- the early years of Formula 1?
- qualifying practice?
- race length and duration?
- pit stops?
- the two championships?

9 **Work with a partner and answer the questions.**

1. Why do you think motorsports are so popular?
2. If you could test drive a Formula 1 car, would you do so?
3. Should motorsports change from using petrol engines to electric engines?

WATCH



LIFE COMPETENCIES

MANAGING THE SHARING OF TASKS IN A PROJECT

Work in groups of three. Choose a famous car to research and prepare a short presentation on it that covers the following points. Agree on who will produce each part of the presentation, what materials you will use and how you will present it to the class.

- the origins of the car
- what made the car famous
- why you chose the car

PROGRESS CHECK 1

PERSONALITY

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

insecure	knowledgeable	narrow-minded
humble	conscientious	creative

1 Joan never went to university, and yet she's incredibly _____ about a range of subjects, from astronomy to zoology.
2 In my _____ opinion – and I may be wrong about this – Dixon will get the job.
3 She was lacking confidence and often felt a sense of _____ about her appearance, even though many considered her to be phenomenally beautiful.
4 Although he thinks of himself as being tolerant and open, he can actually be very _____ about some things.
5 Dave's always been careful and methodical, and he is always very _____ about checking his work.
6 My brother was incredibly _____ as a child and was always pretending to be a dinosaur, or inventing a brand new language, that kind of thing.

QUESTION FORMS

2 **Rearrange the words to form sentences.**

1 your / he / graduated / brothers / has / One / of / just / hasn't / ?
2 you / What / would / I / didn't / told / believe / you / say / if / you / I / ?
3 starts / Would / you / what / mind / confirming / the / time / party / ?
4 you / mouth / full / refrain / Please / could / from / with / your / talking / .
5 you / your / you're / agree / overly / that / dependent / on / phone / Don't / ?

NEGATIVE PREFIXES

3 **Find and correct the mistakes in the sentences.**

1 We had the misfortune to have a totally uncompetent builder working for us, who completely misunderstood what he was asked to do.
2 It's irrational to argue that because buying a home is inaffordable that therefore there's no point saving up for one!
3 The President accused the media of being discourteous to him and of trying to unstabilise the government through fake news.
4 Before you enter the building you need to unable the alarm system. Let me know if you are incapable of doing this and I will send someone to help you.

TENSES

4 **Choose the correct option to complete the text.**

Things I wish I'd known before I started travelling

Hope. Fear. Excitement. I've been on a round-the-world backpacking trip for three months now, and the experience **(1)** _____ all of those things. When I left home and hit the road, I didn't really know what to expect because I **(2)** _____ solo before. I was a rookie, and to be honest, I didn't have much idea of what I **(3)** _____ . Basically, I **(4)** _____ my guidebook for the first few weeks. So if I could give my younger self some travel advice, here's what I'd say.

Firstly, bear in mind that people are the best resource. You aren't the first person to travel the world. You **(5)** _____ new continents – there's a well-worn travel trail out there, and people to guide you along the way. So ask the hostel receptionist to recommend a place to grab a bite to eat, or see what a travel blogger says about the museum she **(6)** _____ the other day.

Remember that trip to Cuba in 2019 when you packed more toiletries than you could carry? Save yourself the hassle and only pack the essentials. Then you **(7)** _____ less to carry. Trust me, there's no way you'll need as many things as you **(8)** _____ when you're on the road!

1	a	has provided	b	provided
2	a	haven't travelled	b	hadn't travelled
3	a	was doing	b	had been doing
4	a	just followed	b	have just followed
5	a	aren't discovering	b	don't discover
6	a	has visited	b	visited
7	a	are going to have	b	will have
8	a	think	b	will think

GERUNDS AND INFINITIVES

5 Choose the correct option to complete the sentences.

1 I hope you can forgive me _____ your birthday.
   a for not remembering **b** not to remember
2 It'll be up to you _____ a taxi home after the party.
   a for organising **b** to organise
3 I'm sad because Mark has moved away and I didn't get the chance _____ goodbye before he left.
   a of saying **b** to say
4 I really regret _____ more sport when I was at college.
   a not having played **b** not to have played
5 He seems to be absolutely incapable _____ when he's been tactless.
   a to realise **b** of realising
6 There's no way I will get that homework done by tomorrow, so I am thinking of asking the teacher if she will let me _____ an extension.
   a having **b** have

TRAVEL

6 Complete the sentences with a word or phrase from the box in the correct form.

boot	board	reverse	overtake	give way

1 The easiest way to get into a parking space is by _____ into it.
2 Families with young children are invited to _____ the aircraft now.
3 Don't ever _____ the vehicle in front unless you know it's absolutely safe to do so.
4 The _____ of our family car is so tiny that we have bought a luggage rack to go on the roof.
5 What typically happens at busy intersections is that smaller vehicles _____ to larger ones, and in general the system works well.

DETERMINERS AND QUANTIFIERS

7 Choose the correct word for each gap.

1 Nowadays, nearly _____ hotel in the world has an online booking system. (each/every)
2 The cab never showed up, so we ended up walking the _____ way home. (whole/all)
3 Plans have been announced to extend the city's metro and construct _____ seven stations. (another/more)
4 When planning a journey, I choose _____ mode of transport costs the least. (any/whatever)
5 The city transport authority owns _____ of buses, so in theory there should never be a shortage in the event of things going wrong. (plenty/enough)

ADVERB MODIFIERS

8 Choose the correct option to complete the sentences.

1 It was easily
   a the filthiest hotel room I'd ever seen.
   b an exceptionally filthy hotel room.
2 His driving skills are absolutely
   a bad and I wonder how he passed his test.
   b awful and I wouldn't be surprised if he has an accident.
3 Vegetarian food can be considerably
   a more nutritious than you might expect.
   b good for you when cooked well.
4 I'd say that Janine is by far
   a more extrovert than either of her sisters.
   b the most outgoing person in her family.
5 In some countries, putting your feet on the table is considered extremely
   a unacceptable.
   b anti-social.

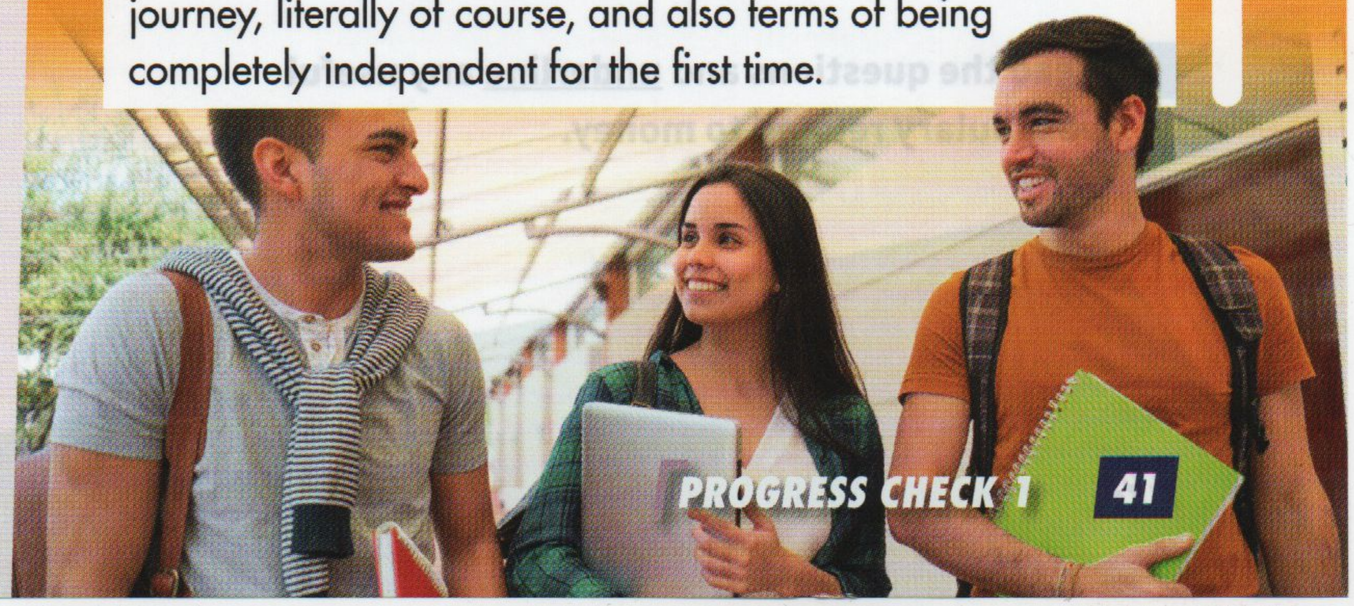
PREPOSITIONAL PHRASES (1)

9 Read Alice's travel plans and add in the missing prepositions.

I've always wanted to take a year out when I finish school, but for a while I was *in* two minds about whether to spend it working or travelling. So I've opted for the best of both worlds – the plan is to start by working to save up some money, and then spend a couple of months the road. It has to be that way round of course account of the cost of the trip! People with language skills like me are very much demand in the workforce in my hometown apparently, so I'm reasonably hopeful I should get a job no time!

When my dad was my age he drove across the US from east coast to west coast. I'm going for a very similar itinerary, except that I'm doing the trip reverse, starting in LA and heading for New York. Dad was only 18 and didn't think it was a big deal the time. But, contrast, my trip's like the biggest deal ever for him and mum, though I guess it's sweet that they're concerned about me! There's no way I'd do the trip on my own, so I'll have my two besties (Chanelle and Poppy) company. And we're not driving (like my dad did). Instead, accordance with his 'suggestion', we're taking trains. We'll be visiting cities the most part, like Denver and Chicago. But times we'll probably get off the beaten track and head out into some of the national parks.

We're so excited – it's going to be this absolutely amazing journey, literally of course, and also terms of being completely independent for the first time.





3 ROLLING IN MONEY

GETTING STARTED

1 Answer the questions. Then compare your answers with a partner.

1 Which expression best summarises your general attitude towards money?
   - **a** You can't take it with you – spend it now!
   - **b** Money doesn't buy happiness.
   - **c** Money makes the world go round.

2 What do you do if you need money to buy something expensive?
   - **a** Save up until you have the money you need.
   - **b** Borrow the money from a bank or pay for it on your credit card.
   - **c** Arrange to pay for it in instalments on direct debit.

3 What would you do if you suddenly inherited a huge sum of money?
   - **a** Treat yourself to luxuries, like an expensive house or a sports car.
   - **b** Invest it wisely so that you never had to work again.
   - **c** Donate some of it to your favourite charity.

4 Amrit found a £50 note on the pavement outside a shop. He handed it over to the shop assistant in case the owner came in to claim it. What would you have done if you had found it?
   - **a** Exactly the same as Amrit.
   - **b** Handed it in at the police station instead.
   - **c** Kept it and treated yourself to something nice.

2 Read the questions and <u>underline</u> any useful vocabulary related to money.

GRAMMAR

CONDITIONALS (1)

GRAMMAR ON THE MOVE
Watch the video

➡ **GRAMMAR REFERENCE** / *Conditionals (1): Page 204*

1 Find three examples of conditional questions in the quiz. What type of conditional questions are they: Zero, First, Second or Third?

2 Work with a partner. Discuss what the form(s) and function of each conditional type in Exercise 1 are.

Zero conditional = If + present tense (conditional clause), present tense (result clause).
We use zero conditional to express facts and for things which are generally true.

3 Look at these less common conditional structures. Decide what type each one is. How did you decide?

1 Max is going to do the charity fun run provided he gets enough sponsorship.
2 Supposing I suddenly became very wealthy, I'd invest in the development of a young entrepreneur or a start-up tech company.
3 As long as they're careful with their spending, it is possible for young people to survive on their student loan.
4 I am taking some extra spending money with me in case I see something I really like.
5 If you should need a larger overdraft, please let us know and we can arrange it.

4 **Complete the conditional sentences with the words in the box. You must use all the words. Then decide what type of conditional you think each sentence is.**

have been	even if	when	would
unless	if	assuming	could

1 Leah donates money to the wildlife charity every month _____ she can't really afford it.
2 If I were to tell you the perks were excellent, _____ you consider working for us?
3 _____ I've finished all my work, I'll come to the festival with you.
4 Our accountant made some recommendations which, _____ followed, will put us back in profit for the next financial year.
5 _____ I'm very much mistaken, this year will be our best ever in terms of profits.
6 If the project had managed to stay on budget, we might _____ able to afford to employ more staff.
7 I'd spend my whole life travelling the world on a luxury cruise ship if I _____ afford to.
8 _____ you take out a mortgage, you are always at risk of having your home repossessed by the bank.

5 **Complete the sentences with your own ideas to make conditionals.**

1 I only lend money to people on condition that …
2 Unless house prices decrease soon, …
3 I would accept a lower salary in my job as long as ….
4 Assuming that I have enough money, …
5 I don't give money to charity unless …
6 I wouldn't have bought …



VOCABULARY

MONEY

1 **Match the two halves of the sentences.**

1 My uncle is filing for *bankruptcy*
2 The millionaire's son *squandered* all of his inheritance money
3 Tom's new business idea is expected to be quite *lucrative;*
4 The deal they offered was a total *rip-off;*
5 Thanks to booming economies in many countries,
6 The opportunity for our farmers to take out business loans
7 Government *expenditure* on education has risen
8 Because I forgot to cancel my direct debit,
9 Most businesses don't make a profit in their first year;
10 The company has a large number of *assets,*

A due to an increase in the birth rate.
B you end up paying way more than the normal price.
C in fact, they're lucky if they manage to *break even.*
D including property, vehicles and stock.
E on holidays, partying and in casinos.
F in fact, he's hoping to retire on the proceeds.
G has led to greater *prosperity* in the region.
H Europeans are much more *affluent* than they used to be.
I I ended up with an *overdraft.*
J because his business has failed.

2 **Write one of the words in italics from Exercise 1 next to each definition.**

1 being successful and having lots of money
2 when you spend more money than you have in your bank account
3 when a business's costs and their profits are the same.
4 legally declared as unable to pay one's debts
5 wealthy
6 items of value owned by a person of business
7 to waste money
8 total amount spent
9 not worth what you paid
10 profitable

3 **Choose the better option.**

1 Working in the Middle East can be very *prosperous/ lucrative* for professionals.
2 It was my own fault that my account became *overdrawn/bankrupt.* I spent way beyond my means.
3 Sometimes the government seems to be *squandering/ expending* our taxes on things that don't benefit the country.
4 Because Deepa was only selling the products for £30 each, her profits were so low that she only managed to *rip-off/break even.*
5 Increased *affluence/assets* is the natural outcome of a flourishing economy.

4 **Write your own example sentences using the incorrect options in Exercise 3.**

LISTENING PART 4 TRAINING

1 **Look at the pictures which show forms of currency in the past. What does each show and where/when do you think they were used instead of money?**

2 **019 You are going to listen to a speaker talking about salt being used as currency. You will hear the recording twice. Answer question 1.**

1 What reason does she give for salt being used as money?

A It was common.
B Laws had made it scarce.
C It was inexpensive.

3 **019 Listen again and answer question 2.**

2 What does the speaker want to know about the topic?

A why the regulations existed
B how common the practice was
C whether it's related to a saying

4 **020 You are now going to listen to a speaker talking about seashells as currency. Read <u>both</u> questions first and then listen and answer.**

1 What reason does the speaker give for their use?

A They were hard to imitate.
B Supply was plentiful.
C People thought they were more attractive.

2 What does the speaker want to know about the topic?

A the way in which the currency form affected language
B how the currency was moved from place to place
C where the shells originally came from

5 **020 Listen again and check your answers to both questions.**

6 **Read the tip box below and think about the previous four exercises. Which technique do you prefer for this kind of exam task?**

LISTENING TECHNIQUE

Technique 1 – Focus on answering one question per listening.

Technique 2 – Attempt to answer both questions on the first listening and use the second listening to check your answers.

7 **021 You are now going to hear two more speakers talking about forms of currency. You will hear them consecutively and then hear the recording again. Look at the task and think about the listening techniques in Exercise 6. Then listen and choose the correct options (A–E).**



TASK 1		TASK 2	
Choose from the list (A–E) the reason for this currency form being used.		Choose from the list (A–E) what the speaker wants to know about this currency form.	
A People preferred it.	Speaker 1 ☐	**A** what happened to the product afterwards	Speaker 1 ☐
B There was a plentiful supply.	Speaker 2 ☐	**B** whether it is still used today	Speaker 2 ☐
C It could be easily transported.		**C** why regulations existed	
D The state controlled its production.		**D** how commonly used it is	
E It allowed people to get round legal restrictions.		**E** whether it relates to a saying	

WRITING PART 2: A REPORT TRAINING

1 Read the exam task below. Then discuss and make notes on good and bad financial habits that young people might have.

> Your school or college has recently run a short Manage Your Finances course for students. You took the course and have been asked to write a report on your own spending habits. Your report should say what your spending habits were like before the course, what you learnt and how you have applied it.

Bad habits: Impulse buying – buying things that you hadn't planned to, can't afford and possibly don't really need …

2 Read this report that a student wrote in answer to the question in Exercise 1. Number each paragraph in the order you think it should appear and then choose the correct heading for each.

WRITING TECHNIQUE

For a report or proposal, it's a good idea to give each section a heading so that it has a clear structure. Make sure everything in the section relates to the heading.

What the course taught me
Introduction
Recommendations
My spending habits before the course
Changes to my spending habits

A ..... ☐

I have already begun to change my habits. I now keep detailed records of everything I spend. I try to plan ahead and take food and drink with me from home. I often walk instead of using the bus but only if it's a short distance! I have even downloaded an app to help me find good prices when I'm shopping.

B ..... ☐

Like most students, I don't have a lot of money. I have a student loan as well as a part-time job in a supermarket. I was always spending more than I had in my account and having to ask my parents to help me out. I never really tried to keep track of where my money was going; all I know is that it was nearly impossible to manage.

C ..... ☐

I encourage all college students to take the Manage your Finances course. I believe it will help all of us to graduate with much less debt.

D ..... ☐

During the course we were made to list all our spending over the course of a month. What surprised me most was how much I was wasting on unnecessary purchases, such as expensive drinks and snacks when I was out. I was stunned to learn how all the small amounts added up over time. It was a real eye-opener!

E 1

I attended the college's Manage your Finances course from 23rd to 25th April. This report explains the effect this programme has had on my own financial behaviour.

3 Replace the underlined words and phrases in the report with a better alternative from the box.

get the best deals going into overdraft overpriced my outgoings
make ends meet our expenditure am on a limited budget squandering

4 Look again at the ideas in Exercise 1 and the text in Exercise 2. Underline any ideas that you could use to answer the exam task. Then write your own answer to the question using the same paragraph structure.

GRAMMAR

VERB PATTERNS (2) – OBJECTS, REFLEXIVES AND RECIPROCALS



GRAMMAR ON THE MOVE

Watch the video

1 **Read the grammar information. Label the highlighted words in the dialogue as direct object (D) or indirect object (I).**

A **direct object** is the receiver of the action.
An **indirect** object is the person or thing for whom/which the action is done.

A: Could you possibly lend me a tenner? I'm a bit short on cash at the moment.

B: Again? You're always borrowing money from me!

2 **Add suitable direct and indirect objects to the sentences. What do you notice about the order of direct/indirect objects when there is a preposition?**

1 Shane's boss offered _____ _____ .
2 The insurance company compensated _____ for _____ .
3 Would you be able to advance _____ _____ ?
4 Your bad advice cost _____ _____ .
5 Lindsay withdrew _____ from _____ .

3 **Rearrange the words to form sentences.**

1 to / about / and / can / each / Varnia / other / I / talk / anything / .
2 blames / business / family / for / failure / the / himself / the / Tony / of / .
3 able / 16 / be / to / after / should / Children / by / themselves / the / look / age / of / .
4 and / My / clothes / sister / often / I / another's / wear / one / .
5 Family / presents / to / Day / give / Christmas / each / members / other / on / .



4 **Complete the gaps with a reflexive pronoun (*myself*, *herself*, etc.), reciprocal pronoun (*each other*, *one another*) or an object pronoun.**

1 You can't sponsor _____ . Someone else needs to sponsor you.
2 If you rent it out, the house will pay for _____ in five years.
3 It's vital to communicate with _____ if you're in business together.
4 Miguel and I tend to help _____ out with odd jobs since we live next door to _____ .
5 You really need to pay _____ back the money he lent you.
6 Carla is really applying _____ to her studies this semester – she's getting excellent grades.
7 Our business broke even last year. Our profits and losses cancelled _____ out.
8 Ann is delighted that the manager nominated _____ for Employee of the Month.

5 **Decide if you agree with the following statements.**

1 People who get into financial difficulties should only blame themselves.
2 These days, it is incredibly easy to get yourself into debt.
3 If you start a small business, it is important that you and your main partners trust one another implicitly.
4 I don't trust myself with money.
5 We cannot rely on anyone to help us to be financially responsible; we have to teach ourselves how to be so.

➡ ***GRAMMAR REFERENCE*** / *Verb patterns (2) – Objects, reflexives and reciprocals: Page 205*

READING AND USE OF ENGLISH PART 8 TRAINING

1 **Work in groups. Discuss the questions.**

1 Who are the most successful entrepreneurs you know of?
2 What do you think is a good age to start your own business? Why?
3 What characteristics make a good entrepreneur?

2 **Read the exam task below but don't read the text yet. Then look at the exam strategies and decide if you think they would be useful for this exam task and why. Compare your ideas in groups.**

You are going to read an article about young entrepreneurs. Choose from the sections (A–C). The sections may be chosen more than once.

Which entrepreneur

1 set up a business based on an innate natural talent?
2 produced a product aimed at a specific age group?
3 used their stardom to advertise their business?
4 has been formally recognised for their achievements?
5 does the writer feel has the potential for continued success?

1 Quickly read the whole text before you start looking at the options.
2 Underline the key words in the options.
3 Look for the exact key words in the options in the sections of the text.
4 Look for synonyms/paraphrases of the key words in the options in the texts.
5 Look at all the options and for each section of the text check all the options to see if they match the information in the section.
6 Look at each option individually and then quickly skim-read all the sections and look for a match.
7 If you find two text sections that match an option, write them both down next to the question and then move onto another option. When you have finished, go back and choose the most suitable option.
8 Quickly check all your answers again when you have finished.

3 **Now do the exam task and use the strategies you think are best.**

4 **Compare your answers with a partner and explain how you found the answers.**

A BEN PASTERNAK



Although he dropped out of school in the tenth grade, Ben Pasternak was voted one of the world's most influential teens by TIME magazine. Having started by creating iOS games *Impossible Rush* and *Impossible Dial*, which became the number one trending apps in several countries, he moved on to developing a buying-and-selling app specifically for teens called Flogg. His success only grew with his next project, video chat platform Monkey, which he designed 'to fill the loneliness void in teenagers'. Having reached 15 million users and generated $2 million, Ben sold the platform to rivals, Holla. This young entrepreneur symbolises the creativity of the teen years. As the co-founder of Monkey, Isiah Turner put it, 'I'm afraid to not be a teen in two years. Nobody takes you seriously as an adult'.

B NOA MINTZ

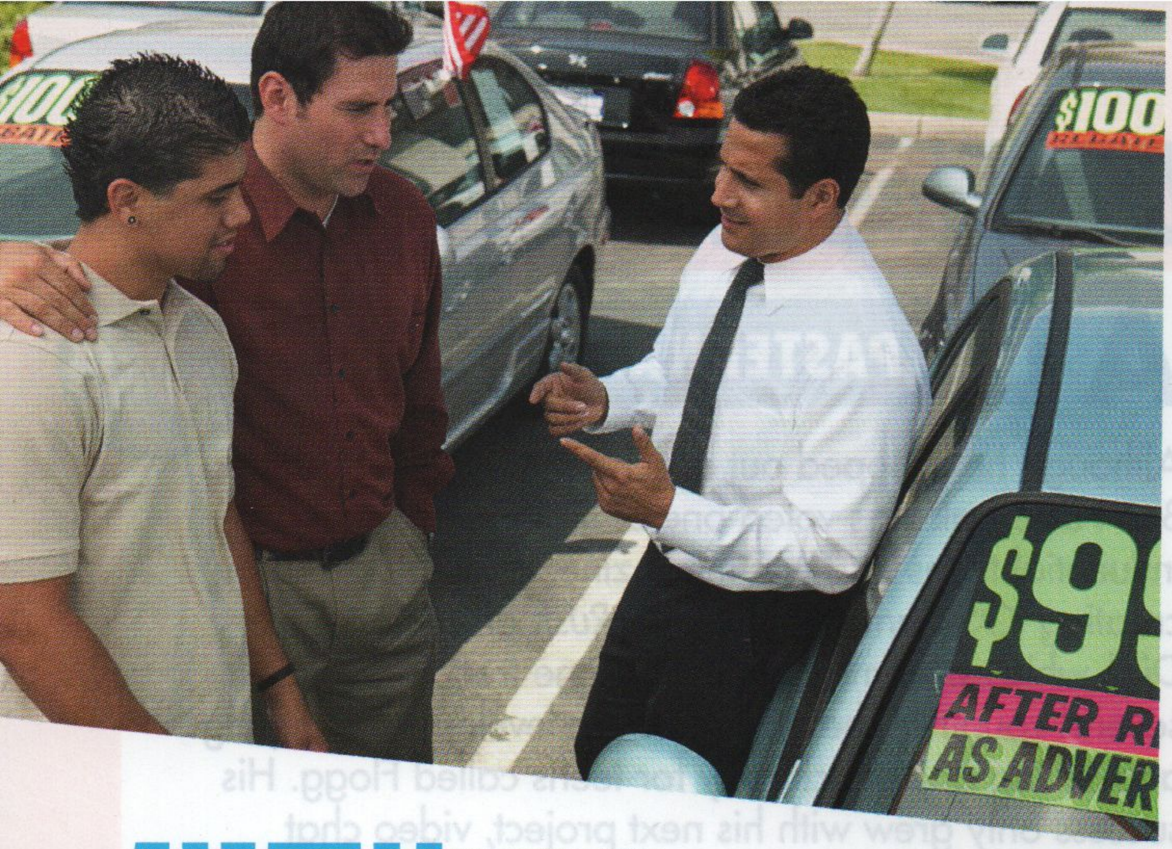


'I love a challenge and I love problem solving,' says 18-year-old Noa Mintz, who founded her company Nannies by Noa when she was only 12. Perhaps because she was herself a child, Noa instinctively knew what qualities were needed in a babysitter. She started off matching family and friends with the ideal carers for their children, and decided to turn her matchmaking skills into a business. Nannies by Noa is a high-end agency, placing staff with families in affluent areas of New York City and the Hamptons. Often considered a low-skilled job, nannying with Noa requires creativity, New York 'savvy' and sometimes even a college degree. Of those who apply for the prestigious positions on offer, the acceptance rate is very low due to the exceptionally high standards. Despite being hugely successful, Noa has hired a CEO to run her business for her, so that she can continue her education.

C AMBER ATHERTON



Versatile entrepreneur, Amber Atherton, had already tried business ideas as diverse as cuddly toys, e-cards and selling books online, when she achieved success running her jewellery business, MyFlashTrash. After a spell as a model and with a few acting roles under her belt, her appearance on the reality show *Made in Chelsea* gave her the chance to get her company and products into the public eye, gaining her celebrity – and even royal – customers and led to her selling MyFlashTrash for an estimated $2 million in 2016. Like all good business people, Amber moves with the times, her next business, Zyper, being a response to the social media age. Zyper is a community marketing software which enables brands to engage with the top 1% of their customers, offering them free products and other rewards. With world-famous brands Topshop, Estee Lauder and Godiva chocolates among her clients, Amber is definitely one to watch.



VOCABULARY

VERB COLLOCATIONS

1 **Choose verbs in the box that collocate with the expressions in italics in sentences 1–10. There may be more than one possibility.**

pay	make	spend	waste	lose

1 _____ no time in spending your wages
2 _____ money on unnecessary things
3 _____ off your debts
4 _____ a fortune on a deal
5 _____ for the course in instalments
6 _____ business due to the recession
7 _____ a donation to charity
8 _____ someone back what you borrowed
9 _____ top dollar for rare items
10 _____ a living by selling cars

2 **Complete the sentences with the correct form of a verb collocation from Exercise 1.**

1 In 2018 Jeff Bezos, CEO of Amazon, _____ of $2 billion to the homeless.
2 I'm sure Bob will _____ spending the money he inherited from his grandfather.
3 He used to be a multi-millionaire but he _____ by investing too much in a company that later went bankrupt.
4 The antique shop in our town _____ for rare editions of super hero comics from the 1950s and 60s.
5 It's important for students to start _____ their student loan as soon as they get a job.

3 **Work with a partner and answer the questions.**

1 How do members of your family make a living?
2 Have you ever paid for anything in instalments?
3 Do you ever waste money on unnecessary things? What?
4 Have you ever forgotten to pay back money you owed someone?
5 Do you know any companies that have lost business recently? Why?

PUSH YOURSELF C2

MONEY IDIOMS

1 **Read the texts and focus on the money idioms in bold. Match the idioms (1–10) with the meanings (A–I). One of the meanings matches two idioms.**

1

I'm fascinated by **(1) rags to riches** stories, and the other day I was reading about Howard Schultz, the billionaire former CEO of Starbucks, the coffee chain. Normally you expect such people to have been **(2) born with a silver spoon in their mouth**, but Schultz's experience was the opposite. He was raised in a low income area and for many of his early years his family **(3) lived hand to mouth**, struggling to **(4) make ends meet**, and yet now he apparently has a net worth of almost $3 billion.

2

My husband is terrible when it comes to money. Our bank balance is always **(5) in the red**, and yet we both earn reasonable salaries. I think the problem is that he comes from a family that has always **(6) lived beyond its means**. His sister for example, works in a local supermarket and regularly **(7) splashes out on** things she can't afford. I mean, she drives a Porsche for heaven's sake – they **(8) cost the earth**! I would have to **(9) break the bank** to get one of those. Anyway, my husband is going to have to change his habits. We are saving to get the deposit together for a mortgage this year and we'll need to **(10) tighten our belts** if we are going to manage that.

A in debt, owing money _____
B reduce costs and live more economically _____
C be really expensive _____
D be able to manage to pay for the things you need _____
E come from a wealthy and privileged background _____
F spend money freely and without worry _____
G have barely enough money to live on _____
H start poor but later become extremely wealthy _____
I spend more than you can afford _____

2 **Work with a partner and answer the questions.**

1 What are three things that you would like to have but which cost the earth?
2 Who are three famous people who you think were born with a silver spoon in their mouth?
3 Do you enjoy retail therapy – splashing out on things when you need to be cheered up?
4 What percentage of the population of your country would you say regularly struggle to make ends meet?
5 Why do you think so many people in society live beyond their means?

SPEAKING

ASKING FOR AND GIVING CLARIFICATION



1 **You are going to listen to two students discussing a topic related to money. Look at the words/phrases in the box below from the conversation and if necessary, check their meaning. What do you think the discussion will be about?**

cryptocurrency	QR code	decentralised	
hack	transaction	verify	online scammer
log in	counterfeit	peer-to-peer network	

2 022 **Now listen to the discussion. What is happening in the conversation?**

1 The two students are disagreeing about something.
2 One of the students is explaining something to the other.
3 The two students are discussing a technical problem.

3 022 **Look at the phrases for checking understanding and clarifying ideas. Then listen again and number them in the order you hear them.**

Let me rephrase that. ☐
You've lost me there. ☐
What do you mean by …? ☐
I'm afraid I don't follow. ☐
I'm sorry I didn't quite get that last part. ☐
So what you're saying is … ☐
Basically ☐
What I mean is … ☐
Put simply ☐
What I mean by that is … ☐
To put it in a nutshell ☐

4 022 **Listen again and put the phrases from Exercise 3 in the correct columns of the table.**

CHECKING UNDERSTANDING	*CLARIFYING AN IDEA*

5 **Work with a partner and do the task below. Then swap roles.**

Student A: Choose a topic from the list below that you know a lot about (or another topic of your own choosing) and talk about it with Student B. Clarify any points using phrases from Exercise 4.

Student B: Listen to Student A and pretend you understand very little. Use the phrases and questions from Exercise 4 to check your understanding.

Possible topics:

- how a credit card works
- opening a bank account
- how a mortgage works
- how the stock market works
- online fraud (phishing, spyware, trojans, etc.)
- using an online payment service such as PayPal
- online banking

EXAM FOCUS

LISTENING PART 4

EXAM FACTS

- *You hear five monologues of around 30 seconds each on the same topic.*
- *You answer the same two questions for each monologue, choosing from a list of eight options.*

EXAM TIPS

- *Some candidates prefer to focus on one question per listening whereas others prefer to try to answer both questions the first time they listen and use the second time to check the answers.*

023 You will hear five short extracts in which people are talking about events and services related to money.

Task 1

For questions 1–5, choose from the list (A–H) the purpose of each event or service.

Task 2

For questions 6–10, choose from the list (A–H) how each speaker feels about the event or services he or she describes.

While you listen you must complete both tasks.

Speaker 1	**1**	Speaker 1	**6** .....
Speaker 2	**2**	Speaker 2	**7** .....
Speaker 3	**3**	Speaker 3	**8** .....
Speaker 4	**4**	Speaker 4	**9** .....
Speaker 5	**5**	Speaker 5	**10** .....

A	to collect useful data about shopping habits
B	to make money from unwanted items
C	to publicise its benefits for the young
D	to give assistance to those who are less fortunate
E	to get their business noticed
F	to increase understanding of personal finance
G	to encourage people to shop locally
H	to help the environment through recycling

A	curious about how it made money
B	convinced it should be banned
C	confident it would be enjoyable
D	confused about what it is for
E	doubtful of consumer benefits
F	interested in how it differs from similar events
G	annoyed that they wasted money on it
H	disapproving of its appropriacy

WRITING PART 2: A REPORT

EXAM FACTS

- *One of the Part Two options is to write a report either for a superior (for example, your boss or college principal) or your peer group (classmates or colleagues).*
- *You will have a prompt to draw on, but you can also use your own ideas and experience.*

EXAM TIPS

- *Use a report format, which will usually include headings.*
- *Use appropriate language for making suggestions and recommendations.*
- *Use formal language, especially if writing to a superior. Even if writing to peers, avoid very informal language.*

Over the last year your school or college has been raising money in support of a local charity. You have been asked to write a report for the staff and students on the past year of fundraising activities for the charity.

In your report you should briefly describe the chosen charity and its aims, evaluate the overall success of the fundraising and explain which activities were the most successful.

READING AND USE OF ENGLISH PART 8

You are going to read six reviews of digital finance apps. For questions 1–10, choose from the reviews (A–F). The reviews may be chosen more than once.

Which app

1 claims to be particularly useful for those with little experience of financial investment?
2 can assist someone whose debts have involved them in a legal process?
3 can be programmed to provide information you have requested as soon as it is available?
4 requires users to buy a piece of equipment to use alongside the app?
5 can give you advance notice of anticipated future prices?
6 enables you to benefit financially from expert opinion?
7 generates information for people working in a particular industry?
8 claims to be of particular value to people who are extravagant?
9 has expanded rapidly into a worldwide market?
10 provides information specific to wherever you happen to be?

EXAM FACTS

- *You need to identify which paragraph of a text information contains the answers to the questions.*
- *The text is usually either a single text divided into sections or several short separate texts on the same subject matter.*

EXAM TIPS

- *Underline the key words/ideas in each question and look for which paragraph or section expresses them, but be aware that they will be expressed in different words.*
- *Often there will be more than one section that mentions the same topics or ideas as the question, but only one will EXACTLY match the question.*

A Landrock

Endorsed by no less than the Chief Financial Officer of a major international bank, this free app is described by its creators as a 'financial champion', meaning that it puts customers' needs first and gives them tailor-made guidance on taking control of their money. Landrock tracks your spending and identifies wasteful behaviour, such as paying for subscriptions you don't use and paying more than you need to for utilities. This app is the ideal investment if you tend to squander your hard-earned cash and regularly get into debt before payday, as it comes up with practical ways of reducing unnecessary expenditure. You can also set up a savings account within the app for all the money you will save!

B Jeremiah

Jeremiah was developed five years ago in response to the knowledge that one third of food is wasted. Jeremiah combines a tablet app, which identifies the type of food being binned, and an electronic scale to work out the value of the food wasted. This awareness prompts chefs and other senior staff in professional kitchens to reconsider their production methods and reduce waste. In the first couple of years, one restaurant, Carlota's, saved over £4000 in a month, and more than 150 kitchens cut the amount of food wasted by half.

C Willow

This award-winning app aims to help users reduce expenditure by drawing their attention to the best offers and discounts around. Willow covers all your needs from food, clothes and beauty products to flights, hotels and car rentals. All the best deals around your current location are displayed on a map, making it easy to avoid getting ripped off. You also have access to a huge number of coupons, online codes and cashback offers, and you can set up alerts based on products you are currently interested in. There is also a useful section on relevant consumer law as it might affect you.

D CrystalGro

CrystalGro is a great app for those who want their money to grow but don't know where to start. You link the app to your debit and credit cards, and when you make a purchase, it rounds up the amount and puts the difference in index funds recommended by Brandon Carter, the international prize winning economist. To make it work best for you, you need to keep spending, but it's easy to 'set it and forget it', so that you are automatically growing your money. CrystalGro charges a fee but as long as your account is active, you'll be quids in!

E Sparrowhawk

With over 30 million apps installed, Sparrowhawk is a super popular way to save money on travel and holidays. This app monitors the cost of millions of worldwide flights daily so that it is able to predict likely changes. Type in your home city, chosen holiday destination and the range of dates you are interested in, and you can receive clear information on how much your journey is likely to set you back at any time throughout the year. It's invaluable if you have flexibility in your travel requirements and means you're no longer at the mercy of the enormous fluctuations in the travel industry that you would otherwise suffer from.

F Betony

Betony is aimed at anyone who wants to save money, but it has been of particular benefit to those recovering from bankruptcy. Once your bank account is linked to the app, it checks your spending and transfers what you can safely afford to your Betony account. Betony guarantees that you will not go overdrawn while using the app, giving you peace of mind while you budget and save. By using this app, hotel manager Sylvia Reynolds saved over $10,000 in two years, which she was then able to grow through careful investment. Use Betony free for three months and then a small fee applies. The popularity of the app has rocketed, and it is now being used across the globe, making an estimated total saving of $25 million a year.

REAL WORLD

PERSONAL FINANCES



Choosing a bank account

Opening your first bank account is something that needs careful consideration. But how do you choose a bank account? Here are some points to consider:

1. Can a fully online bank meet all my needs?

Young people are usually quite **(1) tech-savvy**. They are much more likely to operate their bank account from their phone and visiting the branch in person is probably a relatively rare event. Online banks (which don't have physical branches) are an attractive prospect because they often offer higher rates of interest. However, there are times when it might be preferable to speak to your bank face to face, such as withdrawing large amounts of cash or seeking financial advice regarding a loan. This will almost certainly be easier in a real bank branch.

2. Interest rates, fees and penalties

When choosing a bank account, look at what is on offer and **(2) weigh up** what is best for your circumstances. If you want to save then look for accounts that offer higher interest rates but be aware that this may be at the cost of limited access to your cash. Some charge monthly fees but offer benefits in return, such as travel and mobile phone insurance and car breakdown cover that may be useful to you. Some offer free overdraft facilities for when you spend more than is in your account, but others may charge for this service.

3. Accessibility of branches

Almost all high street banks tend to offer the same basic services: a debit card, online banking, ATM access, branch access and even a cheque book, so it may **(3) come down to** whether there is a branch near where you live, work or study. Remember though, that you are likely to be with the bank longer than you are in your student accommodation, college or workplace, so make sure your bank has plenty of branches wherever you are likely to be in the future.

4. Don't be (4) taken in by short-term benefits

Banks compete fiercely for student business with various rewards given in return for opening an account with them. Some even offer you a cash reward for doing so. Such offers might seem superficially attractive, but ask yourself how useful they really are to you personally and weigh them up against the possible disadvantages of that bank in the long term.

5. Take your time and seek advice

Your family and friends may all have experience with different banks, so take time to chat to them and find out what they recommend. **(5) Bear in mind**, though, that not all advice may be relevant to your circumstances. Give yourself enough time to look into all your options. However, if you're starting university, don't leave it until you arrive – you'll be too busy to dedicate the time this important decision deserves.

1 **Work with a partner and discuss the questions.**

1. Do you have a bank account of any type? If so, what factors did you consider when choosing your bank and the account type?
2. Do you do any banking online? Would you use an online-only bank?

2 **Choose the advice that you think will be given by the writer in the guide. Then read and check.**

1. Choose a 'physical' bank rather than a fully online one. ☐
2. Always choose the account with the highest interest rate. ☐
3. Make sure the account you choose doesn't charge fees for other bank services. ☐
4. Choose a bank with a branch close to where you live. ☐
5. Beware of attractive offers for new customers. ☐

3 **Look at the numbered words and phrases in the text and choose the best synonym for each. Choose a, b or both.**

1. **a** technophobic **b** technophile
2. **a** evaluate **b** consider
3. **a** be conditional on **b** depend on
4. **a** confused by **b** deceived by
5. **a** take into account **b** consider

4 **Work with a partner. Do you agree or disagree with any of the advice in the article? Is there any other advice you would add?**

5 024 **You will hear three dialogues related to money. Answer the questions.**

Conversation 1

1 What type of bank account does the customer want to open?
2 What is the bank going to send the customer?
3 What does the teller say about online security?

Conversation 2

1 What does the customer want to do and why?
2 What does the shop assistant offer her?

Conversation 3

1 Why does Dominique have no money?
2 What suggestion does Pete make?
3 Is Pete sympathetic to Dominique's situation?

6 024 **Choose the better option for each sentence. Then listen to Conversations 1 and 2 again and check.**

PHRASES YOU MIGHT HEAR

1 We just need to see some proof of *identity/identification* for you both.
2 You'll have a *password/passcode* and you'll set up *security/safety* questions with secret answers to protect your account.
3 Unfortunately, we can't give a *refund/return* on these items because they were in the sale.
4 The credit note is *valuable/valid* for up to six months.

7 025 **Listen to Conversation 3 again. Complete the phrases they use. Then match them with the meanings.**

PHRASES YOU MIGHT USE

1 I am flat _____ .
2 Sorry, Dominique, but this time I cannot _____ you _____ .
3 I am pretty much _____ _____ _____ _____ until the end of the semester.
4 I _____ _____ the money I _____ _____ for the fees, just to get by.
5 Sooner or later you are going to have to _____ _____ _____ _____ .
6 You have _____ _____ me and Mum and Dad long enough.

a saved up
b rescue financially
c be responsible for your own financial obligations
d have just enough money to live on and nothing extra
e take out money you had saved, especially when you shouldn't
f borrowed money from other people, exploiting their generosity
g no money

8 **You are going to watch the video about the world's top 5 financial centres. Look at the list and decide which order (1st to 5th) you think they will appear in. Then watch the video to check and make notes on each.**

Tokyo ☐
London ☐
New York ☐
Hong Kong ☐
Singapore ☐

WATCH





LIFE COMPETENCIES

TAKING CONTROL OF LEARNING

Go online and find a video in English on managing personal finances that you think would benefit students in your class. Present it to the class and explain why you chose this video in terms of:

- the content of the video
- the presentation of information in the video
- the language level of the video

4 THE NATURAL WORLD



GETTING STARTED

1 **Work in groups. Do the quiz.**

So, you think you know about space? Then put your knowledge to the test with this intergalactic quiz!

Round 1 – closest guess scores the point

1 How fast is the speed of light?
2 How many times wider is the Earth in comparison with the Moon?
3 Approximately how much does a NASA spacesuit cost in US dollars?
4 What is the diameter of the largest asteroid ever discovered?
5 In which year will the orbit of Halley's Comet next bring it past the Earth?

Round 2 – true or false?

1 The largest ever discovery of water in outer space was a vapour cloud which contains almost as much water as in all the Earth's oceans.
2 The footprints left on the moon by astronauts between 1969 and 1972 are still visible.
3 Scientists believe there is a planet made from diamonds.
4 There is no sound in space.
5 More solar energy hits the earth every hour than the entire Earth population consumes in a year.

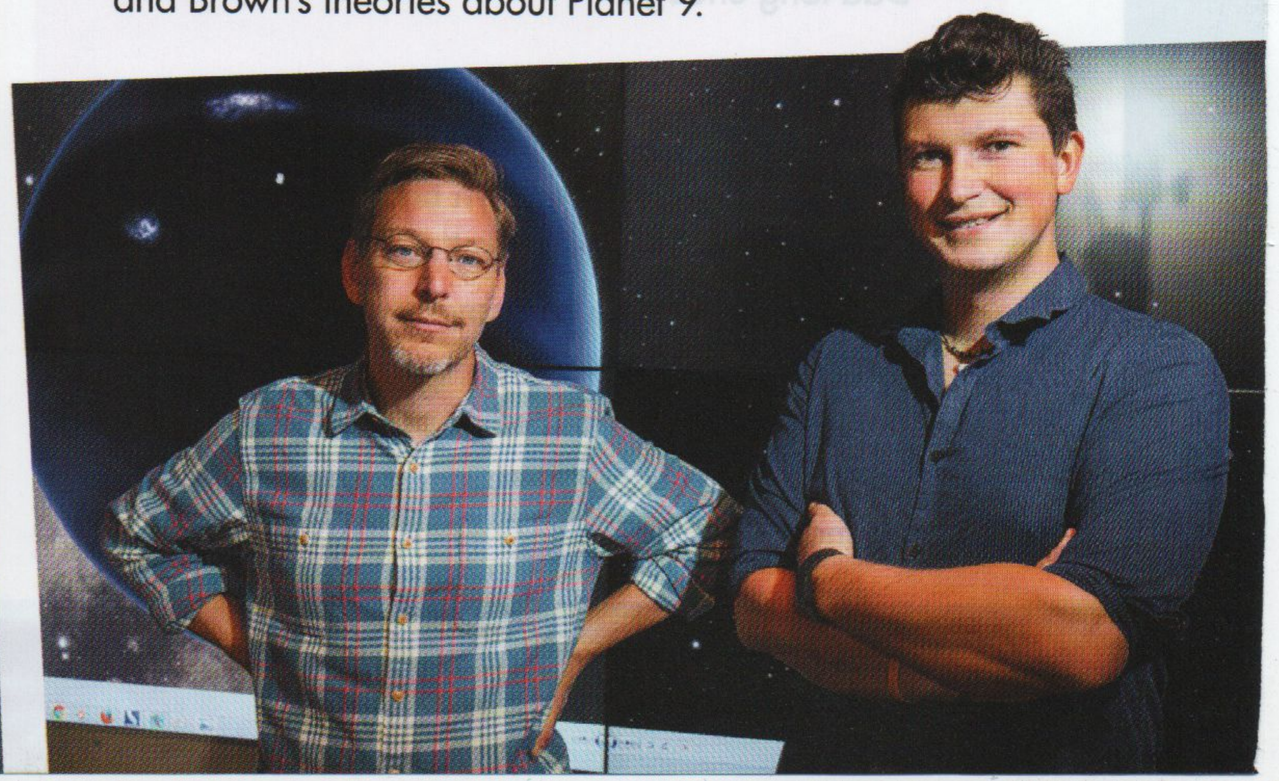
Bonus round: (1 point for each)
Name all the planets in our solar system.

LISTENING PART 2 TRAINING

1 **You are going to hear a student giving a presentation to his college astronomy club about a recent discovery made by scientists in the United States. First, look at Questions 1–4. Then, read the 'Listening Technique' box and answer the questions in it.**

PLANET 9

Darren says that the newly discovered body should be considered as a planet on account of its **(1)** _____ .
People have used the phrase **(2)** _____ to describe the body's behaviour.
Planet 9 helps to explain the movements of a group of **(3)** _____ objects in the Kuiper Belt.
It was noticed that all of these objects were at the same **(4)** _____ in their orbit of Planet 9.
This could be only the **(5)** _____ planet discovered in the solar system in modern times.
As one of the first planets in the solar system, Planet 9 might have developed by collecting **(6)** _____ .
Planet 9's orbit can be explained as being the result of the effects of Jupiter's **(7)** _____ on it.
At present there is still no **(8)** _____ to support Batygin and Brown's theories about Planet 9.



2 026 **Now listen to the first part of the presentation and answer questions 1–4.**

3 027 **Look at questions 5–8. Think about the missing parts of speech for each gap and think of synonyms for the underlined words or phrases. Then listen to the second part of the presentation and complete the gaps.**

4 **Work with a partner. Think of some ideas for a name if Planet 9 is confirmed as a planet and have a class vote on the best.**

LISTENING TECHNIQUE

Always read the notes/questions before you listen, and decide what part of speech (noun, verb, adjective, adverb, phrase) is needed to fill each gap. Remember that the speaker is probably going to use synonyms and paraphrases of the words in the sentences around the gaps.

Look at these clues for questions 1–4.

(1) What could be a characteristic (noun) of the body which makes it a planet?

(2) How many words are you listening for here?

(3) What parts of speech would you expect to go before *objects* here in this sentence?

(4) The key to this answer is to listen out for a synonym of *same* in the audio. What synonyms can you think of?

VOCABULARY

SPACE

1 **Decide which of these words form compound nouns with *space* in English.**

suit ✓ *spacesuit*	craft/ship	satellite
planet	shuttle	orbit
rocket	asteroid	outer
race	travel	aliens
probe	tourism	station

2 **Complete the sentences with a compound noun from Exercise 1 in the correct form.**

1 A _____ needs to be able to keep an astronaut safe and withstand extremes of temperature.

2 Some historians say that the high costs of the _____ between the USA and the USSR in the 1960s, 70s and 80s contributed to the eventual disintegration of the Soviet Union.

3 I desperately hope that _____ will become more affordable, as my ultimate dream is to orbit the earth myself.

4 In 1977, NASA launched two unmanned _____ intended to study Saturn, Jupiter and their moons.

5 In order for a _____ to escape the Earth's gravity, it needs to hit a velocity of 11 km per second.

3 **Complete the sentences with words and phrases from the box that collocate naturally with *space* in these contexts.**

breathing	confined	hard disk	waste	
stared	parking	storage	personal	bar

1 I couldn't save that file because I don't have enough _____ space on my laptop.

2 So many people in my street have cars that sometimes it can be really tough to find a _____ space.

3 Claustrophobia is the fear of _____ spaces.

4 For a moment, he said nothing and just _____ into space.

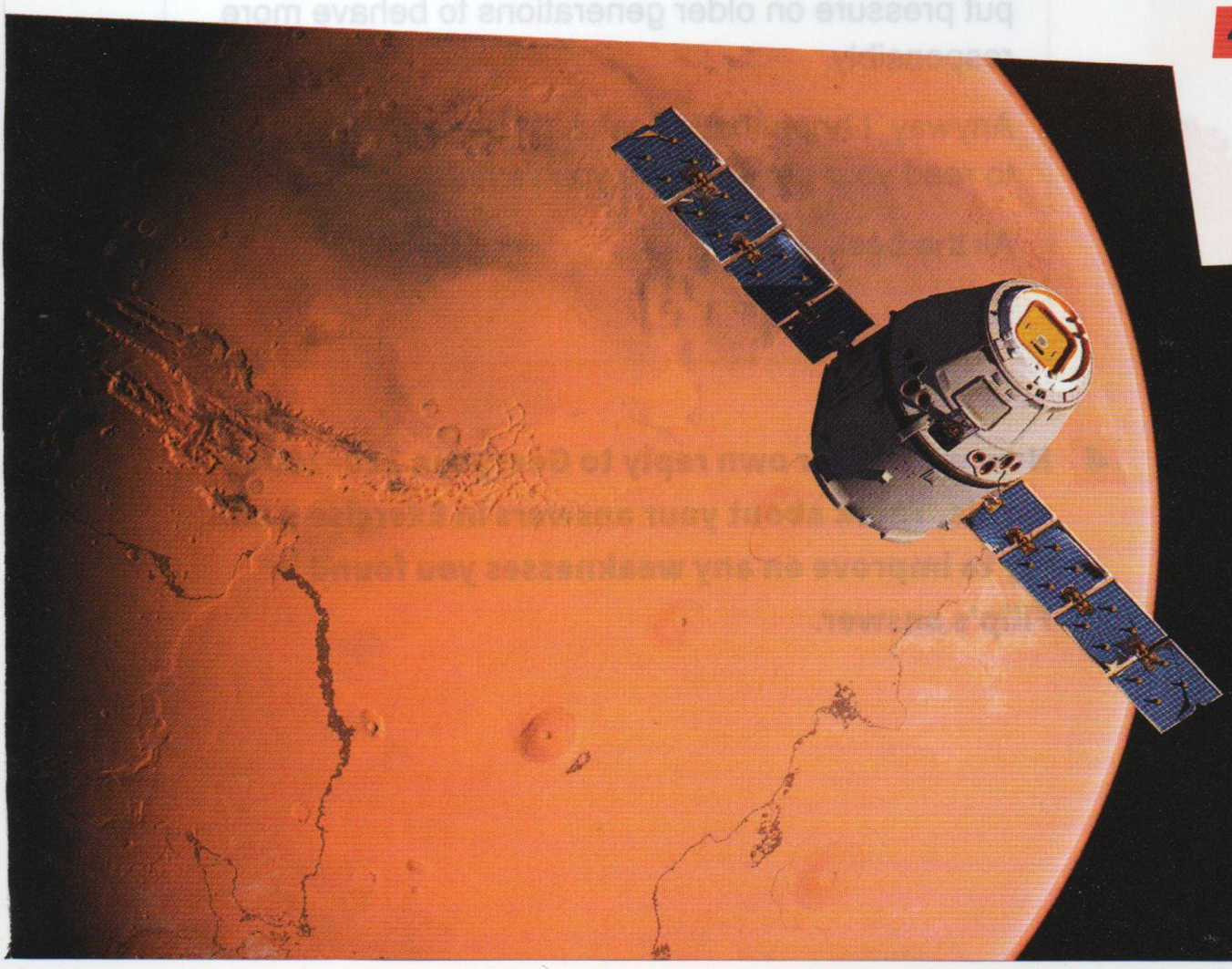
5 The teacher has extended the deadline for the class project until next week, so we have a little extra _____ space.

6 Why are you going out with him? He's a complete _____ of space.

7 The space _____ on your keyboard is the long button at the bottom.

8 Many people feel uncomfortable when you get too close to them and invade their _____ space.

4 **Go online and find more examples of common collocations with the word space. Choose five collocations or phrases that you think would be the most useful to learn.**



WRITING PART 2: AN EMAIL TRAINING

1 Look at the following possible environmental projects/policies. Rank them 1–10 (with 1 being the most and 10 the least) in terms of how worthwhile you think they are or would be in your country.

- ☐ charging extra tax on vehicles running on fossil fuels like petrol or diesel
- ☐ having car and vehicle free zones in cities
- ☐ stricter regulations for industrial emissions and contamination with severe punishments for violations
- ☐ building more wind and solar power farms
- ☐ making solar panels for homes more affordable
- ☐ banning hunting of animals
- ☐ reintroducing new populations of wild animals to an area sparsely populated by humans
- ☐ organising public litter collections
- ☐ protection of endangered species

2 Look at the exam task below: an email from an English-speaking friend. Answer the questions.

As part of my course, I'm researching what is being done around the world to help protect the environment. I'd really love to know what kind of environmental projects or policies you would like to see in your country, and what the benefits of these could be.

If you could let me know, I'd be really grateful, and I look forward to hearing from you.

George

1 What two questions does George want answers to in reply to his email?
2 Remember that your answer needs to be between 220 and 260 words. How many projects/policies do you think you would need to include?
3 Do you think the email reply should be written using formal, informal or neutral English?



3 Now read Filip's reply to George and answer the questions.

1 How many projects/policies does Filip mention in his email?
2 Does he answer both of George's questions in relation to each project/policy?
3 Is his email written in formal language?
4 What is the function of the highlighted phrases? Can you think of any other phrases you could use?
5 Does Filip show a good variety of more complex language?

Hi George,

Thanks very much for your email. Your research sounds intriguing and I am happy to give you my perspective on it.

As you know, my area is renowned for its beautiful beaches and coastal scenery. These attractions draw millions of visitors every year but, regrettably as a result, such heavy tourism is having a negative environmental impact and something needs to be done about it. Given that this damage is being caused by tourism, it is my firm belief that the profits made by local businesses in these areas should in part pay for their protection. As far as I am aware this is currently not the case, and I am convinced that this needs to change.

I'd also like to see money being invested in environmental education both for tourists visiting these areas and in our schools nationally. People are more likely to want to take care of the environment if they understand the damage that they are causing to the ecosystem. To my mind, a lot of environmental destruction is caused by ignorance. For example, if people are taught how to safely light campfires, we could avoid many of the fires that devastate our forests every year. Based on personal experience, I would say that once people become aware of the impact of their actions, they will change. Moreover, if we ensure that our kids are environmentally aware, they will put pressure on older generations to behave more responsibly.

Anyway, I hope that's useful. I'd be really interested to read your project once you've finished!

All the best,

Filip

4 Now write your own reply to George in 220–260 words. Think about your answers in Exercise 3 and try to improve on any weaknesses you found in Filip's answer.

GRAMMAR

FUTURE CONTINUOUS, FUTURE PERFECT SIMPLE, FUTURE PERFECT CONTINUOUS AND *BE* + *TO* + INFINITIVE

GRAMMAR ON THE MOVE
Watch the video

1 **Complete the sentences with the verbs in the box. Use *be* + *to* + infinitive if possible and *will* + infinitive where not.**

melt announce build become survive

1 The government _____ tough new anti-littering laws next week.
2 If the planet _____, we need to address the key environmental problems now.
3 The new electric car factory _____ on the outskirts of town.
4 Some experts predict that the polar ice caps _____ in the next 20 years.
5 Extreme weather conditions _____ more common unless we stop deforestation.

2 **Complete the sentences using the future continuous, future perfect simple or future perfect continuous form of the verb in brackets. Each group of sentences will use the same tense.**

1 a Next week is an important anniversary. It _____ two years since I became a vegan to help the environment. (be)
b The government's target for reducing vehicle pollution _____ by 2025. (reach)
2 a Supposedly, by around 2040 we _____ petrol cars any more. (drive)
b _____ us on our visit to the nature reserve tomorrow? (join)
3 a When you come to visit us, we _____ in our eco-house for six months. (live)
b Don't expect him to help you this evening. He _____ in the garden all day and will be tired and in need of a rest. (work)

3 **Make optimistic and pessimistic predictions for the year 2050 using the grammar from this section.**

Pessimistic – The polar ice caps will have melted and sea levels will have risen dramatically.
Optimistic – We won't be using plastic packaging for food products any more.

GRAMMAR REFERENCE / *Future continuous, Future perfect simple, Future perfect continuous and be + to + infinitive: Page 206*

PUSH YOURSELF C2

FUTURE TENSES FOR SPECULATING ABOUT THE PRESENT AND PAST

DID YOU KNOW?

The future continuous, future perfect simple and future perfect continuous can also be used to say what we imagine to be true at this moment or even in the past. Look at this conversation. Speaker B gives three possible answers using each of these tenses:

A: Where's dad? Has he gone to work?
B: Yes, but he'll probably have arrived by now. [= He's probably arrived.]
OR
B: I'm not so sure – the roads look very busy today, so he'll probably be sitting in a traffic jam somewhere. [= He's probably sitting.]
OR
B: Well' it's rush hour so he'll probably have been sitting in a traffic jam for the last 30 minutes! [= He has probably been sitting.]

1 **Complete the dialogues by adding the verb in brackets in a suitable tense.**

1 **A:** How come I haven't seen any hedgehogs for a long time?
B: Well, it's winter now, so they _____ at this time of year. (hibernate)
2 **A:** Can I borrow the car, Mum?
B: Well, I'm not planning on using it and your father _____ it. Yes, that will be fine. (probably not need)
3 **A:** I haven't seen Sam for months. What do you think he'll _____ at the moment? (do)
B: No idea. You know Sam. Since we saw him last, I can almost guarantee that he _____ for that environmental charity he joined. (still work)
4 **A:** I hear you're going to visit some distant relatives this week.
B: That's right. It's been so long since I have seen them that I am sure they _____ what I look like by now. (forget)

2 **Work with a partner. Write the names of some people who are not in the same room as you are now. Tell your partner what you think they will be doing, will have done or will have been doing. Use the future perfect and future continuous.**

My sister will probably have finished work now. I guess she'll be waiting for the bus at the moment.

READING AND USE OF ENGLISH PART 7 TRAINING



1 **Work with a partner. Say how important the following considerations are for you when buying clothes. Be honest!**

- what brand the clothes are
- how much the clothes cost
- what is in fashion at that time
- how long the garment is likely to last
- whether the fabric is natural or synthetic
- how far the item has travelled between the factory and the shop
- what the brand or manufacturer does to help or harm the environment

2 **Read an article on sustainable fashion. Find the numerical information in the article. What does it refer to?**

20 percent *clothing production is responsible for 20 percent of global water pollution.*

350,000 tonnes — one year

second biggest — £255

60 percent

3 **Four paragraphs have been removed from the article. Choose from the paragraphs A–E the one which fits each gap (1–4). Use the tips to help you. There is one extra paragraph which you do not need to use.**

4 **Write the plan for a short blog post that gives tips and suggestions on the topic 'How to buy clothing more sustainably'.**

SUSTAINABLE fashion

The environmental impact of the fashion industry is overwhelming. In fact, clothing production is responsible for 20 percent of global industrial water pollution, and the industry as a whole is often said to be the world's second biggest polluter. Every year, the UK sends 350,000 tonnes of clothing to landfill, and with the majority of this being made from manmade materials such as polyester, it's not going anywhere any time soon. Many people are arguing that it's time to rethink this approach, especially given the questionable practices of some of the world's major fashion producers.

1 .....

But wastefulness isn't restricted to high-end stores. Arguably, the consumer on the street is just as guilty. We're buying 60 percent more clothing than fifteen years ago, but only keeping it for half as long. And it's been estimated that 60 percent of all clothing made globally ends up destroyed or in landfill within a year of production.

2 .....

The fact that firms are embracing this sort of approach perhaps shouldn't seem too surprising. After all, what better way for a corporation to signal to their consumer base that they believe in helping the environment than by using materials that do just that?

3 .....

The result of one such collaboration is a £255 winter coat, produced by the Danish fashion brand Moshi Moshi. It looks and feels just like a normal padded coat, and if you weren't told otherwise, there's no way you'd be able to tell that it was made entirely from plastic bottles. 'The fabric is very fine and has its own design challenges,' says the label's owner Jenny Egsten-Ericson, 'but the idea is to learn and get better with time, as we believe this is a long-term strategy.'

4 .....

It's a persuasive notion, and one that may well prove to be a major disrupter to the fashion world in the years to come.

A In contrast, the movement for sustainable fashion advocates manufacturing and buying processes that are kinder to the environment. Many brands are adopting eco-friendly fabrics such as Tencel, which is made from wood pulp, and can be recycled without the need for any chemicals. Denim, hemp and the likes of recycled cashmere also tick the 'sustainable' box.

Option A begins with the phrase *In contrast* and mentions 'sustainable' fashion which is 'kinder to the environment'. Which paragraph in the text mentions something which isn't sustainable and isn't kind to the environment?

B Others, however, take a bolder and less conventional approach in order to highlight issues of environmental concern, such as the horrific amount of plastic that finds its way into the oceans of the world, where it threatens the marine ecosystem. Fashion designers such as Stella McCartney, as well as brands such as Adidas and Gucci are increasingly partnering with environmental conservation groups and sourcing materials for their products which have been converted from plastic salvaged from the seas.

This option begins with the word *Others* and talks about how some people take a certain approach to environmental problems. Where in the text is another group of people's approach mentioned?

VOCABULARY

NOUN COLLOCATIONS

1 **Match sentence halves 1–4 and A–D to complete the noun collocations in bold.**

1 The creatures I find it most pleasurable to watch are **birds of**
2 The predator at the top of the **food**
3 These days there's almost no-one who denies that **climate**
4 Mankind's relentless use of **fossil**

A **change** is one of the key issues facing our planet.
B **fuels** over the last century has had a devastating impact.
C **chain** in this habitat is of course the mighty lion.
D **prey** – I'm just in awe of them!

C Many labels are known to destroy their unsold stock rather than offer it at reduced prices and lower the perceived exclusivity of the brand. Some luxury manufacturers have even burnt billions of dollars' worth of clothing for this reason.

This paragraph mentions negative practices in the fashion industry. Which part of the text introduces this idea in its final sentence?

D Buying second-hand clothing is another effective way to keep down the amount of clothes that are manufactured in a way that poses a threat to the environment. If you are buying a second-hand garment instead of a new one, no extra industrial processing or production has been done in order for you to have your new piece of clothing, and so the environment benefits.

The key word here is *another*. Does the text have a paragraph which mentions a different way to reduce the amount of manufactured clothes?

E Whether it will be of course remains to be seen, but what is certain is that a highly professional appearance is achievable using these kinds of manufacturing techniques. 'The idea that sustainable fashion must be of lower quality, made from less durable materials, or is generally less attractive is an outdated concept,' says founder of the RiLEY Studio, Riley Uggla.

What does *it* refer to in this option?

2 **Complete the review, choosing the correct collocation for each gap.**

NEWS REVIEWS ABOUT SEARCH

One to watch with all the family …

Coming soon to OnDemandTV is a stunning new eight-part documentary series, *Our Fragile Planet*. Presented by **(1)** world – *known/renowned* ecologist Dr Susie Walker, each episode focuses on a distinct natural **(2)** *habitat/inhabitant*, starting with the Sierra Maestre mountain **(3)** *range/group* in Cuba. Walker's focus is on the incredible **(4)** *diversity/difference* of species within each of these locations, and she makes a **(5)** *complete/convincing* case that all of them, from the top predators to the lowliest creature at the bottom of the food **(6)** *sequence/chain* are highly dependent on each other.

The breathtaking footage is amongst the best ever seen in a wildlife documentary. From the **(7)** *marine/ocean* mammals of Australia to the lemurs of Vietnam, the coverage makes this **(8)** *crucial/compelling* viewing. The commentary is informative too, with clear explanations of, for example, how ocean **(9)** *flows/currents* play a key role in the redistribution of nutrients throughout the globe. Perhaps unsurprisingly, some of the most **(10)** *noticeable/memorable* scenes involve animals hunting, with the sequence in which a tiger moves in on its prey in episode 3 being a particular highlight. We won't tell you how it ends – you'll have to tune in to find out!

Verdict ★★★★★



3 **Read the tip, then classify the collocations in Exercises 1 and 2.**

DID YOU KNOW?

Collocations are words which naturally are used together in a language. Here we are focusing on noun collocations and they come in different types:

- adjective + noun
- noun + *of* + noun
- noun + noun
- noun + adjective

It is a good idea to record words which strongly collocate together to make your language sound more natural.

4 **Work in groups. Decide what makes a truly great wildlife documentary programme. Use some of the collocations from this section in your discussion.**

GRAMMAR

VERB PATTERNS (3) – MULTI-WORD VERBS

GRAMMAR ON THE MOVE
Watch the video

1 **Read the information in the Grammar reference on page 207 and categorise the multi-word verbs according to type. Then decide what each means.**

1 How we **dispose of** our waste now will affect future generations.
2 Politicians need to **put** their differences **aside** for the benefit of the environment.
3 Too much plastic **ends up** in the oceans, contaminating life there, but no one takes responsibility for **cleaning** it **up**.
4 More and more species are **dying out** due to deforestation and destruction of natural habitats.
5 We cannot **leave** it **to** governments to **sort out** the environment; we need more direct action.
6 Many manufacturers have **done away with** micro-plastics, which **kill off** marine life.
7 A lot of people have **gone back to** growing their own fruit and vegetables rather than buying mass-produced versions in supermarkets.
8 Governments across the world need to **put together** a plan to force industries to take responsibility for the environmental damage they cause.
9 Scientists are working to **come up with** new types of plastic that are more biodegradable.
10 I **call on** governments around the world to resolve these issues together.

2 **Look at the following sentences and focus on the multi-word verbs. Correct any mistakes in the word order. Then decide what each multi-word verb means.**

1 Why do supermarkets **insist on** using so much plastic packaging on food products, and how is this justified?
2 Should cafés and restaurants be required to **do away** plastic straws and cups **with**?
3 If an oil tanker causes a spill in international waters, whose responsibility should it be to **clear up** it?
4 Do you think that environmentalists' concerns are exaggerated, or are they **backed** by science **up**?
5 What kind of fuel do the majority of vehicles in your country **run on**, and how is this affecting air quality?
6 Should renewable energy be **looked upon as** being morally superior to fossil fuels?



3 **Decide whether the underlined adverbs in the following sentences are in an appropriate position. Move any that aren't.**

1 Greenpeace was set initially up in Canada, but now operates throughout the world.
2 It starts as a tiny seed but turns gradually into an enormous plant.
3 Much discarded plastic ends ultimately up in the ocean.
4 The oil industry accounts for significantly more air pollution than any other.
5 We plan to do away completely with disposable cups in all of our stores.

4 **Rewrite the sentences to make them clearer.**

1 It is expected that it will take weeks or even months to clear the 45-kilometre-long oil slick up.
2 Environmental pressure groups have put several measures to force companies to monitor their pollution levels forward.
3 I'm planning to set a completely vegan café which will advocate animal welfare up.
4 Foresters have had to chop ash trees affected with disease down.

5 **Work in pairs. Use the multi-word verbs in this section and make a list of suggestions or ideas for protecting the environment.**

*We need to stop **disposing of** plastic waste in the oceans as we are **killing off** marine life.*

➡ **GRAMMAR REFERENCE** / *Verb patterns (3) – Multi-word verbs: Page 207*

SPEAKING

BUYING TIME AND KEEPING THE CONVERSATION GOING

1 028 **Match the HR manager's questions with Mariza's answers during her job interview with a firm called Green Power For Tomorrow (GPFT). Then listen and check.**

1 How do GPFT's core values reflect your own beliefs about the environment?
2 Being a recent graduate, do you think you have enough experience for this post?
3 How would someone who knows you well describe you?
4 What do you think you'd be doing if you hadn't chosen this career?
5 What do you hope you'll be doing in ten years' time?

A _____ Whilst it is true that I've only been in full-time work for a year, during that time I have also gained valuable skills by being involved in running various student groups. I am sure this will benefit me in the role with GPFT.

B _____ Well, I'd like to be making a difference, to be building a better future in some way. And I very much hope that can be with GPFT.

C _____ If you asked a colleague or line manager, they'd say I'm committed, focused and serious. But my friends look upon me as a bit of a joker!

D _____ I've always been fascinated by the environment and wildlife, so perhaps I'd have trained as a vet.

E _____ I'm passionate about reducing household emissions, and I know the company shares this vision …

2 028 **Listen again and add the phrases Mariza used to buy time.**

3 **Match 1–5 with A–E to make longer responses you could use to keep a conversation going. Then decide the function of each complete response.**

1 I beg your pardon.
2 I know what you mean –
3 That's a tricky one to answer,
4 That's a really interesting idea –
5 I wouldn't even know

A how to begin to answer that.
B I didn't catch that.
C I've had a very similar experience myself.
D could you explain what you mean?
E but I'll give it a go.

i) saying that you need more information
ii) explaining that the question is difficult to answer
iii) asking for more information from the questioner
iv) empathising with what the other speaker has just said

4 **Work with a partner. Practise taking turns and keeping the conversation going with appropriate phrases from this section by discussing the following opinions.**

If all school children spent an hour a week collecting and disposing of litter from our streets, then the world would be a better place.

By living in cities, we lose sight of the beauty of nature.

Depriving animals of their liberty by keeping them in zoos is inhumane.

It's inevitable that some species of animal will die out over time. This has always been the case, and protecting endangered species is a waste of time and money.

DID YOU KNOW?

Different cultures have different ideas on how long a silence feels comfortable during a conversation. In English-speaking countries such as the UK and the US, one to two seconds feels comfortable. Anything longer can feel awkward. Therefore,

- feel free to wait one or two seconds before replying if you need to think of what to say
- if you need longer than one or two seconds, then say something in order to buy yourself some time

This applies in formal situations such as the Speaking exam or a job interview, as well as in social situations.



EXAM FOCUS

LISTENING PART 2

EXAM FACTS

- *In Part 2, you will hear a monologue, which contains information and is often a lecture or a presentation.*
- *The missing information is a word or short phrase stated in the audio and should be written in capital letters on the answer sheet.*

EXAM TIPS

- *Read the notes before listening to understand the subject and predict what the missing information is.*
- *Check answers make sense, fit grammatically, are spelt correctly and don't repeat information already in the notes.*

029 **You will hear a student called Matt Brady giving a presentation on the subject of wildlife repopulation. For questions 1–8, complete the sentences with a word or short phrase.**

Matt describes rewilding as a particular approach to
(1) _____ of the environment.
Matt says that the word *rewilding* usually doesn't feature in
(2) _____ .
Matt feels that the success of the rewilding project at Knepp was remarkable because it is so close to a large
(3) _____ .
Knepp now has the UK's highest number of one species of
(4) _____ .
The location of a red kite reintroduction programme in Wales has become a **(5)** _____ .
Matt was surprised to learn that bison can live away from
(6) _____ in Holland.
Matt mentions the grey wolves in Yellowstone to give an example of a project which is **(7)** _____ .
Matt argues that a rewilding project can be considered a success if it can be continued without
(8) _____ .



GLOSSARY

red kite large bird of prey from the same family as eagles.

WRITING PART 2: AN EMAIL

EXAM FACTS

- *Part 1 and Part 2 have the same number of marks.*
- *You must write between 220 and 260 words.*

EXAM TIPS

- *Identify exactly what you are being asked to do, and underline any questions or instructions.*
- *Make notes on a separate piece of paper and plan your email before you begin writing your actual answer.*
- *Halfway through writing your answer, check your notes again.*

You have received an email from an English friend.

....

I'm planning to come to your country for a week with two friends from my college. We'd like to visit some nature reserves during our stay. Can you suggest two or three nature reserves we could visit? What would we be able to see and do there, and what makes each one so special for visitors from other countries?

Thanks for your help!

Matilda

Write your email in reply.

READING AND USE OF ENGLISH PART 7

EXAM FACTS

- *The whole text (including the removed paragraphs) is up to 800 words long.*
- *This task tests that you understand how texts fit together, and how ideas are developed throughout a text.*

EXAM TIPS

- *Start by reading the gapped text first so that you understand the structure of the whole text.*
- *Remember that each of the missing paragraphs must make sense with the one after it, as well as the one before it.*
- *Understanding what words like pronouns and linking words/phrases refer to can help you.*

You are going to read an extract from a magazine article.
Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap 1–6. There is one extra paragraph which you do not need to use.

The Great Pacific Garbage Patch

The world's largest accumulation of ocean plastic is located between Hawaii and California. Journalist Jamie Adamson reports on the most extensive analysis ever of this area.

According to current estimates, some 2 million tonnes of plastic enter the world's oceans each year by means of rivers. Along with another 10 million tonnes arriving from other sources, that's a staggering truckload of rubbish every single minute simply being dumped in the sea. Plastic of course comes in all shapes and sizes. Food packaging and drinks bottles are particularly common in oceans, as are nets and other debris from fishing trawlers. Much of this plastic is simply thrown overboard, and more than half of it is less dense than water.

1 .....

Another consequence of plastic's resilience is that it takes a very long time to be broken down into smaller pieces, which in turn pose a threat to smaller sea creatures. In fact, it enters every single level of the food chain, from miniscule plankton right up to whales. It even ends up in the seafood on our plates, as it simply will not degrade. Plastic can last years at sea, during which it can be transported over vast distances.

2 .....

Perhaps the most widely known is the one in the Pacific, between the American states of Hawaii and California. It covers an area of roughly 1.6 million square kilometres (three times the size of France). To formulate this number, the team of scientists behind the research conducted the most elaborate sampling method ever co-ordinated.

3 .....

The scale of the patch exceeded all expectations. The mass of the 1.8 trillion pieces of plastic it contained was estimated at 80,000 tonnes, equivalent in weight to 500 jumbo jets.

4 .....

And arguably they should have – the patch is constantly changing in location and shape, and items will shift towards the centre and then back away from it. So the fact that an object has moved beyond a certain arbitrary point should not be taken as indicating that it is no longer part of the patch. In fact, only floating objects influenced more by currents and less by wind are likely to remain in a similar position for long.

5 .....

In order for the researchers to be in a position to identify the most suitable methods for cleaning up the garbage, they also need to measure the vertical distribution, as not all plastic in the patch is visible at the surface.

6 .....

Determined measures are finally under way to reduce the amount of plastic of all shapes and sizes in the Great Pacific Garbage Patch as well as other patches around the world. Nobody underestimates the challenge of this enormous task, the vast costs involved, or the urgency to tackle this global environmental problem.

A The results demonstrate that pollution at sea, while densely clustered within the patch, is still scattered. It does not form a solid mass, and does not fit the 'trash island' model.

B It is the currents within the oceans which play the most significant role in the distribution of plastics around the world. In certain locations these currents converge, and one consequence of this is the creation of what have become unceremoniously known as ocean garbage patches.

C Factors such as wind speed, sea state and buoyancy will influence the depth below the surface of a plastic object. Buoyant plastic will generally resurface in calmer waters, and diminutive items (sometimes referred to as nurdles) will generally take longer.

D Many of the world's top oceanographers were consulted as to the most suitable way to get the plastic out of the sea and back to land, where it could be disposed of safely. After days of discussion, they were able to reach a consensus.

E While shocking in itself, this is in fact a conservative estimate as the team only took into consideration the most densely packed central area (with concentration levels as much as hundreds of kilogrammes per square kilometre). Had the research team included the less densely packed peripheral boundaries, the figures could easily be 20 percent higher.

F For this reason, it does not sink, but remains on or close to the surface, where it is frequently mistaken for food by fish, birds or marine mammals, and swallowed. These creatures can then starve, as the material they have swallowed is simply indigestible and yet their stomachs are full.

G This consisted of a fleet of 30 boats, 652 surface nets and two flights over the patch to gather aerial imagery of the debris in a range of locations. Experts used this to build up a comprehensive picture of the task facing them.

REAL WORLD

OUT OF THIS WORLD?

1 030 **Listen to a scientist talking about everyday inventions that are thanks to research into space explorations. One of them is untrue. Which one?**



2 **Read the text about the pros and cons of space exploration and match the headings with the arguments.**

A Space travel is hazardous.
B What about all the rubbish?
C The expenditure cannot be justified.
D Our understanding can be advanced.
E We need resources, and space may provide the solution.
F Much of the information gathered is already out-of-date.
G Going into space is more affordable than you might think.
H The effects of space travel on the body are not fully understood.
I Space travel is one of the few human endeavours that really crosses borders.

SPACE TRAVEL *and* RESEARCH *— for or against?*

Few things divide opinion quite as much as the pros and cons of space travel, so let's hear the arguments on both sides.

FOR – astrophysics student Sangita Devi, Mumbai, India

1 .....

Out of the 72 countries that claim to have a space programme, only a handful in fact have actual launch capacity. The rest are dependent on pooling their expertise and resources with other nations. It's hard to think of another area which brings together humans from all nations without conflict.

2 .....

Because space exploration gives us a different perspective, it allows us to view our planet in a different way – quite literally. For example, it enabled us to identify ozone depletion in the upper atmosphere and begin a conversation about the dangers of global warming, in order to keep the planet healthy for our children and grandchildren.

3 .....

With finite supplies of energy and raw materials on Earth, we need to find alternative sources. The rest of the solar system may contain minerals, precious metals and even new materials which we can benefit from if they can be brought back to Earth in a cost-effective way.

4 .....

Opponents of space travel and research cite its high cost as being a major drawback. In actual fact, only $4 per year is spent on space travel for each person on the planet. To put it another way, space only consumes 0.05 percent of the world's GDP. Surely, as a species, we can stretch to that?

AGAINST – environmentalist Rudolf Hindjou, Windhoek, Namibia

5 .....

In 2017, NASA announced the discovery of three Earth-sized planets in the so-called Goldlilocks zone, where the distance from their star means it is neither too hot nor too cold for life. The problem is that they are 40 light years from us, so what we can observe now took place a long time ago. Think of the changes in your own life just in the past five years, and apply that on a planetary scale: how reliable can the knowledge gained from space exploration really be?

6 .....

After six decades of space travel, there are half a million items of trash in orbit, which are likely to stay there forever. All this debris makes space travel more risky, because an impact with a spacecraft could have deadly results.

7 .....

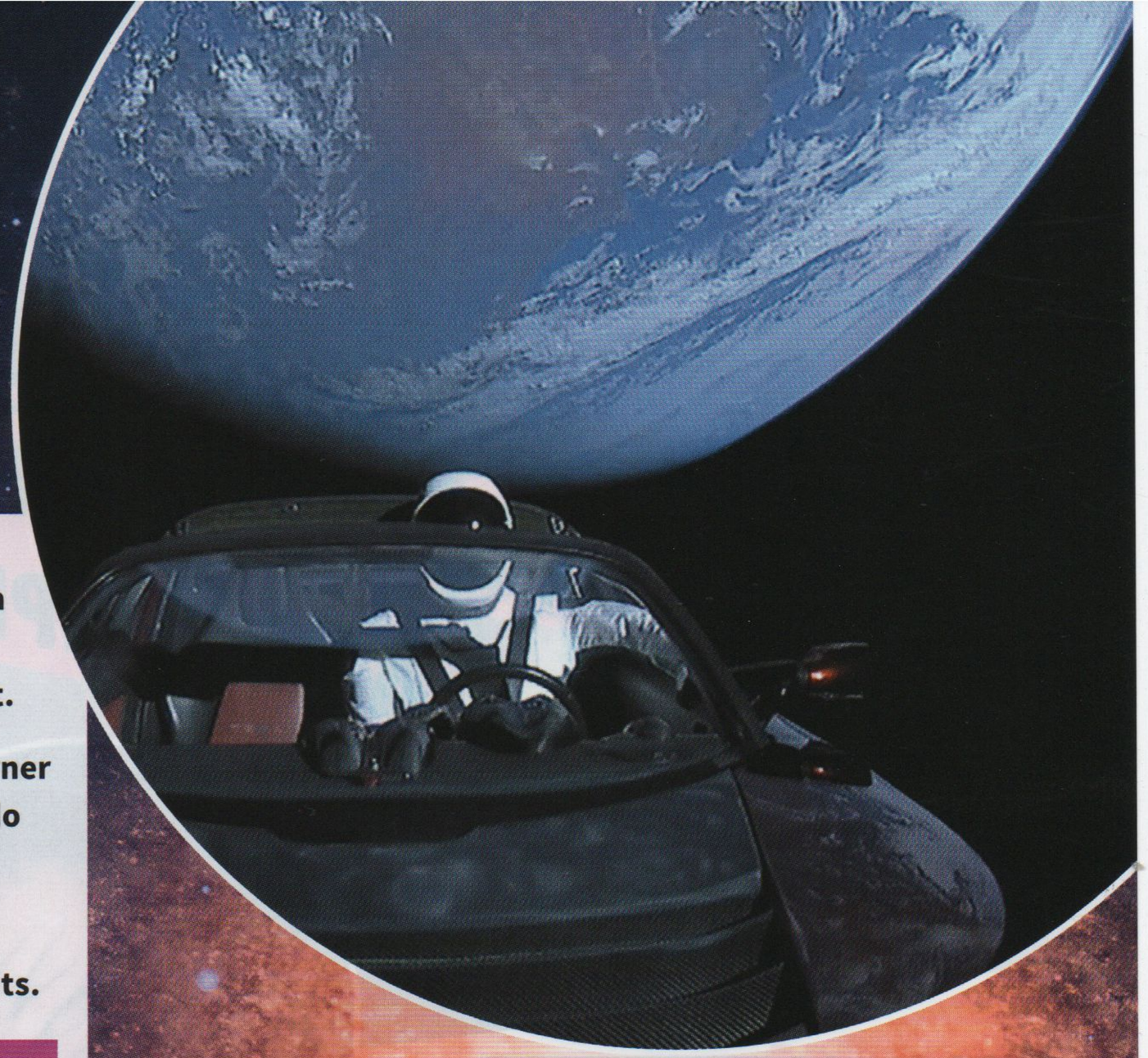
We should ask ourselves whether funding extravagant space programmes is the right thing to do, given that there are millions of people starving around the world.

8 .....

Fewer than 600 people have been into space, where they were exposed to high levels of radiation as well as weightlessness. At present, little is known about the physical effects of this following their return to Earth.

9 .....

Several fatalities have occurred since Soviet cosmonaut Valdimir Komarov was killed in his April 1967 space flight when a parachute failed to open, causing his capsule to crash. The distances travelled in space are so vast that it would be virtually impossible to launch a rescue mission in the event of a crew needing to be saved.



3 Work in groups. Can you think of any more arguments for or against space exploration? Then discuss whether you think space research and exploration is a positive or negative development.

4 031 Look at the photo in the top right-hand corner of the page. Which famous person and company do you think it might refer to? Listen and check.

5 031 Listen again. Match the words to make phrases you might use for describing achievements.

PHRASES YOU MIGHT HEAR/USE			
1	make a	A	off
2	crowning	B	it all
3	it wouldn't be an	C	less than
4	achieve	D	the odds
5	defy	E	success of (sth)
6	pull	F	achievement
7	do nothing	G	the impossible
8	to cap	H	overstatement to …

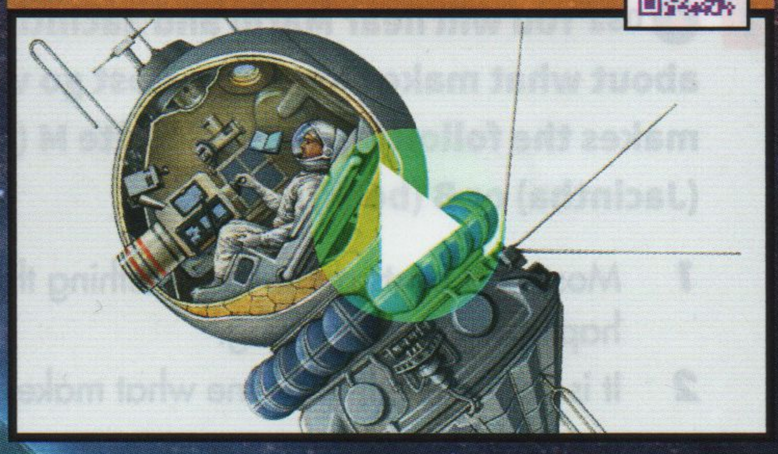
6 Complete the sentences with a suitable phrase from Exercise 5.

1 James Watt was a prolific inventor, but his _____ has to be the invention of the steam engine, which led the way for the Industrial Revolution.
2 Elafonisi Beach in Crete is simply stunning. In fact _____ describe it as the loveliest place I've ever been.
3 Nobody expected Donald Trump to become US president. And yet, in 2016, he managed to _____ and win the presidency.
4 It's no big deal to set up your own business, but the real challenge is whether you can _____ it and actually earn a decent living from it.
5 British TV presenter David Attenborough has fascinated millions of people through his TV wildlife documentaries. But his _____ has to be raising awareness of the fragile state of our ecosystem.
6 I was about to get rid of my computer after it stopped working. But my sister has managed to _____ and get it working again!
7 What a day! I got married and had a fantastic party. And _____, the football team I support beat Barcelona 4–0 in the Champions League!

7 Prepare a one-minute presentation to tell the class about a person that you admire. Use some of the phrases above.

8 Watch the video on the Space Race. Make notes on the sequence of events and create a time line of key moments starting with the Space Race and leading up to the present day.

WATCH



LIFE COMPETENCIES

TAKING CONTROL OF OWN LEARNING

In groups, prepare a short 2 minute presentation on the International Space station. Work together to decide and agree on what aspects of the ISS you will focus on and how you will present it to the class, including:

- The format of the presentation
- The information you want to include
- Any visuals or supplementary materials you might want to use

5 SURFING, SCROLLING AND SWIPING



GETTING STARTED

1 **Work with a partner and answer the questions.**

1 What is a meme?
2 What memes do you know that have gone viral?
3 Look at the photos. Can you write a comment for each to make them into memes?

LISTENING PART 1 TRAINING

1 032 **You will hear Mario and Jacintha talking about what makes an online post go viral. Who makes the following points? Write M (Mario), J (Jacintha) or B (both).**

1 Most viral posts relate to something that has just happened or is ongoing.
2 It is very difficult to define what makes content go viral.
3 Posts will not go viral without a strong appeal to the emotions.
4 Posts may go viral if they are unlike anything else on the net.

2 032 **Now listen again and answer the exam question.**

What do the two speakers agree about viral posts?

A Strong personal feelings play a key part.
B They tend to relate to important international developments.
C There's no magic formula for understanding their success.

3 033 **Now listen to Jake and Zara discussing AI (Artificial Intelligence) and answer the questions.**

1 How would you describe the attitude of Zara to AI?
A impressed by how useful it could be
B unsure what it should be used for
C distrustful of how effective it will be

2 How would you describe the attitude of Jake to AI?
A impressed by how useful it could be
B unsure what it should be used for
C distrustful of how effective it will be

3 Why does Jake mention his cat?
A to promote a particular website
B to illustrate the diagnostic potential of AI
C to highlight the potential risks involved in using AI

4 034 **Listen to Rosie and Jim discuss technical problems they are having with their computers. Answer the questions.**

1 Which technical problem have both speakers had?
A the inability to log into a certain website
B possible damage to files saved on the computer
C an inability to make hard copies of files

2 How do both speakers react to the solution offered by a technical support assistant?
A They are concerned by what is suggested.
B They are worried that it will affect their passwords.
C They aren't surprised by it.

VOCABULARY

MULTI-WORD VERBS (1)

1 034 **In Extract 3 in the Listening, the speakers use different multi-word verbs connected to computers. Listen again and write the correct form of one of the multi-word verbs in each gap.**

back up	go down	lock out	log onto	print out	put in	sign in	speed up	slow down	switch on/off

Jim: I haven't been able to finish the project because my internet **(1)** _____ two days ago. After we had the fibre optic connection **(2)** _____, the connection had really **(3)** _____ but for some reason, it's now **(4)** _____ again. I've been on the phone to them three times, but you know what they said …

Rosie: Let me guess – **(5)** _____ and _____ again! That's what they usually suggest.

Jim: Exactly. Not rocket science, right? Anyway, have you got your project done?

Rosie: No, I've got technical problems too. I really need to **(6)** _____ the VLE to download the topics and guidelines but I've mysteriously been **(7)** _____. When they prompt me to **(8)** _____, I can't enter my username or password. I'm also a bit worried about some of my files being corrupted. I haven't bothered to **(9)** _____ in ages.

Jim: I know what you mean. I always forget to do that and occasionally I pay the price when I find an important file won't open just when I need it. And another thing – there's a problem with the ink in my printer, so even if I manage to do the research on my phone and write the paper, I often can't **(10)** _____. It's driving me crazy.

2 **Read the extracts from blog posts. Replace the words or phrases in bold with a multi-word verb from the box in the correct form and make any other changes that are needed.**

shut down	pop up	scroll up	hack into
filter out	wipe out	drop down	opt in

1

Once in a while a computer programming genius will appear who is able to **gain unauthorised access to** important government files. Such individuals have the ability to steal or even **obliterate** vital information. There have even been cases where they have managed to **prevent** entire systems **from working**.

2

Don't forget that due to a change in the law, you now have to **actively choose** to receive emails from companies. If you **move the page upwards**, you will see an arrow. Click on that and the options 'send me emails' or 'don't send me emails' will **appear underneath**.

3

Today's top tips

Avoid irrelevant results in your search by using negative key words with a minus symbol. Did you know you could prevent those annoying adverts from **appearing** when you're trying to write your assignment? Go to settings, type 'pop ups' and select 'block'.

3 **Look at the multi-word verbs in Exercises 1 and 2 and the grammar reference on page 207. Then decide which type (1–4) you think each multi-word verb is.**

4 **Complete the second sentence so that it has a similar meaning as the first. You must use the word given. Use 3–6 words for each gap.**

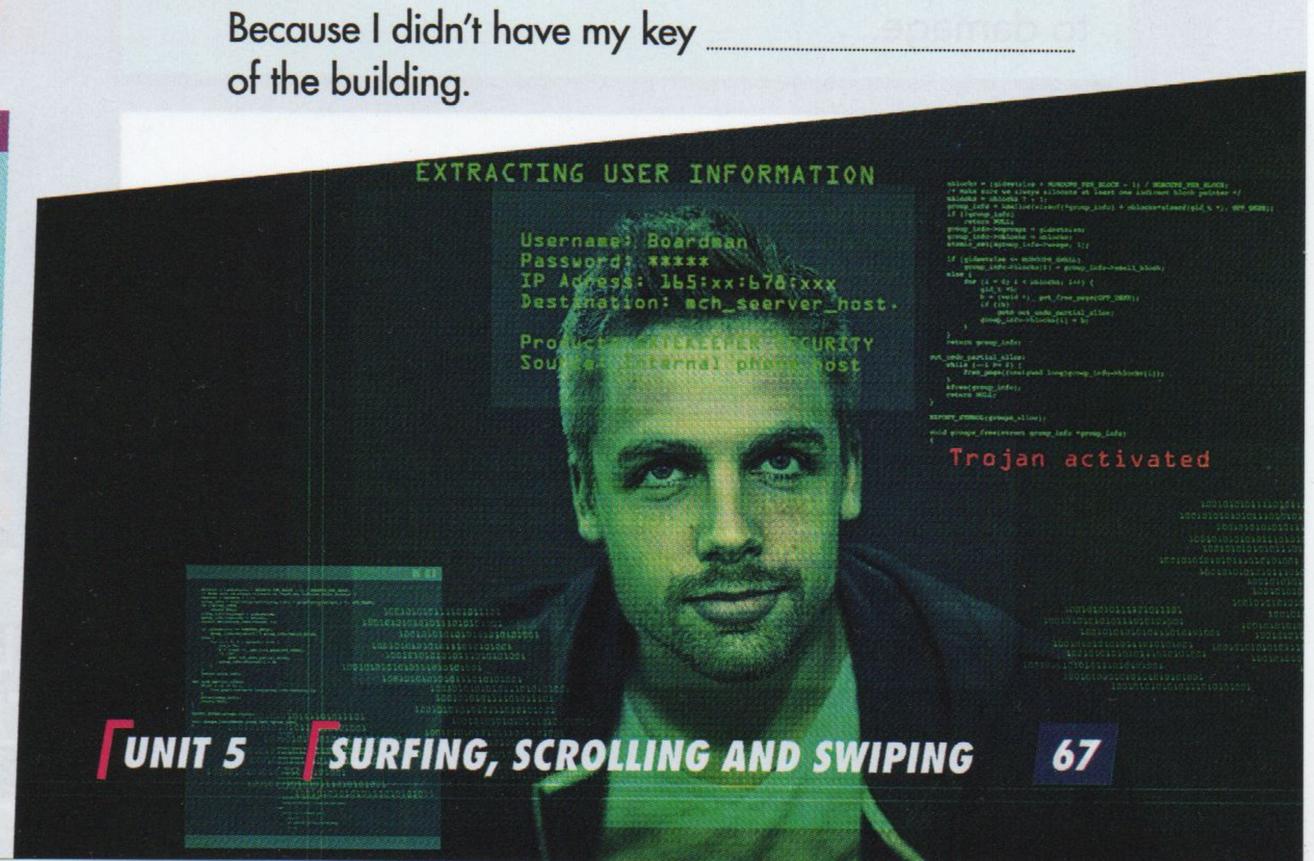
1 We changed our provider and speeds are much higher now.
UP
The internet has *sped up* since we changed our provider.

2 It is vital to save a copy of your work in the cloud.
UP
_____ in the cloud is essential.

3 You need to enter your username and password to access the site.
IN
You cannot enter the site unless _____.

4 I want to move to a different area because the internet is unreliable here.
DOWN
The internet _____, so I don't want to stay here.

5 I didn't have my key, so I couldn't get into the building.
OUT
Because I didn't have my key _____ of the building.



GRAMMAR

RELATIVE CLAUSES

GRAMMAR ON THE MOVE
Watch the video

1 **Read the article on choosing a computer. Underline the ten relative clauses.**

Looking for a new laptop? Chances are you're baffled by the number of options out there and blinded by science from all the jargon you're exposed to. This simple guide will help you.

RAM

RAM stands for Random Access Memory. RAM can be likened to a notepad where a computer does its real-time calculations. We all use a huge number of apps these days, most of which need more memory capacity than ever before. This means most users will need at least 8GB of RAM, while those who tend to multi-task will need 16GB.

Processors

Intel, whose processors come in a range of qualities, understand that different users have different requirements. If you're a customer for whom money is no object, the i7 or i9 processors provide the best overall performance. An i3 may be minimally adequate for those on a budget, but for times when you need to balance performance and cost, the i5 is recommended.

Storage

If your budget allows it, try to get a computer with a Solid State Drive (SSD) rather than a Hard Disk Drive (HDD). SSDs, which are quieter, lighter and cooler than HDDs, are devoid of any moving parts. This also means they are harder to damage.

Screen size

This really is down to personal choice. For example, do you need to use multiple windows? How portable do you need your laptop to be? However, do be aware that Computer Weekly magazine recently tested 12 of the most popular large-screen laptops on the market, none of which were found to have satisfactory battery life.

2 **Look at the sentences (A and B) and the underlined clauses. Decide which clause is a defining relative clause (D) and which is a non-defining relative clause (ND). Then look at the statements (1–5) about relative clauses and label them (D or ND).**

A Expandable desktop computers, many of which can accommodate multiple graphics cards, are often a much better option for playing PC games online. .....

B The computer that I buy will have to interface seamlessly with other Apple devices. .....

1 The relative clause has commas before and after it. .....

2 'That' can replace 'which' or 'who' as the relative pronoun. .....

3 The relative pronoun can be omitted when it is the object of the clause. .....

4 The relative clause is incidental to the meaning of the sentence and could be omitted. .....

5 The relative clause explains exactly what is being talked about and is essential to the meaning of the sentence. .....

3 **Complete the sentences with a quantifier from the box + *of* + relative pronoun. There may be more than one possible answer.**

many	most	none	neither	both
one	several	some	much	

1 Students, *most/many of whom* are Macbook users, tend to make choices based on fashion.

2 Bill Gates and Mark Zuckerberg, ... are exactly short of money, are two of the biggest names in the computer field.

3 The software, ... has been created in-house, is popular with the library users.

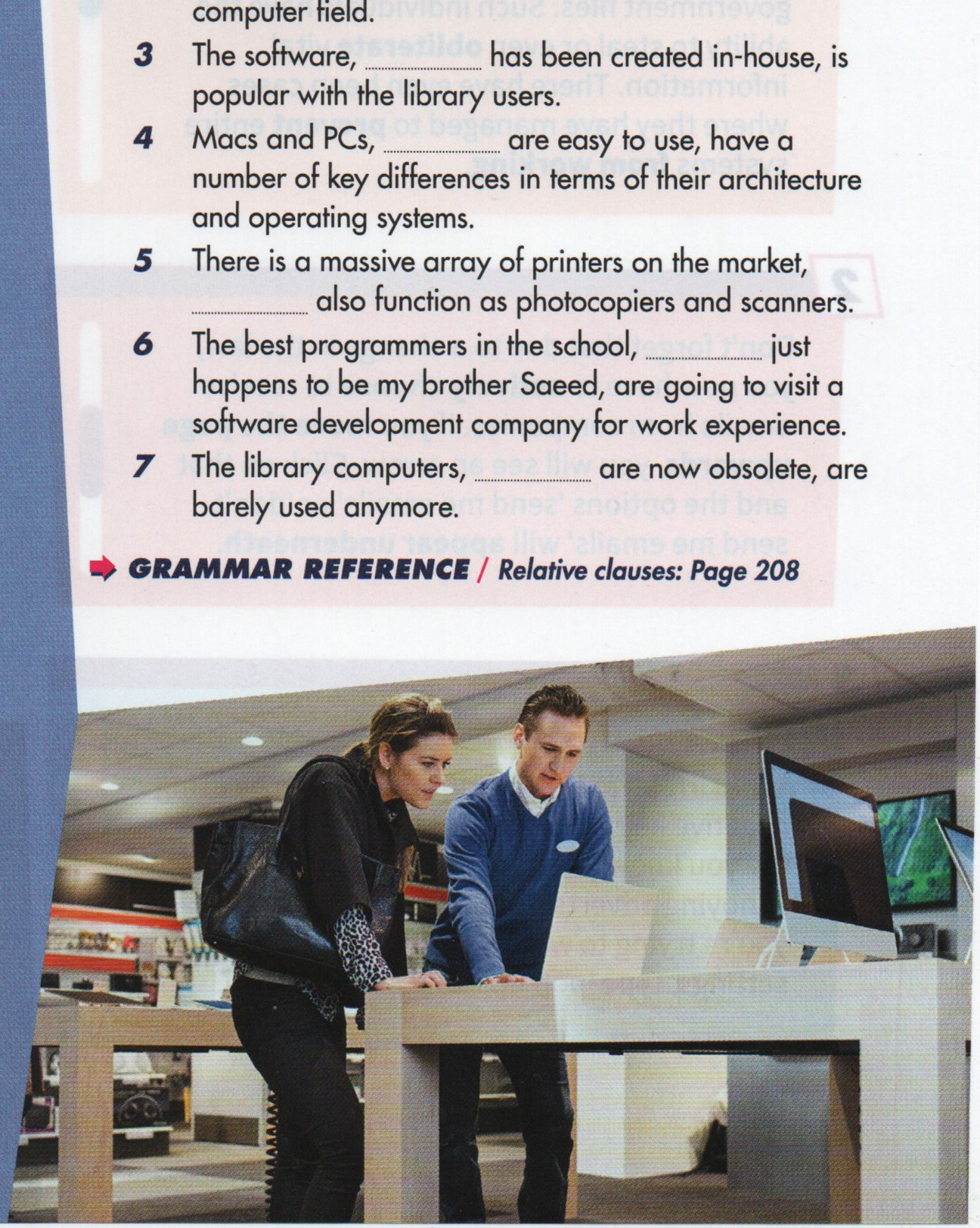
4 Macs and PCs, ... are easy to use, have a number of key differences in terms of their architecture and operating systems.

5 There is a massive array of printers on the market, ... also function as photocopiers and scanners.

6 The best programmers in the school, ... just happens to be my brother Saeed, are going to visit a software development company for work experience.

7 The library computers, ... are now obsolete, are barely used anymore.

➡ **GRAMMAR REFERENCE** / *Relative clauses: Page 208*



WRITING

CONSIDERING BOTH SIDES OF AN ARGUMENT

1 **Work with a partner and answer the questions.**

1 What do you know about Artificial Intelligence (AI)?
2 What are some of the benefits and dangers of AI?

2 **Look at these extracts from students' writing. Ignore the gaps for now. Are any of your ideas from Exercise 1 mentioned?**

1

(1) _____ AI is helping in disaster situations, where algorithms can be used to identify people most in need of help. While rescue robots have been used since the beginning of the 21st century, **(2)** _____ in the area of robot–human interaction. This issue is being rectified as AI now allows the robots to provide the necessary feedback to humans.

2

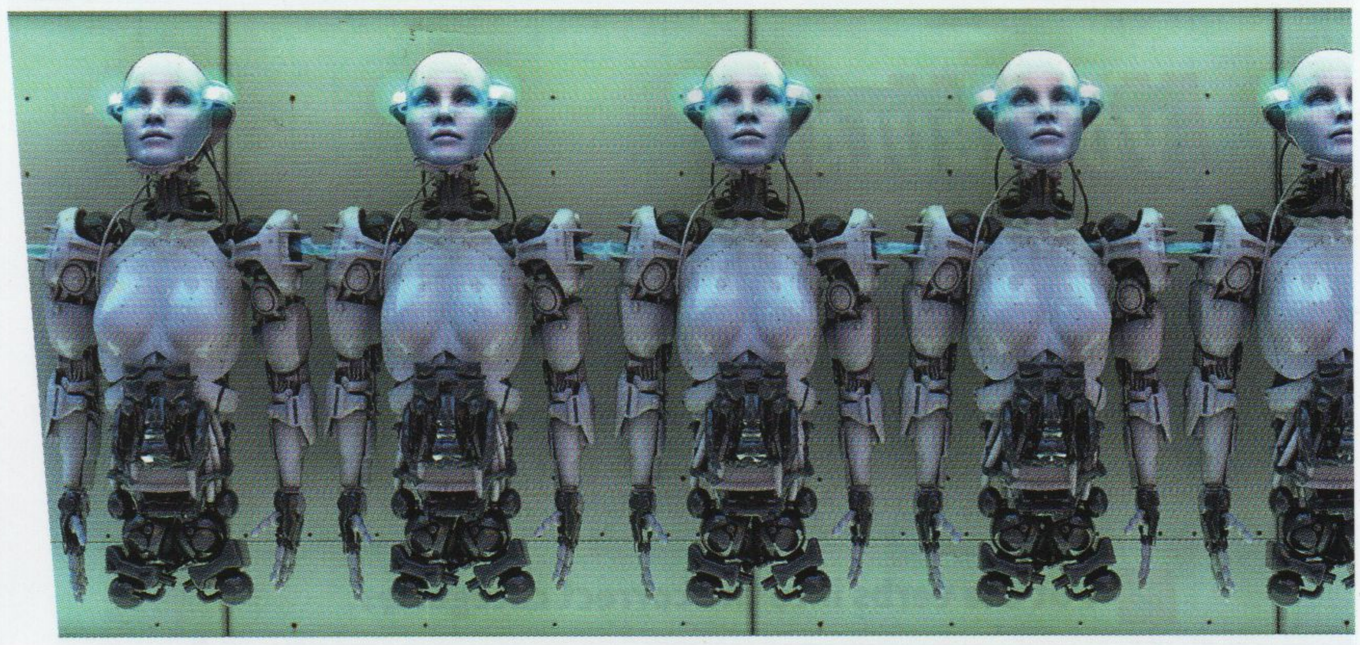
(3) _____ AI is Alexa. For those who are not familiar with this device, it can recognise and respond to the human voice. So, for instance, if you ask Alexa, 'What's the time in Brazil?', it will instantly give you the correct answer. **(4)** _____ that you can access all kinds of information while your hands are free to get on with other tasks. There are other similar products on the market, but **(5)** _____ devices is the access its developers have allowed to other companies, so that Alexa can order an Uber or Domino's pizza for you.

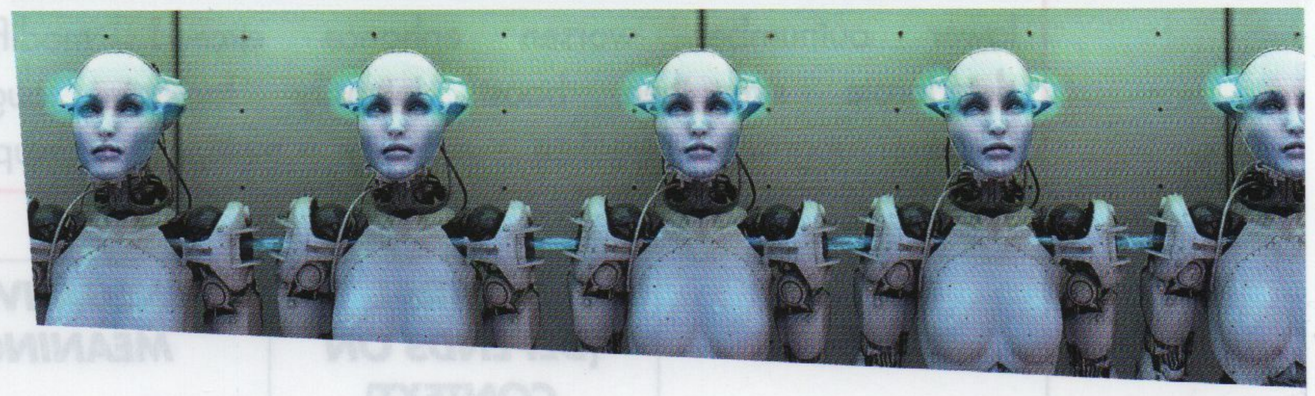
3

(6) _____ the rapid development of artificial intelligence and its myriad applications. **(7)** _____, AI can help us complete tasks more effectively, avoiding human error. Unlike people, computers do not get tired and nor do they need refreshment breaks. **(8)** _____, the more the field of AI develops, the greater the risk of unemployment for humans, which can cause socio-economic difficulties for individuals and families. This can be considered the main drawback of AI.

4

(9) _____ AI is the cost of developing applications since these rapidly become obsolete. However, in my view, **(10)** _____ with AI is that while we can train machines to learn, we cannot teach them morals and ethics. For this reason, computers will never take over from humans.





3 **Complete the gaps with the phrases from the box.**

what raises it above other	the reason it's so popular is
where they fall down is	on the one hand
on the other hand	the major weakness
one of the drawbacks of	there are both pros and cons to
an excellent example of the benefits of	one of the most successful applications of

4 **Look at the highlighted words and phrases in the article. What do they refer to?**

A This issue _____
B those _____
C This _____
D these _____
E For this reason _____

5 **Write about the advantages and disadvantages of technology products (devices, apps, software, etc.) that you own or know of using phrases from Exercise 3.**

My headphones:
An excellent example of the benefits of my headphones is their excellent noise-cancelling system …
Where it falls down is its audio latency, which doesn't always synchronise well when I am playing video games…

VOCABULARY

LANGUAGE FOR EXPRESSING CHANGE

1 **Work in groups. Brainstorm as many verbs for expressing change as possible in two minutes.**

improve, increase, adapt, decline …

2 **Put the verbs into the correct categories.**

lower outnumber worsen enhance exceed modify deteriorate strengthen boost intensify facilitate augment hinder upgrade weaken magnify multiply corrupt

POSITIVE MEANING	NEUTRAL (DEPENDS ON CONTEXT)	NEGATIVE MEANING

3 **Decide if the words in italics have a positive (P), negative (N) or neutral meaning (NE) in the given context.**

1 I had already fallen for the guy but when I heard he was a computer games fanatic, my feelings for him *intensified*.
2 If you force someone to do something they are afraid of, it may well *magnify* their feelings of dread.
3 The new version of the programme allows you to *modify* the settings to suit your needs.
4 We installed the software to solve a few problems, but the end result is that our problems have *multiplied*!
5 They have *augmented* the latest version of their operating system so that the security features are state of the art.

4 **Complete each gap with one of the words from Exercise 2. You may need to change the form or part of speech. There may be more than one possible answer.**

1 Adding video to my posts really gave my popularity a/an _____ . I now have over 1000 followers.
2 The number of computers per household now _____ the number of TVs.
3 Sharing a flat with my friends is really _____ my ability to get my work done.
4 I've had my phone for over two years. I think it's time for a/an _____ .
5 In spite of all the technological developments, there has been an overall _____ in the quality of people's lives.
6 The latest version is not that different, but a few features have been _____ to justify the price tag.



5 035 **You will hear a conversation between Richard and Elizabeth, two members of staff at a college. Listen and answer the questions.**

1 What does Elizabeth say about what has happened to the computer facilities in the last two years?
2 What changes do Richard and Elizabeth suggest?
3 What changes to college policy do they consider?

6 035 **Listen again. Complete the summary using a correct form of one of the words from Exercise 2.**

The quality of computer provision in the college **(1)** _____ over the last few years. In order to **(2)** _____ the students' learning, they plan to **(3)** _____ their hardware, including printers. In addition, they need to buy some new software to prevent further **(4)** _____ of students' files. Another problem is that students wanting to use the facilities now **(5)** _____ the computers that are available. Therefore, staff have decided to **(6)** _____ the rules and restrict the amount of time students can use the computers. These changes should **(7)** _____ learners' experience.

GRAMMAR

MODALS (1)

GRAMMAR ON THE MOVE
Watch the video

➡ **GRAMMAR REFERENCE** / *Modals (1): Page 209*

1 **Match the modal verbs and expressions with the possible functions (A–H). Some can go in more than one category.**

enable don't have/need to can ought to should may must might let needn't permit to mustn't have/need to can't be able to allow to

A necessity/obligation *must, have/need to*
B deduction/speculation _____
C ability _____
D possibility _____
E advice/recommendation _____
F lack of obligation/necessity _____
G prohibition _____
H permission _____

2 **Tick the correct sentences. Correct the sentences with mistakes in the underlined expressions.**

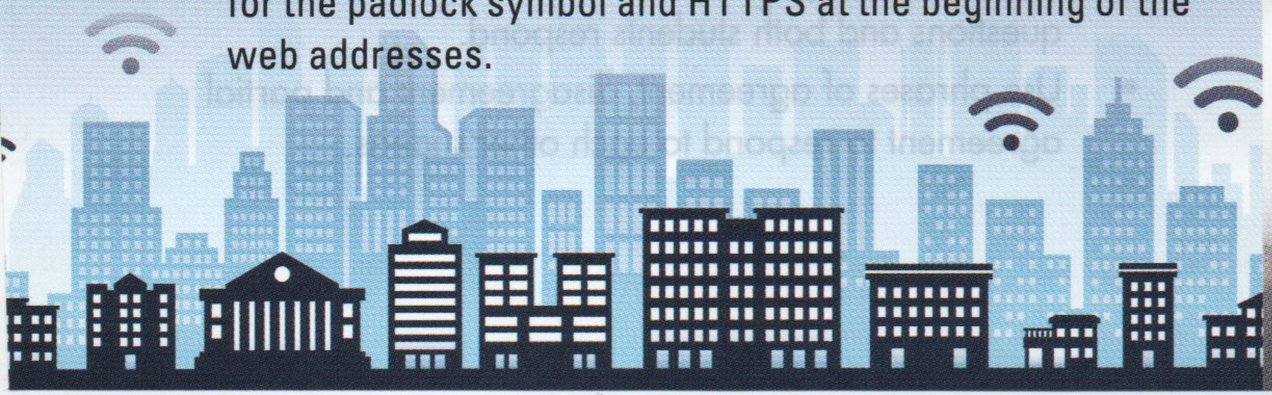
1 This programme is capable of reading the user's emotions.
2 It's not necessary back up your files manually in the cloud. Your computer will do it automatically.
3 There is no way my account details were hacked. It was protected by many layers of security.
4 It is not mandatory for the company to refund your money, unless the product is damaged.
5 It is imperative regularly update your software.
6 The shop is of no obligation to exchange your purchase if it is not damaged.
7 Because of the hack, it's vital you change your passwords.
8 The software we use has the ability of translating into over 60 languages.
9 The tech expert told me that it is recommend to install advert blocking software in your browser.
10 This new app enables me to stream movies from my phone to the smart TV.

3 **Read the text and think of the word which best fits each gap. Use only one word in each gap. There may be more than one possible answer.**

PUBLIC WI-FI

Most of us have at some point found ourselves **(0)** *having* to log onto a public Wi-Fi networks. However, what most people don't realise is that such networks are not always secure, even if the passwords are **(1)** _____ for access. Wi-Fi network providers are under no **(2)** _____ to protect your privacy, so it is all down to you to do so. Here are a few tips for public Wi-Fi safety:

- Before you log onto a public network, you **(3)** _____ to at the very least confirm the network name with the business whose Wi-Fi you are logging into and if possible check the IP address to make sure the network is genuine. Also consider the settings on your computer. Is it really **(4)** _____ to have sharing preferences on while you are surfing the net in a coffee shop? Probably not, so close that door to hackers immediately.
- Consider using a VPN (Virtual Private Network) to encrypt your data, to stop hackers being **(5)** _____ to view it. There are some free VPNs available, but if keeping your data from prying eyes is absolutely **(6)** _____ then it is worth paying for one for added security.
- Install a good quality, up-to-date anti-virus on your device and/or make sure you use the firewall (software which **(7)** _____ you to set the rules for what your network **(8)** _____ through or blocks access for). Both can help prevent unauthorised access to your information.
- Avoid wherever **(9)** _____ making financial transactions on public networks. If you **(10)** _____ do so, ensure that the websites you are using have secure encryption. Look for the padlock symbol and HTTPS at the beginning of the web addresses.



PUSH YOURSELF C2

PHRASES WITH *DARE*

1 036 **Listen to the dialogues and write the expressions with *dare* from each dialogue.**

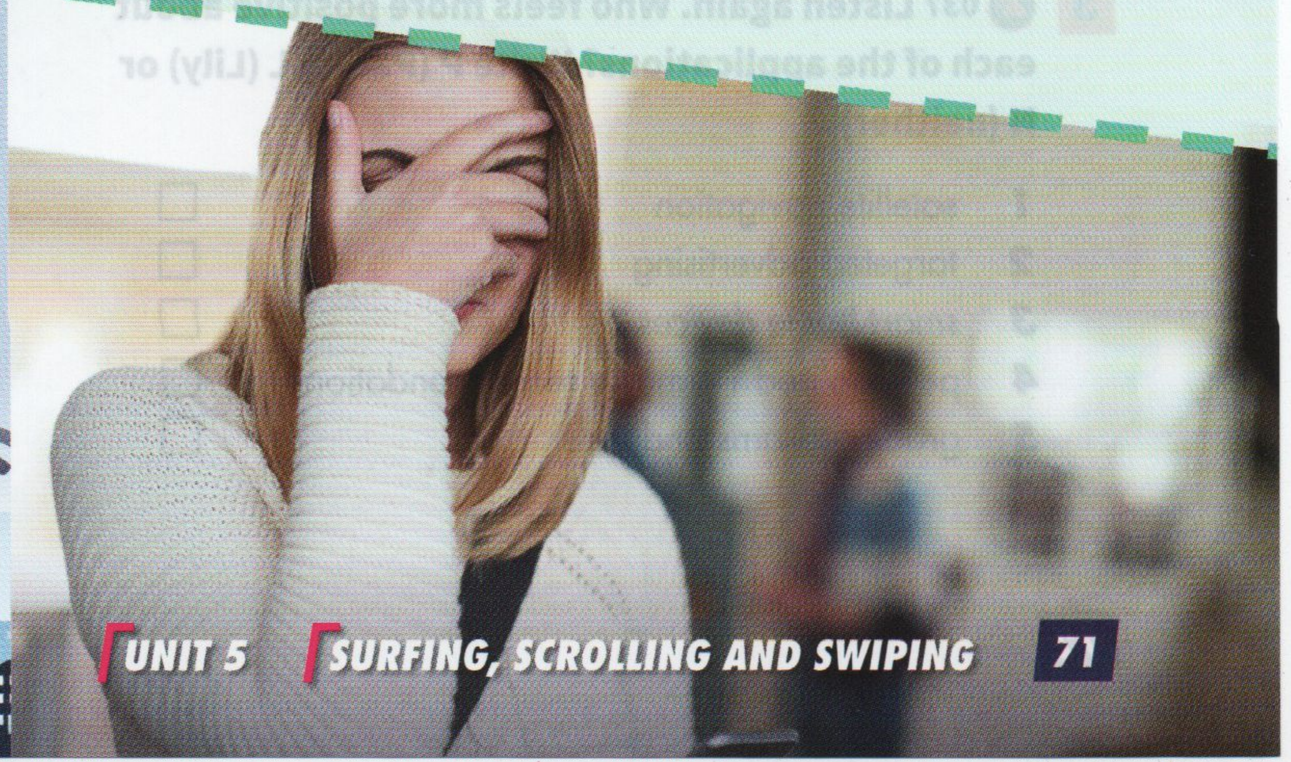
1 You _____ dare!
2 My friends _____ .
3 Well, _____ , we're going to have to let staff go.
4 _____ we'll manage.
5 _____ Sue that I've dropped her laptop.
6 _____ speak to me like that!
7 Don't _____ !

2 036 **Listen again. For each phrase with *dare* in Exercise 1 (1–7), choose the correct meaning (A–G).**

A to tell someone angrily not to do something
B to issue a challenge to someone to do something difficult
C to say you think something is probable
D to show disbelief about something the speaker intends to do
E to say you are afraid to do something (spoken English)
F to express shock and anger about something someone has done
G to show you are aware that what you are going to say may disappoint or annoy the listener

3 **Write an expression with *dare* in each gap.**

1 If someone _____ post something controversial, would you do it?
2 _____ use my smartphone without permission! You had no right!
3 The only solution is, _____ , to install a new hard disk.
4 _____ that she now regrets posting that photo online.
5 **A:** I'm going to delete you from my contacts list and block you on my social media accounts!
B: _____ ! I'd never forgive you!
6 It was me who hacked that webpage but I _____ admit it.



SPEAKING PARTS 3 AND 4 TRAINING



1 Look at the Part 3 exam task. Make notes on each of the applications and how useful they are.

PERSONALISED TV/MOVIE RECOMMENDATIONS

SATELLITE NAVIGATION

HOW USEFUL ARE THE FOLLOWING APPLICATIONS OF AI?

SMART HOME DEVICES

GRADING OF EXAMS AND TESTS

TARGETED ADVERTISING

WHICH OF THESE THINGS CAN BENEFIT PEOPLE THE MOST?

2 037 **Listen to two exam candidates, Lily and Pablo, doing the Part 3 task. Decide if the statements are true or false.**

1 The task is a discussion between the candidates and the examiner.
2 In the first part of the discussion, the candidates try to assess all the options in about two minutes.
3 After about two minutes, the examiner interrupts the candidates even if they have not yet discussed all the options.
4 The examiner then asks a more specific question and candidates talk for approximately one minute.
5 Both candidates speak about the same amount during the discussion.
6 Both candidates must agree with each other in both parts of the discussion.

3 037 **Listen again. Who feels more positive about each of the applications? Write P (Pablo) L (Lily) or N (neither).**

1 satellite navigation ☐
2 targeted advertising ☐
3 smart home devices ☐
4 personalised TV/movie recommendations ☐
5 grading exams and tests ☐

4 037 **Listen again. As you listen, complete the extracts to form phrases for expressing agreement/ disagreement.**

1 But, seriously, I agree with you but only _____. Sometimes SatNavs are more trouble than they're worth.
2 I can see what _____, but you're looking at it from a customer's point of view.
3 There's some _____, I suppose. I hadn't thought of it like that.
4 That's not always _____, though. We bought my Granddad one of those devices to help him around the house.
5 _____. Sometimes they get it wrong.
6 That's _____, but I don't think you can say that they benefit everyone.
7 That's _____, but I would still have to go for smart devices.
8 OK, I guess we will have to _____ here.

5 038 **Listen to an extract from Lily and Pablo's Part 4 task and answer the questions.**

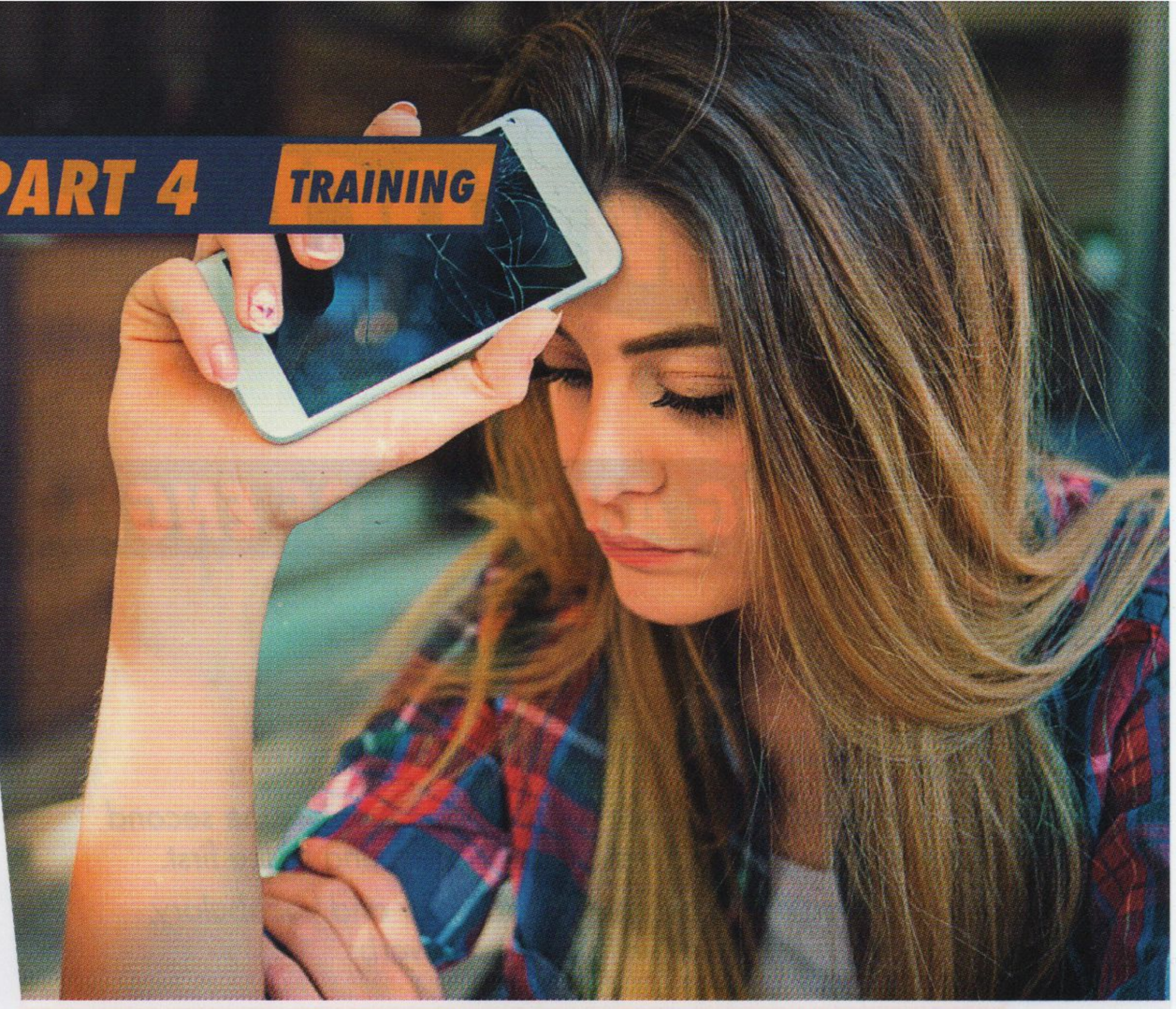
1 In which order do they discuss the questions?
2 Which points that Lily and Pablo make do you agree (A), disagree (D) or partially agree (P) with?

Do you think it is important for every student to have their own laptop? ☐
Is the government responsible for ensuring all schools have good access to the internet? ☐
What do you think your life would have been like before computers? ☐
What developments in technology do you think we might see in the next few years? ☐

6 **Work in groups of three. Practise doing the Part 3 and Part 4 tasks in this section. Use the following instructions:**

- One student will be the examiner who asks the questions and controls the time limits.
- For the Part 3 task, try to discuss all the options in the first two minutes and when the examiner interrupts to ask the second question, try to agree on the one option you would both choose.
- For the Part 4 questions, the examiner asks the questions and both students respond.
- Use phrases of agreement, disagreement and partial agreement to respond to each other's ideas.

READING AND USE OF ENGLISH PART 4 TRAINING



1 Look at the question below then read and answer the questions in the box. Then write your answer.

It will not be possible to repair your smartphone screen – it's too badly damaged.

CHANCE

There _____ your smartphone screen– it's too badly damaged.

You need to rewrite the highlighted part of the sentence, including the word *chance*. You can use 3–6 words in total. Think about these clues.

1 Which preposition follows *chance*?
2 Which form of the verb follows the preposition?
3 How will you make the sentence negative?

2 Now look at this exam question and answer the questions.

There was very little strength to his argument until the new data emerged.

BY

His argument _____ the new data.

1 What is the verb form for the word *strength*?
2 What is wrong with these candidates' answers?
   a was challenged by the new data
   b became stronger because of
   c was weak before but was strengthened by
3 Complete the sentence with your own answer.

3 Look at the following candidates' answers. Have they answered correctly or not? If not, correct their answers.

1 I didn't know how expensive it was or I wouldn't have ordered it.

HAD

I wouldn't have ordered it _____ was.
if I had known how expensive it

2 Lauren has to make the final decision.

WITH

Lauren is the one _____ rests.
with whom the final decision

3 Governments need to invent a way to solve the problem of climate change.

UP

Governments need to _____ climate change.
make up with a solution to

4 The British and the Americans are similar in many ways.

COMMON

The British _____ the Americans.
have many things common with

4 Highlight the part(s) of the sentences in questions 1–5 that need to be rewritten.

1 The fibre optic installation work will be completed before 31st December.

HAVE

The fibre optic installation work _____ the end of December.

2 We have no choice but to live with the appalling broadband connection.

PUT

We just _____ the appalling broadband connection.

3 It is absolutely forbidden for students to use a smartphone during the exam.

NO

Under _____ use a smartphone until the exam has finished.

4 Marion received compensation from the insurance company because she lost her tablet.

LOSS

Marion _____ of her tablet by the insurance company.

5 Match the sentences in Exercise 4 with the language points (A–D) that are being tested.

A passive voice/verb patterns
B modals of obligation/inversions
C multi-word verbs
D future perfect

6 Write your answers to the questions in Exercise 4.

EXAM FOCUS

READING AND USE OF ENGLISH PART 4

EXAM FACTS

- *In this part of the test, you have to complete the second sentence so that it has a similar meaning to the first.*
- *This part of the exam tests grammar and vocabulary, including phrases with multi-word verbs.*

EXAM TIPS

- *Underline the words in the first sentence you need to change and decide how to express them using the word given.*
- *Check your answer makes sense and includes all necessary information.*

For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0 I just couldn't understand why Fabio decided to stop using social media.
LOSS
I *was at a loss to understand* why Fabio decided to stop using social media.

1 Jenny was going to sign up for an online course, but it appears she has decided not to.
MIND
Jenny appears _____ signing up for the online course.

2 Karl isn't sure about the potential of AI.
MINDS
Karl _____ about the potential of AI.

3 I wonder what she is trying to say in this email.
GETTING
What _____ in this email?

4 The number of social networks has gone up drastically in the last few years.
INCREASE
There _____ the number of social networks in the last few years.

5 You should not forget to renew your anti-virus software.
INTEREST
It is _____ forget to renew your anti-virus software.

LISTENING PART 1

EXAM FACTS

- *In Part 1 you listen to three unrelated extracts between two speakers. Each extract lasts about a minute.*
- *For each extract, you have to answer two multiple-choice questions.*
- *You are tested on your ability to understand gist, detail, function, agreement, course of action, purpose, feelings, attitude and opinion.*

EXAM TIPS

- *Remember that feelings, attitude, opinion, purpose, etc. are unlikely to be stated directly.*
- *You might be asked for the opinion/attitude of one or both of the speakers. Listen out for phrases which indicate they agree, disagree or partially agree with each other.*

039 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1
You hear two friends talking about Bitcoin, a type of digital currency.

1 What precautions does the woman suggest for using Bitcoin?
- **A** Ensure you research the sites you deal with.
- **B** Let the exchange manage your currency for you.
- **C** Only invest what you can afford to lose.

2 Why does the woman give the example of her friend's experience?
- **A** to show that you need to be an expert to use Bitcoin
- **B** to illustrate that no one is safe online from criminals
- **C** to show that it is possible to make a good profit if you are careful

Extract 2
You hear two friends talking about online crime.

3 What does the man say about internet fraud?
- **A** It tends to be limited to a narrow range of types.
- **B** It's increasingly difficult to detect.
- **C** It has expanded the number of ways criminals can rob you.

4 What do the friends agree on with regard to internet fraud?
- **A** People should be protected from online fraud.
- **B** People should be more sceptical about potential scams.
- **C** The elderly are the least likely to fall for internet scams.

Extract 3

You hear two friends discussing the use of robots.

5 What negative impacts of robots are highlighted by both speakers?

- ***A*** They threaten the livelihood of human workers.
- ***B*** They cause boredom and loss of social contact among workers.
- ***C*** Workers are losing their traditional skills.

6 Why does the woman mention farming at the end of the extract?

- ***A*** to add strength to her point that robots increase output
- ***B*** because she is sad that the 'poetry' of farming has been lost
- ***C*** to show she doesn't sympathise with the worker the man talks about



SPEAKING PARTS 3 AND 4

EXAM FACTS

- *In Part 3, you will discuss a set of prompts and a related question with your partner. After your discussion, you will be asked to come to a decision together. You are given 15 seconds to read the question and prompts before you begin.*
- *You discuss the question for around two minutes and then the examiner will stop you and give you another question to discuss which asks you to reach a decision about the prompts.*
- *In Part 4, the interlocutor asks questions related to the Part 3 task subject. These tend to be more abstract and allow you to discuss the topic in more depth. You continue to interact with your partner as well as the interlocutor.*
- *Part 3 lasts about four minutes and Part 4 lasts about five minutes.*

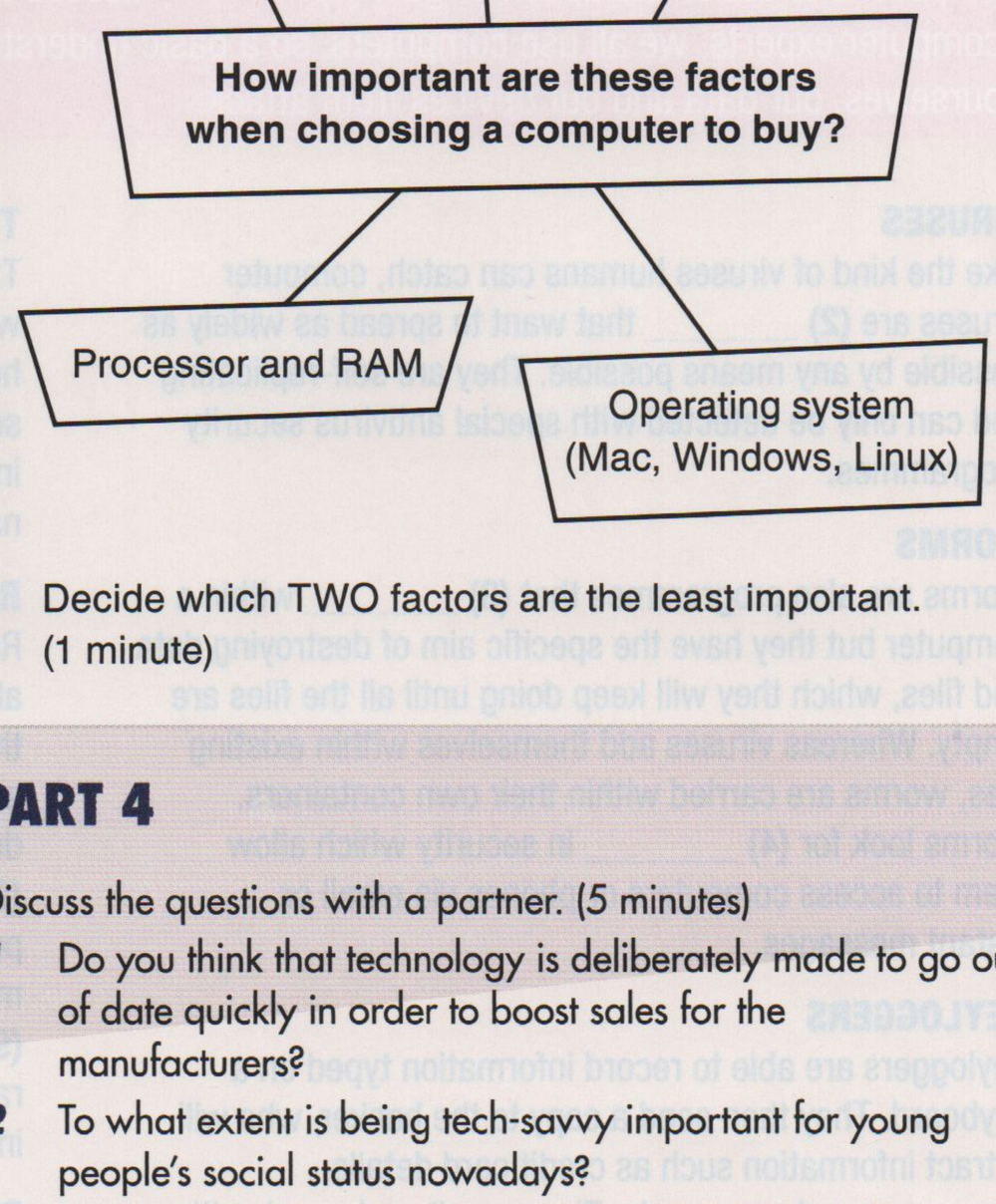
EXAM TIPS

- *In the decision-making part of Part 3, try not to dominate the conversation. Invite your partner to speak, and respond to what they say.*
- *For both parts of the exam, use phrases you have learnt for giving your opinion, agreeing and disagreeing.*



PART 3

Talk to each other about how important these factors are when choosing a computer to buy. (2 minutes)



Decide which TWO factors are the least important. (1 minute)

PART 4

Discuss the questions with a partner. (5 minutes)

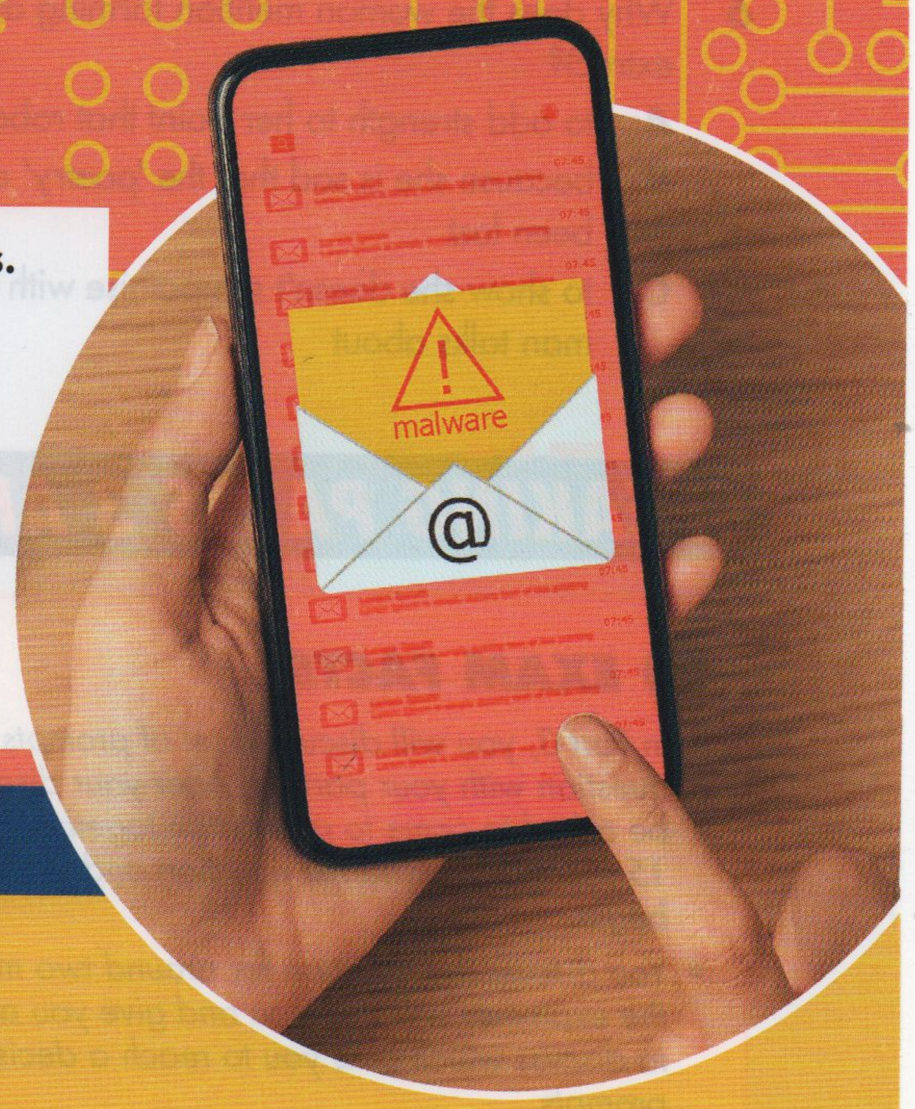
1 Do you think that technology is deliberately made to go out of date quickly in order to boost sales for the manufacturers?

2 To what extent is being tech-savvy important for young people's social status nowadays?

3 Do you agree that technology can highlight the differences between the rich and poor members of a society?

4 How important is it for governments to pass laws to limit what can be shared online?

DEALING WITH TECHNOLOGY



1 **Work in groups. Answer the questions, then read the text to check your ideas.**

1 What types of malware have you heard of?
2 Have you had any experience with any of them?

2 **Read the article. Choose words from the box to complete the gaps.**

reinstall	lapses	payload	capture	unauthorised	pop-up
hostage	currencies	preloaded	self-replicate	input	infections

HOME NEWS LATEST POSTS POPULAR POSTS ABOUT SEARCH

Types of MALWARE

Malware – earlier known as viruses – began as harmless experiments or practical jokes as computer-savvy individuals tried to discover what was possible with new computer technology. The term *malware* comes from the words *malicious* and *software* and is believed to have been coined by Yisrael Rada in 1990. Malware seems an appropriate name given that nowadays its main purpose is to cause disruption or gain **(1)** _____ access to personal or organisational information. Although we may not all be computer experts, we all use computers, so a basic understanding of the various types of malware can help us protect ourselves, our data and our devices from attack.

VIRUSES

Like the kind of viruses humans can catch, computer viruses are **(2)** _____ that want to spread as widely as possible by any means possible. They are self-replicating and can only be detected with special antivirus security programmes.

WORMS

Worms are also programmes that **(3)** _____ within a computer but they have the specific aim of destroying data and files, which they will keep doing until all the files are empty. Whereas viruses add themselves within existing files, worms are carried within their own containers. Worms look for **(4)** _____ in security which allow them to access computers or phones via email or instant messages.

KEYLOGGERS

Keyloggers are able to record information typed on a keyboard. They then send a copy to the hacker, who will extract information such as credit card details, usernames and passwords. They usually only work with physical keyboards, not virtual keyboards or other **(5)** _____ devices.

TROJAN HORSES

These nasties are named after the wooden horse from Greek mythology in which the Greeks hid themselves, presenting the horse as a gift. Like the horse from the story, these malicious programmes arrive within wanted software presenting themselves as useful applications. Once inside, they install keyloggers which **(6)** _____ passwords, banking details, account names and other confidential information.

RANSOMWARE

Ransomware is considered one of the most dangerous types of malware. It is also one of the most advanced and fastest growing. Introduced to the system through a Trojan horse, the **(7)** _____ is disguised as a legitimate file, sometimes even one offering protection against viruses when it is in fact delivering them. As the name suggests, ransomware holds the user's data **(8)** _____ until a ransom is paid. The programme threatens to either publish or delete data unless the victim pays up. The use of this kind of malware increased dramatically in 2013 with the introduction of digital **(9)** _____, which made it easier to collect payment. However, paying a ransom does not guarantee the user access to their data as the system is infected from the inside, locking the computer and rendering it useless.

ROOTKITS

Rootkits allow several types of malware to enter a computer's system at the same time. Hackers often try to gain administrator privileges in order to install it but there are some that can be installed automatically. Rootkits are particularly difficult to detect as they can prevent detection software from doing its job. It is often impossible to remove them as they can reside deep inside the operating system. The only cure is to **(10)** _____ the OS.

3 **Decide which types of malware have the following characteristics, according to the article.**

1 can/cannot be detected by anti-virus programmes
2 come in disguise
3 have increased due to a new online product
4 probably won't work on a new smart phone

4 **You will hear three conversations between a computer helpdesk and customers. Before you listen, make a list of problems that customers might call a helpdesk about.**

The screen is frozen.
Some new software won't install.

5 040 **Listen to the conversations and make notes on the customers' problems and helpdesk solutions.**

6 040 **Listen again. Complete the questions and statements you might hear in a conversation with a computer helpdesk.**

PHRASES YOU MIGHT USE/HEAR

Conversation 1

1 Hi. I'm having problems with _____ my password.
2 Is _____ on? Don't forget that passwords are _____.

Conversation 2

3 I think my computer's been _____ by a virus.
4 Have you recently _____ any new software on your computer or have you opened any _____ from people you don't know?
5 Have you tried _____ any other computer programmes that you have running in the _____?
6 Click on _____ all at the same time to access Task Manager.
7 I may need to _____ your computer.

Conversation 3

8 Go to _____ and select Apps. Can you see our App there?
9 We're going to delete it and _____ it.
10 Now open the App and go to the _____.

GREYWARE

Greyware refers to files and applications which, while not criminal in intent, can be annoying and worsen the performance of the computer. Two of the most common types of Greyware are Adware and Spyware. Adware are advertisements in **(11)** _____ windows, some of which cannot be closed. Although the intention is simply to advertise products, they can cause considerable inconvenience to the user. Adware is also an issue on mobile phones, and some cheap Android phones are even **(12)** _____ with it. Spyware is closely related to Adware as it tracks the user's internet activities in order to send targeted adverts. The good news is that most antivirus software can detect and delete greyware.

7 **You are going to watch a video about Alan Turing, a key pioneer of computer development and famous for code-breaking during the Second World War. Answer the questions.**

1 What is code-breaking/cryptography?
2 Can you break the following codes?
   a 5 18 9 6 8 = *virus*
   b 9 26 13 8 12 14 4 26 9 22 = _____
   c 24 26 8 22 – 8 22 13 8 18 7 18 5 22 = _____
   d 20 9 22 2 4 26 9 22 = _____
   e 7 9 12 17 26 13 19 12 9 8 22 = _____
   f 26 7 7 26 24 19 14 22 13 7 = _____

8 **Watch the video about Alan Turing and make notes on the following:**

- his academic career
- his time at Bletchley Park as a codebreaker
- his post-war work
- recognition of his achievements

WATCH



LIFE COMPETENCIES

PARTICIPATING WITH APPROPRIATE CONFIDENCE AND CLARITY

In groups, research the contributions made by other people who played a role in the development of computer technology. Share your findings with your group. Then agree on whose contribution you think was the most significant, giving reasons and presenting your final choice to the class.

PROGRESS CHECK 2

CONDITIONALS

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold. Use between three and six words, including the word given.

1 "If you can provide a 10% deposit, there won't be any problems with getting a mortgage."
LONG
He told me that there wouldn't be any problems with getting a mortgage _____ provide a 10% deposit.

2 "Give me a call the moment you arrive back home."
SOON
She told me to give her a call _____ back home.

3 She is determined to come despite the fact that the weather will be awful.
EVEN
She is determined to come _____ awful.

4 If there is an emergency, please call this number.
EVENT
_____ emergency, please call this number.

5 Please take something to eat with you because you might get hungry.
CASE
Please take something to eat with you _____ hungry.

MONEY

2 Complete the sentences with words from the box in the correct form. One option is not needed.

lucrative	affluent	squander
rip off	bankruptcy	asset

1 Profits dropped so much that the company went _____ due to lack of funds. It had to sell all of its _____, including the company headquarters, to pay off its debts.

2 Don't buy those trainers. They are a complete _____. You can get better ones for half the price.

3 I can't believe you _____ all of your inheritance on partying.

4 My parents are relatively _____ due to some sound financial planning. They certainly have more disposable income than I do.

VERB PATTERNS (2) – OBJECTS, REFLEXIVES AND RECIPROCALS

3 Tick the correct sentences. Correct the sentences with mistakes.

1 It is entirely your fault, Mark. You have no one but you to blame.
2 The repairs to my car ended up costing a lot of money to me.
3 Can you sponsor myself for the half-marathon I am going to run for charity?
4 My boyfriend and I trust each other implicitly.
5 Please help each other to the buffet. There are paper plates and cutlery over there.
6 Can you explain me why you didn't let me know before now?

NOUN COLLOCATIONS

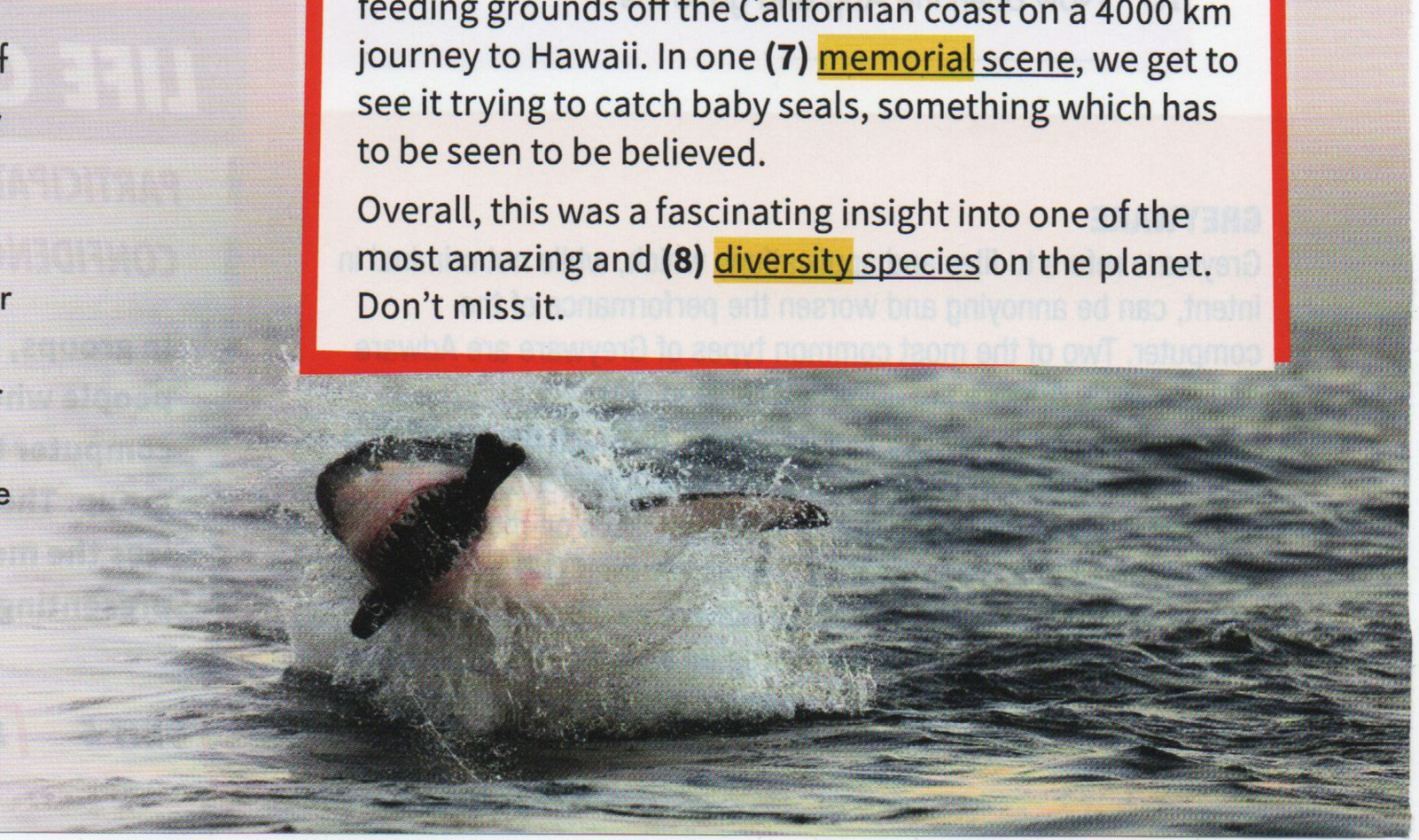
4 Correct the highlighted words by either changing the form of the word or by changing the word for a more common collocation.

SHARK WEEK BITES BACK!

While it is fair to say that the previous series wasn't exactly **(1)** impulsive viewing, this latest series about the most feared of **(2)** sea predators in its natural **(3)** inhabitant is a return to form.

What makes this new season stand out is that it has chosen to give a **(4)** centred role to **(5)** climactic change and its impact on sharks, whether that be on their migratory habits or how warming oceans are driving them outside of their traditional hunting grounds in search of food. We get to follow a Great White, the apex predator of the food **(6)** ladder, migrating from its feeding grounds off the Californian coast on a 4000 km journey to Hawaii. In one **(7)** memorial scene, we get to see it trying to catch baby seals, something which has to be seen to be believed.

Overall, this was a fascinating insight into one of the most amazing and **(8)** diversity species on the planet. Don't miss it.



VERB PATTERNS (3) – MULTI-WORD VERBS

5 Complete the sentences using the multi-word verbs and nouns/pronouns in brackets in the correct form.

1 There was so much mess after that party but Neil helped _____ (clear up/it/me).
2 We have _____ (run out of/cheese). Could you _____ (pick up/a packet/me) on your way home?
3 You shouldn't let people like him _____ (push around/you). You have to _____ (stand up to/him)
4 In the previous election, I _____ (vote for/the Conservative Party), but the party has failed to _____ (sort out/the political crisis) and _____ (put aside/personal rivalries), so I think I will vote Liberal in the next election.
5 I can't believe that racism is still so prevalent in sport. It is time that the authorities _____ (stamp out/it).
6 Can you help me _____ (put together/this new sofa bed)? I have _____ (read through/the instructions), but I can't _____ (work out/them).
7 Can you believe that they _____ (shut down/my Twitter account)? Someone _____ (hack into/it) and posted some offensive tweets.

RELATIONAL CLAUSES

6 Choose the correct option to complete the sentences. There may be more than one possible answer.

1 This new fitness app will benefit anyone _____ struggles to find the time to exercise.
A who **B** – **C** which **D** that
2 I spoke to the protesters, many _____ were angry that the government had broken its promise to improve public transport.
A of who **B** of whom **C** of that **D** of which
3 There are times _____ I get really frustrated by how long my journey to work takes.
A which **B** where **C** when **D** that
4 The environment minister, _____ had only joined the government three months ago, was sacked after it was revealed that he had received bribes from a fossil fuels company.
A that **B** which **C** who **D** whom
5 My teacher gave me extra homework to help me get through the exams, _____ I will be eternally grateful.
A something which **B** for something which
C something for which **D** something for that
6 Was the podcast _____ you listened to yesterday any good?
A that **B** which **C** – **D** who
7 I'd love to live in a place _____ the weather is always pleasant as it is always raining here.
A which **B** where **C** whose **D** –

LANGUAGE FOR EXPRESSING CHANGE

7 Complete the second sentence so that it has a similar meaning to the first, using one of the words from the box in the correct form.

exceed	lower	deteriorate
upgrade	hinder	outnumber

1 There were twice as many female applicants for the job as male applicants.
The number of female applicants _____ the male applicants by two to one.
2 Diplomatic relations between the two countries have worsened in recent weeks.
There has been _____ relations between the two countries in recent weeks.
3 Cutting down on salt in your diet can lead to a reduction in the risk of heart disease.
Cutting down on salt in your diet _____ the risk of heart disease.
4 You shouldn't pay more than £900 for that car.
The price of that car shouldn't _____ £900.
5 The terrible weather conditions made it difficult for rescuers to locate any survivors of the air crash.
The terrible weather conditions _____ the search for survivors of the air crash.
6 The airline changed our seats from economy class to first class for free.
Our seats _____ from economy class to first class for free.

MODALS

8 Complete the sentences with a single word.

1 There is _____ way that I am lending you my guitar. You don't look after things.
2 I'm incapable _____ walking past a clothes shop without popping in to check out the latest offers.
3 You _____ drive me to the airport; I have already booked a taxi.
4 It is _____ that you upgrade your anti-virus software at least once a year to avoid falling victim to malware.
5 Would you be _____ to pick me up after my yoga class tonight?
6 The problem is that the shop is _____ no obligation to refund the money if you have already worn the clothes you bought.
7 They _____ have arrived by now. I wonder what is taking them so long.
8 The President has refused to _____ journalists to attend the press conferences unless they agree with his policies.

6 STRUCTURES AND LANDMARKS



GETTING STARTED

1 Look at the photographs and answer the questions.

1 What job do you think each one shows?
2 What kinds of things do the people need to know about the buildings they are working with?
3 Which job do you think would be the most
   - exciting?
   - lucrative?
   - suitable for you personally?
4 What other jobs can you think of related to buildings and construction?







VOCABULARY

BUILDINGS

1 Put the following words into the appropriate category.

attic/loft bungalow
demolish DIY cellar
tool hallway install
makeover mansion renovate
semi-detached skyscraper
multi-storey stable terraced

2 Answer the questions.

1 What are the difference(s) between a **bungalow** and a **semi-detached** house?
2 Which would you expect to have more inhabitants: a **terraced** home or a **mansion**?
3 What nouns can be made from **demolish**, **renovate** and **install**?
4 Which word is associated with horses?
5 How many different **tools** can you name for working on a building?

PARTS OF A BUILDING	TYPES OF BUILDING	BUILDING WORK

3 **Complete the sentences with an appropriate word from Exercises 1 or 2. You may need to change the form.**

1 My home is looking a bit shabby, and I really think it's time it was a given a thorough _____ .
2 Lord Montague Barnley de Vazquez lives in a luxurious twelve-bedroom _____ .
3 I couldn't possibly live in a _____ because I have a fear of heights.
4 The workman was unable to complete the _____ of the central heating because he hadn't brought the correct _____ for the job.
5 We used to use our _____ for storage but now we are thinking of _____ it and turning it into a bedroom.

4 **Work with a partner and answer the questions.**

1 If you could do a makeover on any room in your home, which room would you choose and what would you do?
2 Is DIY a popular hobby in your country?
3 Would you prefer to live in a luxury penthouse in a skyscraper or in a large mansion?

LISTENING

AMERICAN AND BRITISH ENGLISH

1 041 **Listen to two speakers describing typical homes in their country. Identify where each speaker is from and the types of homes each mentions.**

condos skyscrapers bungalows stately homes subdivisions cottages mansions block of flats duplexes terraced houses apartment blocks semi-detached houses studio flats

SPEAKER	UK OR US	TYPES OF HOUSING MENTIONED	NOTES
1			
2			

2 041 **Listen again and make notes on what the speakers say about the types of homes.**

3 **Look at the following pairs of words and phrases. Which of each pair is from the UK (British English) and which is the US (American English) equivalent?**

1	a	flat	b	apartment
2	a	center	b	centre
3	a	drugstore	b	chemist's
4	a	first floor	b	ground floor
5	a	pavement	b	sidewalk
6	a	neighbour	b	neighbor
7	a	post code	b	zip code
8	a	parking lot	b	car park
9	a	urbanization	b	urbanisation
10	a	elevator	b	lift

4 **Describe the typical homes that people in your country, town or city live in. Share your ideas with the class. Use words from Exercises 1 and 2 where appropriate.**

5 **Go online and research other typical differences between British and American English. Use the following categories to help you:**

- pronunciation
- grammar
- spelling

SPEAKING PART 1 TRAINING



1 042 **Listen to three candidates answer a question from Part 1 of the Speaking exam. Match the candidates (1–3) with the strategies (A–C) for answering the Yes/No question.**

Candidate 1 .....
Candidate 2 .....
Candidate 3 .....

A giving an ambivalent answer, rather than choosing just *yes* or *no*
B offering different interpretations of the question
C focusing on the reasons for the answer

2 043 **Now listen to three more candidates answering a Wh- question. Which strategy is each using?**

Candidate 1 .....
Candidate 2 .....
Candidate 3 .....

A improvising an answer when you do not have a definitive response
B giving different interpretations of the question and then answering
C providing a clear answer and then presenting various reasons for this answer

3 **Work with a partner. Take turns to be the examiner and candidate and answer the following questions. Use some of the strategies from the previous exercises to vary your answers where appropriate.**

Questions for Student A

- What kind of building do you live in?
- Is it easy to get from your home to the local shops?
- Have you made any changes to your home recently?
- What kind of home would you like to live in when you are older? (Why?)

Questions for Student B

- Have you lived in the same home all your life?
- How typical is your home for people in this area?
- Would you like to live in a skyscraper? (Why?/ Why not?)
- If you could change anything about your home, what would it be? (Why?)

GRAMMAR

THE PASSIVE

GRAMMAR ON THE MOVE
Watch the video

→ **GRAMMAR REFERENCE** / *The passive: Page 210*

1 044 **Look at the photos and listen to a podcast about unusual buildings. Then decide if the statements are true or false.**

Crooked House, Sopot, Poland

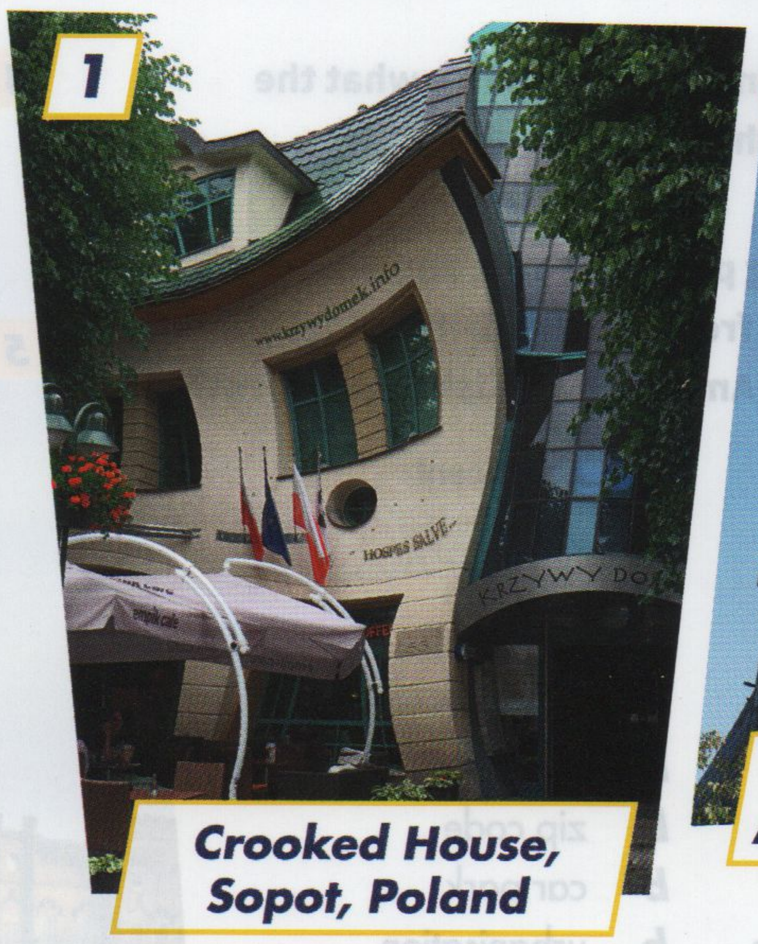
1 The designers got the idea from a children's book.
2 Photographing the building isn't allowed.

Bibliotheca Alexandrina, Alexandria, Egypt

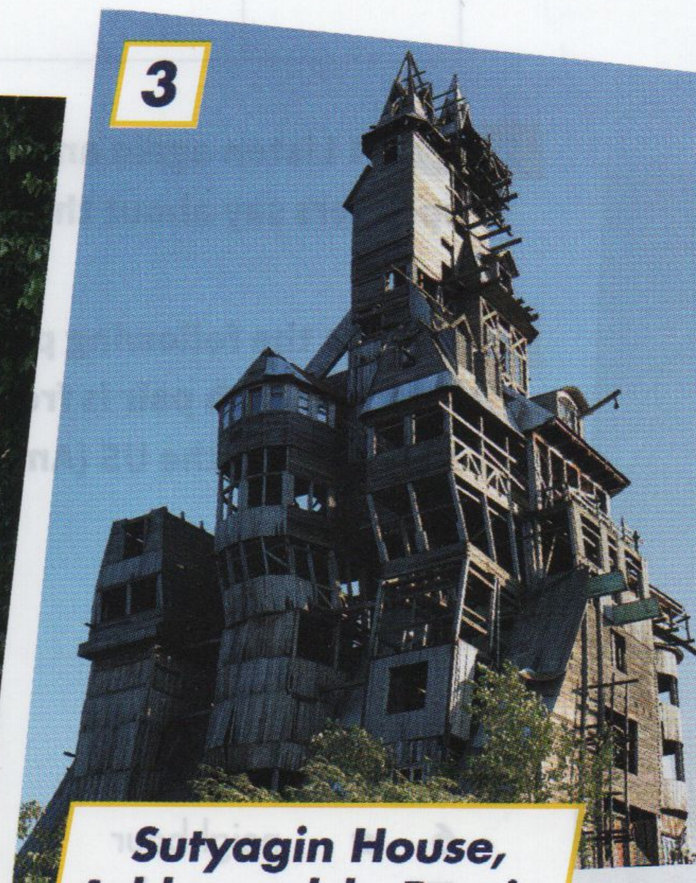
3 The building's architects were from Norway.
4 It has been said that the building looks similar to an eye.

Sutyagin House, Arkhangelsk, Russia

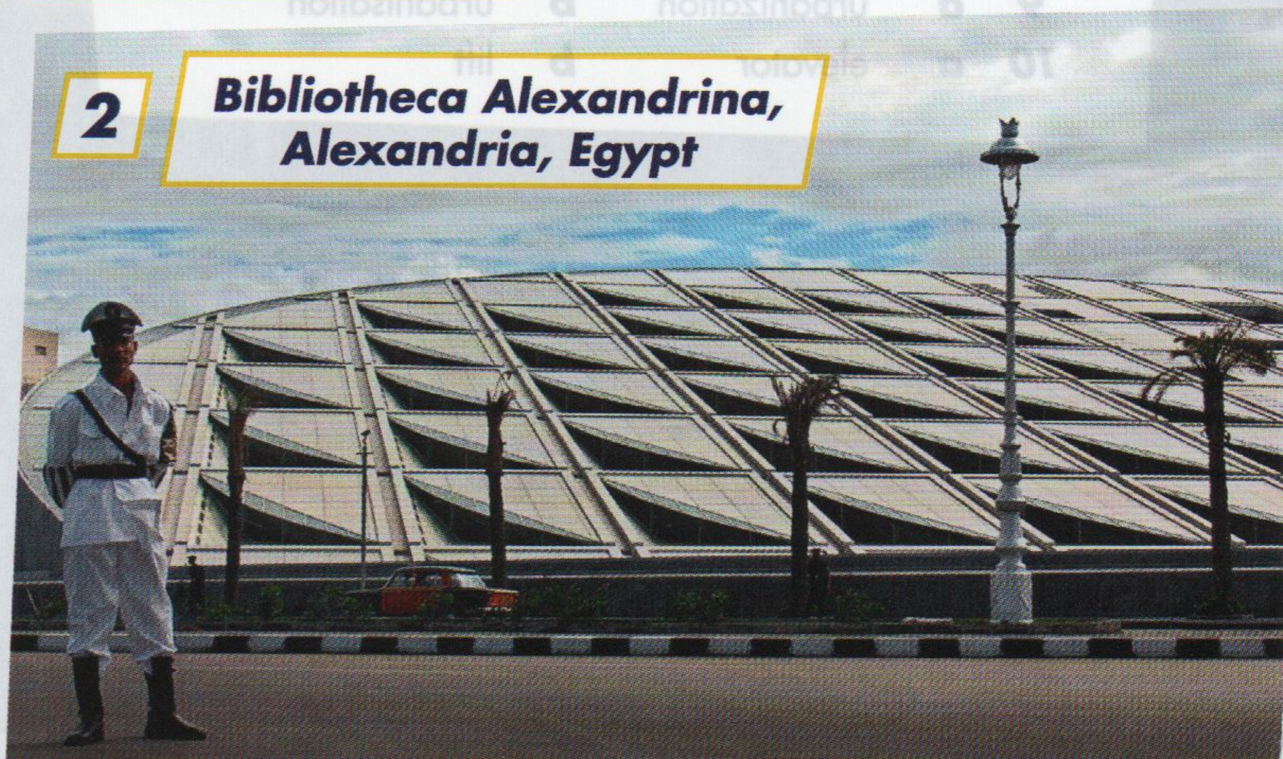
5 The owner didn't obtain planning permission for the building.
6 The house still exists today.



Crooked House, Sopot, Poland



Sutyagin House, Arkhangelsk, Russia



Bibliotheca Alexandrina, Alexandria, Egypt

2 044 **Listen again and complete the missing words in the extracts below.**

Crooked House, Sopot, Poland

1 They *were inspired* by illustrations in a storybook produced for kids.
2 The building looks as though it's _____ between a giant's fingers.

Bibliotheca Alexandrina, Alexandria, Egypt

3 It _____ just in time _____ in 2002.
4 Up to eight million books _____ there, although not all this space is _____ .

Sutyagin House, Arkhangelsk, Russia

5 It _____ to be the tallest wooden house in the world.
6 He _____ to prison for extortion before it _____ .
7 The building _____ a fire hazard, and the local authorities had the main tower _____ .

3 **Find and underline any examples of the following passive structures in the extracts in Exercise 2.**

1 past simple passive
2 present perfect simple passive
3 present continuous passive
4 modal passive
5 have (sth) done
6 passive infinitive

4 **Read the blog post about the new home of a couple from Brazil and answer the questions.**

1 Why did their flat need renovating?
2 Did they do everything that they wanted to?
3 Did they finish the work in the time they had imagined?
4 What big lesson did they learn about DIY?

DID WE BITE OFF MORE THAN WE CAN CHEW ...?

When my new husband Lucas and I moved into our apartment in Curitiba, we agreed **(1)** that needed renovating – and renovating big time! To be honest, I doubt that **(2)** anything been done to it for ages, in fact probably **(3)** even since the block built in the mid 1970s. If money wasn't an issue, we'd just rip everything out **(4)** and the whole lot replaced: kitchen units, flimsy old doors, stained carpets and so on. But unfortunately we live in the real world, our budget was tight, and doing the whole lot at once just wasn't going to be feasible. So we made a list of jobs **(5)** which had to prioritised, and things which could be postponed. We figured that the most economical way to get the place looking more homely was to decorate the walls. As it's only a small apartment, we reckoned we could **(6)** get the whole lot over a weekend if we worked hard. Lucas and I bought four different coloured tins of paint from our local hardware store and got going. Of course, **(7)** before any walls be painted, **(8)** the whole room emptying. So we had to take all the furniture out of each room to make sure paint **(9)** didn't spilled all over it. And then we put a plastic dustsheet down so we could paint the ceilings **(10)** without paint splashed all over the floor. So, did we get it finished in a weekend? Not a chance! If it's taught me one thing about DIY, it's this: preparation is as big a job as the actual makeover itself!



5 **Correct the underlined sections of the text above by adding the following missing words to make passive forms.**

get	could	it	getting	be	done	was	needed	have	had

VOCABULARY

PHRASES WITH *GET, HAVE, MAKE* AND *DO*

1 045 **Listen to the manager of a firm of builders talking to his team about a job. Answer the questions.**

1 What is the building job that the firm of builders will do?
2 How long do they have to complete the work and why?

2 045 **Complete the extracts from the dialogue by writing up to three words in each gap. Listen again and check.**

1 Before we get in the van and get _____, …
2 We're going to be making _____ an attic conversion today.
3 Do you have _____ attic conversions?
4 We made a _____ doing them.
5 I've given my word that we will do _____ …
6 Do you get _____ ?
7 I've made a _____ to get done on the first day.
8 We have _____ to meet that deadline.
9 Lets make _____ .

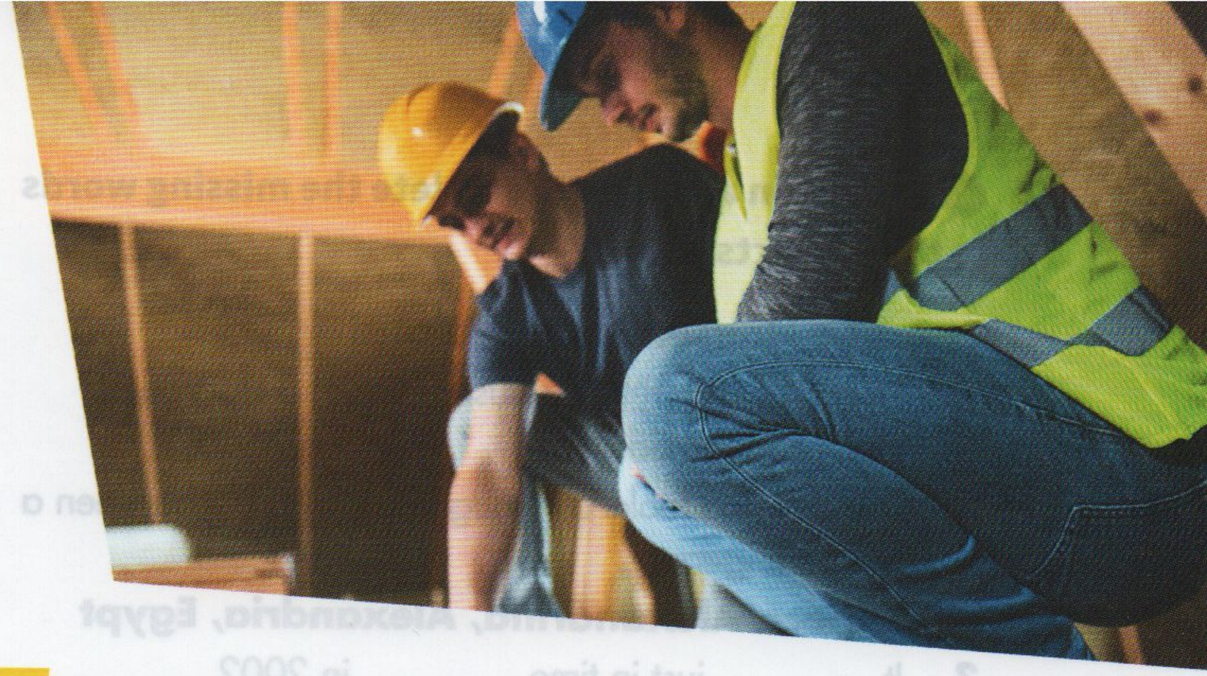
3 **Match the verb phrases from Exercise 2 with the definitions (A–G).**

A establish a reputation for yourself
B understand what you are told
C object to something
D try your best
E have to do something because there's no other alternative
F begin something (x2)
G write down things to do or buy

4 **Match the sentence halves 1–5 and A–E.**

1 Two coats of paint should **do**
2 Ladies and gentleman, I **have no**
3 After lengthy delays, the project eventually **got**
4 Buying a guidebook is recommended in order to **get**
5 TPR Construction provide excellent customer service and always **make**

A **the job** and give you a nice even finish.
B **the most out of** your visit to this fine medieval building.
C **a point of** checking that the client is fully satisfied before issuing the final bill.
D **under way** last March, and construction is due to be completed next October.
E **hesitation in** awarding this year's Innovative Design Prize to Abraham Moskowitz.



5 **Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 I don't mind supermarkets, but I don't fancy living next to one.
AGAINST
I have _____ , but I wouldn't like to live next to one.
2 The loft extension will start next year.
UNDER
The loft extension won't _____ next year.
3 I tried as hard as I could to dispose of the rubbish as instructed.
UTMOST
I _____ rid of the rubbish as instructed.

READING AND USE OF ENGLISH PART 6 TRAINING

1 **Match the buildings designed by Zaha Hadid (1–3) with the descriptions (A–C).**

A 'a gravity-defying snow-white iceberg that erupts from the ground like a twisting rollercoaster'
B 'a sleek, silvery form … an architectural show-stopper that could hardly be more 21st century'
C 'a giant starfish with linear skylights elegantly guiding passengers towards their gate with maximum efficiency'



2 **Read the articles quickly and answer the questions.**

1 Are all four articles talking about the same subject?
2 Do you think the writers of the articles express the same ideas and opinions?

3 **Look at question 1. Then read Helen Jeremy's extract and find what she says about how quickly Hadid's career developed.**

4 **Now read the other extracts and underline any text that also talks about the speed that Hadid's career developed. Then decide who expresses a different opinion from Jeremy.**

5 **Answer questions 2–4, following the same procedure.**

You are going to read four extracts from articles about the architect Zaha Hadid. For questions 1–4, choose from the articles A–D. The articles can be chosen more than once.

Which critic

1 has a different opinion to Jeremy about how quickly Hadid's career developed?

2 disagrees with Onilski about whether Hadid differed in approach from people she learnt from?

3 expresses a similar view to Older about the importance of teamwork in Hadid's company?

4 gives a different reason from the others as to why some of Hadid's designs were never realised?

PUSHING THE BOUNDARIES – the work of architect Zaha Hadid

A HELEN JEREMY

From Guangzhou to Naples, the world is now familiar with the graceful buildings of Iraqi-born architect Zaha Hadid, a graduate of the Architectural Association in London. But there was a time when it looked as though none of her buildings would ever make it off the drawing board. For many, her designs were just too difficult to realise. And yet, Hadid managed to go from ambitious wannabe to mainstream success story in no time at all. To say that she was in demand would be an understatement. At the time of her death in 2016, her company, Zaha Hadid Architects, had multiple major projects on the go, including building Africa's tallest skyscraper in Egypt and a new airport terminal in Beijing. Of course, skyscrapers and airports don't just get built by lone geniuses; they require extensive networks of technical and professional expertise, something that she understood only too well.

B NICK ONILSKI

When Zaha Hadid set up her practice in the 1980s, it seemed unlikely that she would one day join the ranks of architectural greats of her day, such as Frank Gehry and Rem Koolhaus. In fact the latter was her tutor when she trained at the Architectural Association in London, and from him she inherited her utopian architectural vision. Buildings, it was argued, could influence people for the better. And yet her early designs seemed like unbuildable fantasies, characterised by bold designs in which no join was a right angle and no line was straight, earning her the nickname 'Queen of the Curve'. It took years of hard work for Hadid to make a name for herself as an architect who could not just design, but build on an epic scale. And she did so with style, such as in her magnificent Heydar Aliyev cultural complex in Baku, Azerbaijan. For me, Hadid was simply a genius, and I have no hesitation in declaring her to be the greatest architect of her generation.

C CLARE OLDER

With her right-hand man Patrik Schumacher, Zaha Hadid assembled a truly multi-national dream team of directors, associates and designers, which enabled Zaha Hadid Architects (ZHA) to stay on top of an impressive portfolio of groundbreaking designs. In recent decades, clients have been queuing up to get a touch of the Hadid magic. But this success is a far cry from Hadid's early days, which included, for example, her winning design in 1983 for a resort complex known as The Peak in Hong Kong. An ambitious project involving overlapping cantilevered storeys and endorsed by eminent engineer Peter Rice, it came to nothing when it turned out that the client did not have the funds. Similar problems have dogged Hadid's career more than most, with projects for Cardiff Bay Opera House and Tokyo's Olympic Stadium also being aborted.

D TIM CLINCH

Hadid thrived as a student at the Architectural Association, where she went on to teach after graduating. She also worked for her tutor there, Rem Koolhaus. It was at this time that she made the shift from 'paper architecture' to the physical reality of actually making things. However, unlike her mentors, Hadid was unwilling to compromise simply in order to get something built. For her, it was all or nothing, and she did her utmost to promote her radical visions of what could be constructed. Hadid's unconventional designs posed challenges which construction companies had never encountered before, and so many of them never saw the light of day.

GRAMMAR

MODALS (2) – MODALS IN THE PAST

GRAMMAR ON THE MOVE
Watch the video

➡ **GRAMMAR REFERENCE** / *Modals (2) – Modals in the past: Page 211*

1 **Read the sentences and choose the best option. Sometimes both are possible. If so, is there a difference in meaning?**

1 She *had to have/must have had* the roof repaired after the storm because it was so badly damaged.
2 I *could be/could have been* an architect, but in the end, I chose to become a structural engineer.
3 I didn't have the time or the money to repaint the whole house, but I *could/was able to* get the bedrooms finished.
4 Three members of the British rock band Pink Floyd *would/used to* be architecture students before pursuing full-time careers in music.
5 What disappointed me about that museum visit was that we *didn't have to/weren't allowed to* take any photos once we were inside for security reasons.
6 The builders *were supposed to follow/ought to have followed* the new energy saving regulations when they built that office block, but clearly they didn't.



2 **Match the sentence halves and add any necessary punctuation. There may be more than one possible answer.**

1 The building could have collapsed
2 The building would have collapsed
3 The building should have collapsed
4 The building might not have collapsed
5 The building can't have collapsed
6 The building must have collapsed

A I saw it this morning and it was fine.
B there is no other possible explanation as to why it is in ruins.
C so we consider ourselves very lucky that it didn't.
D but the demolition crew underestimated the amount of explosives needed.
E if it had been built using quality materials.
F had it not been for its earthquake-proof design.

3 046 **Listen to the news story and answer the questions.**

1 Where was the $500,000 dollars found?
2 Who found the money initially?
3 Who tried to claim the money?
4 Who finally received the money after the case went to court?

4 **Read the comments section of a news station's website. Choose the correct option to complete them. There are two answers you don't need.**

DarinaBallerina
Can't believe the builders thought they **(1)** _____ to keep the money. That's like saying that if your plumber finds your wedding ring down the kitchen sink, he can keep it!
♡ 11 2

JoeyBoy
I'm a builder and personally I **(2)** _____ quiet. I bet the worker who found it is wishing he'd done the same!
♡ 2 5

Nakahata
What a shocking decision! What was the judge thinking? He **(3)** _____ the new owners keep what was in the home they had paid for. The deceased man's daughters sold the house knowing that money **(4)** _____ inside it somewhere. By selling the house, they abandoned their claim to anything still there.
♡ 9 3

A might have been hidden
B should have let
C couldn't have been lost
D should have been allowed
E would have kept
F wouldn't have allowed

5 **Decide which comments in Exercise 4 you most agree with and why. Share your ideas with the class.**

WRITING PART 2: A PROPOSAL TRAINING

1 **Read the exam task and look back at the report exam task in Unit 3 (page 45). Then read the statements and write R (Report), P (Proposal) or B (Both).**

The college you attend has announced that there will be an organised trip to a local building in order to learn about the architecture of the area. You have been asked to write a proposal identifying a suitable building, explaining what could be learnt by visiting it, and suggesting what can be done to make the visit a success for the students.

Write your **proposal.**

1 The focus tends to be on evaluating a past situation.
2 The focus tends to be on making and justifying recommendations for the future.
3 The target audience is usually either a superior, e.g. a supervisor/professor, or your peer group, e.g. students/colleagues.
4 The language should be quite formal and objective.
5 You can use headings to introduce sections.

2 **Match the two extracts from proposals written by different candidates with the examiner's criticisms (A–C). There is one extra option.**

1 One local building that blew me away when I visited it was the La Lonja de la Seda in old town Valencia – I've wanted to go back for ages. We must go there!!!

2 If you're in central Jakarta, why not check out the National Museum of Indonesia, where there's absolutely tons of highly enjoyable 'edu-tainment' inside!

A The candidate is insisting on their choice, rather than recommending a place.

B The candidate uses a chatty informal style rather than a more formal tone appropriate to the task.

C The candidate is focusing too much on their preferences, rather than thinking of what might benefit the other students.

3 **Read these sentences from a student's proposal and match them to the questions the student is answering in the proposal task (A, B or C).**

A Where could you recommend?
B Why would you recommend it?
C How can such a visit be made successful for students?

1 My <u>suggestion</u> is for the group to travel to our provincial capital, Milan, to visit the Galleria Vittorio Emanuelle II.

2 I would <u>strongly</u> recommend that we arrange a professional guide for our visit, who can answer any questions students have.

3 This building is, <u>in my opinion</u>, not only one of the finest examples of nineteenth century architecture in the city, but also it would be free to enter as it is a public shopping mall, saving the college money.

4 In order for the trip to be interesting, I would suggest that students are taught something about the building <u>in advance of</u> the trip itself.

5 I am <u>confident</u> that this excursion would be both rewarding and enjoyable, enabling all the students to get the most out of the day.

4 **Focus on the <u>underlined</u> words or phrases in Exercise 3. Look at the possible synonyms (a–b) and choose the one which is most appropriate for a proposal.**

1	***a***	recommendation	***b***	advice
2	***a***	firmly	***b***	totally
3	***a***	I reckon	***b***	I would say
4	***a***	prior to	***b***	before
5	***a***	dead sure	***b***	convinced

5 **Work in groups. Imagine you are going to write your own answer to the exam task in Exercise 1. Discuss the questions in Exercise 3 and make notes. Then present your ideas to the class.**

PUSH YOURSELF C2

BUILDING-RELATED PHRASES AND COLLOCATIONS

1 **Match the words to make phrases in this unit.**

1	drawing	***A***	boom
2	fire	***B***	angle
3	suspension	***C***	proof
4	right	***D***	bridge
5	earthquake-	***E***	hazard
6	building	***F***	catching
7	eye-	***G***	drill
8	know the	***H***	board

2 **Complete the sentences with a phrase from Exercise 1.**

1 The building's flimsy wooden doors are considered a _____ and will need replacing to comply with the latest building regulations.

2 We've been over-optimistic with our plans for next year's budget, so we need to go back to the _____ and do it again.

3 Japan's Akashi-Kaikyo _____ has a central span of nearly two kilometres, and is considered a marvel of modern engineering.

4 Polish architects Szotynscy and Zaleski designed their Crooked House without a single straight line or _____ in the façade.

5 Structures in cities situated on fault lines such as Jakarta, Istanbul and Manila are designed in order to be as _____ as possible.

6 OK everybody, you _____. First we clear the upstairs rooms and get everything packed into the van. Then we move onto the downstairs furniture.

7 During the _____ of the 1980s and 90s, the city's population almost doubled.

8 Hong Kong's Rainbow Building features a colourful and _____ façade.



EXAM FOCUS

WRITING PART 2: A PROPOSAL

EXAM FACTS

- *It is possible (but not certain) that Part 2 of the Writing exam will include a proposal.*
- *A proposal is similar in style to a report, but the focus is on making recommendations for a future project, not analyzing something that has already happened.*

EXAM TIPS

- *As with a report, you may want to give your paragraphs headings in a proposal. Headings typically are written as a noun phrase, e.g.* ***A new art gallery for Tonkington*** *or a clause beginning with a question word (where, when, how, why):* ***Why Tarnow needs a new sports centre***
- *Again, as with a report, you need to identify who you are writing for as this will help you decide if the tone needs to be formal or neutral.*

Write an answer to the question. Write your answer in 220–260 words in an appropriate style.

Your town council has recently received some funding for improvements to public buildings and it has asked residents for suggestions. Write a proposal to the council in which you identify the building and explain why you think local people would benefit from it being improved. You should also briefly outline your recommendations for improving the building.

Write your **proposal**.

SPEAKING PART 1

EXAM FACTS

- *The questions in Part 1 focus on your experience, interests and personal opinions.*
- *Candidates aren't required to talk to each other in Part 1.*

EXAM TIPS

- *Think about different ways to answer these questions. For example, for Yes/No questions, don't just always answer with 'Yes' or 'No'. Use alternatives such as 'Definitely (not)', 'To some extent …', 'Yes and no' or 'It depends …' to show variety. Also make sure you explain and justify your answer.*
- *If you are asked a question that you cannot immediately answer, you can try strategies such as explaining your interpretation of the question, or admitting you don't have an immediate answer to that question but offering an alternative perspective instead.*

Questions for Student A

- How interested are you in visiting old buildings?
- What's the most interesting building you have ever visited?
- Is there any building in the world that you'd really like to visit? (Why?)
- What would you say is the most famous building in your country?
- Have you ever visited a ruined building, and if so, what did you think of it?

Questions for Student B

- Do you prefer modern buildings or historical ones? Why?
- Which building in your town do you think that visitors should go and see?
- Do you think working as an architect would be a rewarding career? Why?/Why not?
- Have you ever been to the top of a skyscraper, and if so, would you recommend it? Why?/Why not?
- Do you think children should be taught about architecture at school? Why?/Why not?



READING AND USE OF ENGLISH PART 6

EXAM FACTS

- *This task requires you to cross-reference information across four different texts.*
- *The four questions ask you to find similar or different opinions, agreement or disagreement between the writers/texts.*

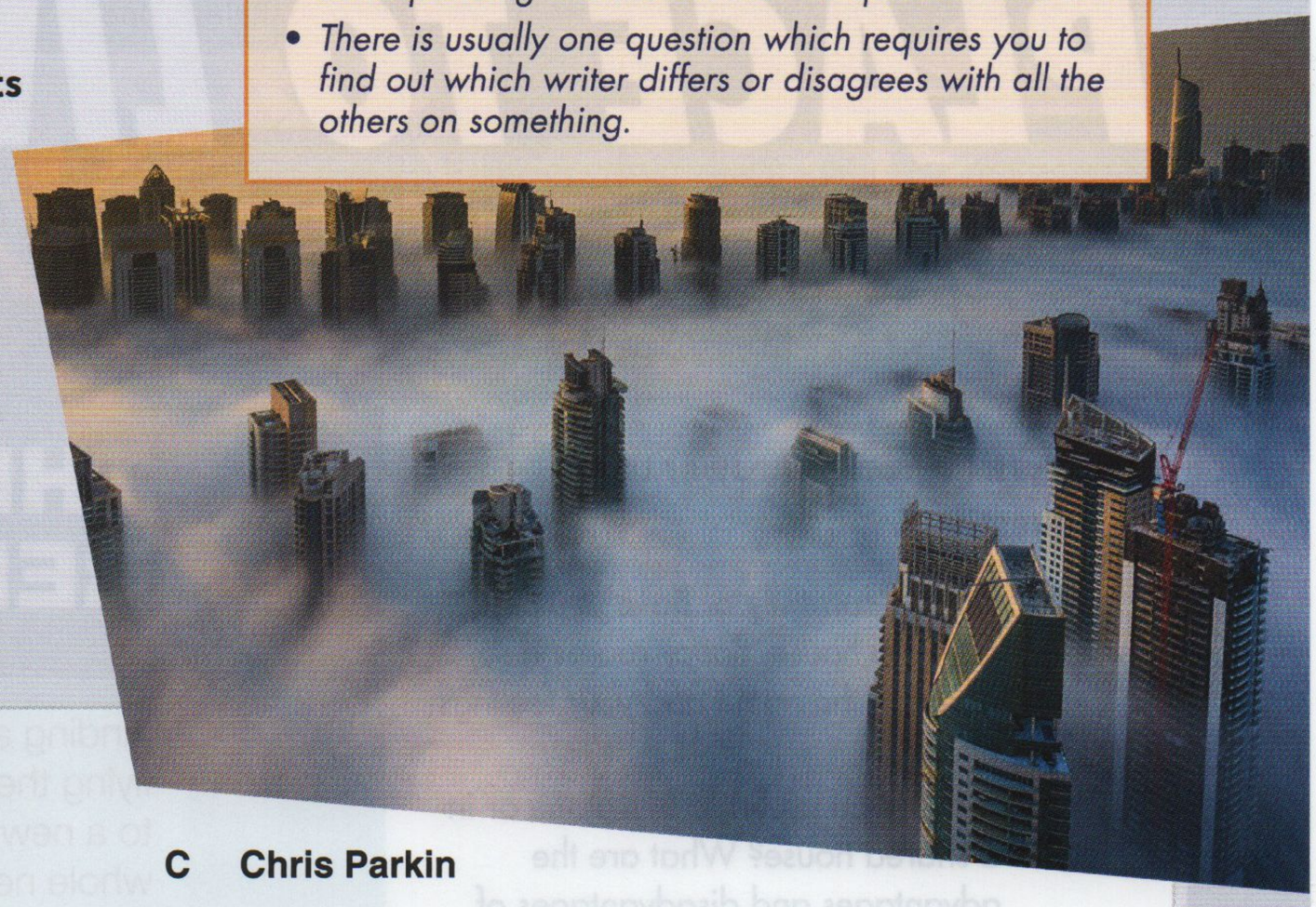
EXAM TIPS

- *Read each question and underline the opinion/ attitude/idea that you need to locate.*
- *If you are given the name of one of the writers/texts in the question, then identify where this information is in that text. Then read the other texts to find the corresponding information that the question asks for.*
- *There is usually one question which requires you to find out which writer differs or disagrees with all the others on something.*

You are going to read four texts about skyscrapers. For questions 1–4, choose from the texts A–D. The texts may be chosen more than once.

Which writer

1 offers more evidence to support Howel's view about how living in multi-storey buildings affects health?
2 has a different view from Bergsen about what people associate with high-rise buildings?
3 shares Parkin's opinion on how living in a tall building affects social interaction?
4 offers an alternative explanation from the others as to why so many skyscrapers are being built?



Skyscrapers

A Hilde Bergsen

Recent years have seen the resurgence of the skyscraper brought on by improved construction technology, largely in the area of lifts which can reach speeds of up to 60 km per hour. Tall buildings are regarded as indicators of high-end luxury living and commercial success. From basement swimming pools to the rooftop running tracks common in high-rise blocks in Singapore, they can and should provide the amenities needed by residents to ensure that high-rise living is beneficial to both mind and body. However, just because such facilities exist for people to use and get to know one another does not necessarily mean that inhabitants will do so. Studies suggest that the larger a residential building is, the greater the chance that its residents will report some degree of loneliness.

B Adrian Bell

In many ways, this year has felt like the year of the skyscraper. Mind you, so did last year. I'm interested in people's perceptions of skyscrapers, largely because I want to understand what so many people have against them. In places like Hong Kong where limited space has prompted the tendency to build skywards, they're just the norm. In other places such as the UK, however, a certain stigma has been attached to the drab multi-storey blocks of the 1950s and 60s, and this is taking quite a time to shed. Many of the supposed drawbacks are simply overstated, such as the idea that living in a high-rise is unhealthy. In actual fact, overall life expectancy has been shown to be higher in the upper levels of multi-storeys than those closer to street level. And with increasingly sophisticated design, the current trend is for more and more skyscrapers reaching higher and higher. I have a feeling I'll be calling next year 'the year of the skyscraper' too.

C Chris Parkin

Advances in construction nowadays mean that structures can be made wind- and earthquake-proof at a larger size than ever before, prompting a skyscraper building boom right across the globe. So what's it actually like to live on the 62nd floor? Well, the views from up there are no doubt superb, but a Canadian study of heart attack victims has concluded that survival rates dropped substantially on higher floors of a skyscraper because they were harder and more time-consuming for paramedics to reach. And there's the day-to-day practical aspect of living in the sky to consider too. Kilometre-high buildings inevitably take longer to enter and longer to exit, and so getting out to see a pal down the road can become such an undertaking that people don't bother, which can lead to extended isolation, as several commentators have observed.

D Becca Howel

I've always resented the childish quest to build as tall a structure as possible. Corporations worldwide are competing with each other to show their importance and power as though a company's success can be measured through the number of storeys its corporate HQ has. And yet there's something heroic about these vast landscape-dominating structures. Increasingly, though, new skyscrapers are less likely to be workplaces, and more likely to be the place that several hundred people call home. Of course, the sheer number of people sharing a large building does make it easier for bugs and germs to spread through shared contact with door handles, lift buttons and hallways. But at the same time, having a large pool of neighbours means that there is a large supply of what poet William Butler Yeats refers to as 'friends you haven't met yet'.

RENTING A PLACE TO LIVE

1 **Work in groups. Answer the questions.**

1. Do you currently or have you ever rented a house, flat or room? If so, describe the home and your feelings about it.
2. Would you prefer to live alone or in a shared house? What are the advantages and disadvantages of each situation?
3. Are the following statements true or false for your country?
   - **a** Most young people can't afford to buy a house or flat in the place they grew up.
   - **b** Renting is so expensive that more and more young people are living with their parents after they leave school or university.
   - **c** Universities usually provide cheaper accommodation for students in halls of residence.
   - **d** The further you are from the city centre, the more affordable accommodation becomes.

2 **You are going to read an article about renting a property in the UK. First read paragraphs 1–4 of the article and identify the best summary of the article A–C.**

- **A** Renting a home can be great provided that you know how to go about it.
- **B** If you're going to be renting, make sure that your flatmates are compatible.
- **C** There are some things you should never economise on when renting somewhere to live.

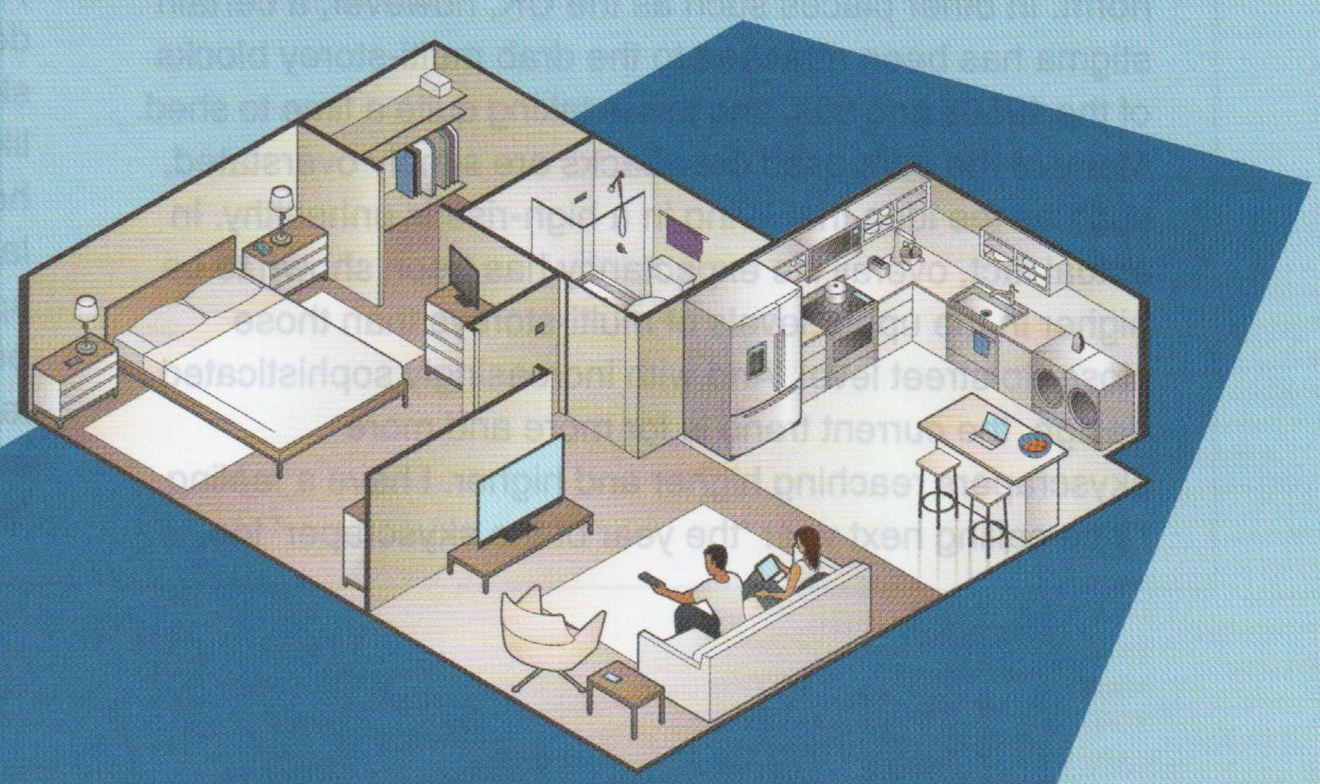
THINKING OF RENTING? THEN READ THIS FIRST

[1] Finding a place to rent is often an exciting step, whether you're flying the nest, downsizing, moving in with friends or relocating to a new area. It can give you flexibility, independence and a whole new lifestyle. But, like anything, there are pitfalls, and it pays to be aware of these so that you can find a place that's right and make sure renting works for you.

[2] First up is affordability. It goes without saying that you get what you pay for but most people would expect to pay about one third of their income on rent. Remember that you'll also need to budget for your other monthly costs like transport and phone bills, so it's sensible to have a ball-park figure in mind. Overestimate what you can stretch to, and you might find yourself struggling to stay afloat each month. If you're going to be sharing, make sure you're all in agreement about the budget because it's likely to be the case that if one of you defaults, then everyone else effectively becomes liable.

[3] Then make sure you're clear on your non-negotiables – your must-haves. Sure, a sea view would be great, but optional extras like that tend to push the price up. Focus on the essentials, like whether there's parking or space to keep a bike. Or how near to the city centre you need to be. Work out what your daily commute time will be, especially if you will be relying on public transport.

[4] And once all that is sorted out, it's time to make a shortlist and view some properties.



3 **Find words in paragraphs 1–4 meaning**

A review the possible options and reduce them to the most important ones
B afford, manage
C fails to pay, misses a payment
D unanticipated problems
E obliged to pay
F allow enough money, plan for financially
G approximate amount
H moving to a smaller home, often to save money

4 **Complete the property viewing checklist in paragraphs 5–7 with the words from the box.**

double-glazing	certified	tenants	viewings
water pressure	carbon monoxide alarms		
lockable	mould	tenancy	central heating

5 **Work in groups. Can you think of anything else you might add to your checklist when considering a rental property?**

6 **Decide which strategies you think Janine should use to negotiate a lower rent with the landlord of a flat she is interested in.**

A offer a concession
B pay him a compliment
C agree to the asking price
D ask if the price is negotiable
E list all the things that are wrong with the flat
F tell him he is being greedy and charging too much
G make a lower offer, with a reason for the reduction
H show that she has done her research into the property market

7 047 **Now listen to the negotiation and tick the strategies Janine uses to reach an agreement.**

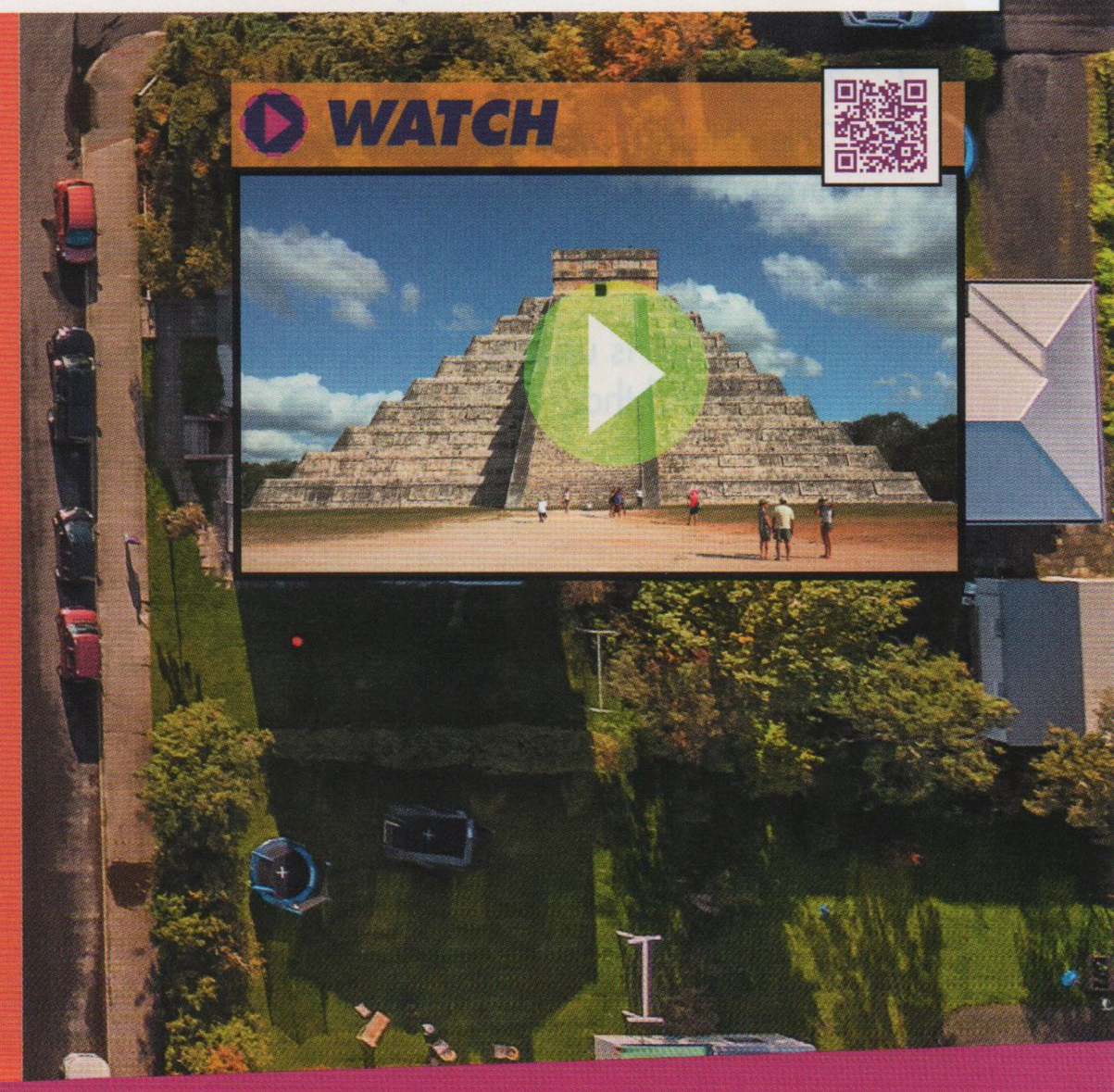
8 047 **Look at the negotiation phrases from the dialogue. Correct the underlined words. Then listen and check.**

PHRASES YOU MIGHT HEAR/USE

1 I'm not going to be able to pay above the going level.
2 Do we have some space for negotiation?
3 I could drop down to £790 for you.
4 That's definitely a jump in the right direction.
5 I still think you are asking me to pay under the odds.
6 Why don't we meet halftime?
7 OK, I guess I could reach to that.
8 It looks like we have an agreement.

9 **Watch the video on the new Wonders of the World. Make notes on each of the following:**

- The Great Wall of China: built 7th
- Petra
- Chichen Itza
- Machu Picchu
- Taj Mahal
- The Colosseum
- Christ the Redeemer



PROPERTY VIEWING CHECKLIST

[5] **CONDITION**

- Is there any **1** _____, especially in damp areas such as bathrooms?
- Does it have **2** _____ for the windows? This makes a massive difference in terms of soundproofing and heat retention.
- What's the **3** _____ like? You'll want a proper shower, not just a dribble!
- Does the property have **4** _____ or does it have individual heaters in each room?

[6] **SAFETY AND SECURITY**

- Are there working **5** _____, and when were they last tested?
- Have the electrical and gas fittings been inspected and **6** _____?
- Are all the windows **7** _____?

[7] **QUESTIONS TO ASK THE LANDLORD OR AGENT**

- How long is the **8** _____?
- Why are the current **9** _____ leaving?
- How many **10** _____ has the property had?

LIFE COMPETENCIES

EVALUATING IDEAS, ARGUMENTS AND OPTIONS

Imagine that you are estate agents, looking to find a home in your town for a millionaire customer with an unlimited budget looking to buy a holiday home. Find two suitable properties and prepare a presentation outlining the advantages of each.

7 BROADENING HORIZONS



GETTING STARTED

TASK 1

Instructions: Find the three-letter word that completes the word in capital letters, and finishes the sentence in a sensible way.

EXAMPLE: I'll put some GED cheese on the pizza. (*RAT*)

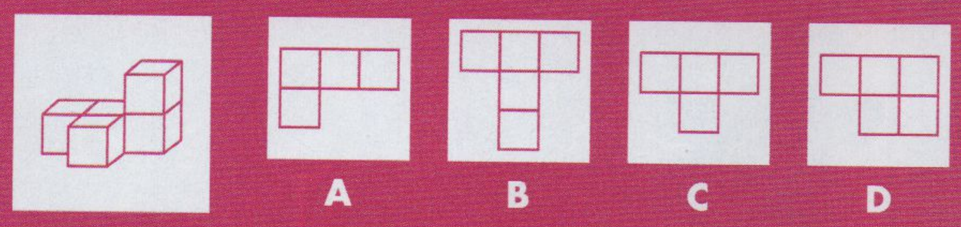
1 The children jumped into the pool and SPLED around joyfully. (_____)

2 VANA is my favourite flavour of ice cream. (_____)

3 The WHER is usually a bit better in the south of England than in the north. (_____)

TASK 2

Work out which option is a top-down 2D view of the 3D figure on the left.



1 Complete the logic tasks. Then answer the questions below.

1 What exactly do you think these questions are testing?

2 Do you think the ability to answer them is a good indication of whether a child will do well in studies/life?

3 What other ways are used to assess the 'brainpower' of children?

4 Do you think everybody learns in the same way?

READING AND USE OF ENGLISH PART 1 TRAINING

1 Read the extracts (1–3) from a Part 1 task. Decide what each is testing your knowledge of: A – fixed phrases, B – verb patterns or C – collocations. Then choose the correct answer for each.

1 If we try to teach students according to their learning styles, it might actually _____ them from developing more useful ways of learning.

A discourage

B deny

C encourage

D allow

2 Research has not managed to _____ a connection between teaching methods and student achievement.

A apply

B build

C establish

D construct

3 You can't get your own _____ all the time. That's not fair.

A path

B idea

C route

D way

2 **Read the text extract. Choose the correct options using the tips to help you.**

Most of the research **(1)** ___ in the last few years has concluded that the relationship between learning styles and student achievement has been greatly **(2)** ___ . Before this revelation, many students **(3)** ___ their failures on their teachers, whereas it is now apparent that they need to take **(4)** ___ for their own shortcomings.

1

Tip: Only one verb here naturally collocates with *research*.

A conducted
B investigated
C enacted
D performed

2

Tip: Two of these adjectives collocate with *greatly*, but think about whether the adjective should have a positive or negative meaning based on the whole extract.

A overrated
B augmented
C exaggerated
D enhanced

3

Tip: Which of these verbs uses the structure verb + (sth) + *on* + (sth/sb)?

A charged
B blamed
C accused
D claimed

4

Tip: Which one completes the fixed phrase *take* ___ *for* (sth)?

A authority
B ownership
C acknowlegement
D responsibility

VOCABULARY

ADVERB + ADJECTIVE COLLOCATIONS

1 **Work with a partner and answer the questions.**

1 Do you consider yourself to be ambitious?
2 Is being ambitious considered a positive or negative trait a) in your country b) among your peers?
3 Quickly read the extract from a blog post. Does the writer see ambition as positive or negative?

2 **Find and highlight 12 adverb + adjective collocations in the text. One has been done for you.**



NEWS LATEST POST ARCHIVE SEARCH

OVERLY AMBITIOUS?

It is commonly believed that being overly ambitious is a negative and even destructive trait. The main reason that ambition is not always highly regarded is that many people associate it with greed and with the type of people who push others out of the way to get where they want to be. According to a well-respected psychologist, if we take a randomly selected group of people, only one in ten would be regarded as highly ambitious. I am personally strongly opposed to the idea that ambition is a dirty word, and I'm deeply concerned that young people, especially women, are being held back by such stereotypical views of ambition. So, what is a more positive way to embrace your aspirations? First of all, it is vitally important to focus on your education at the early stages of your career. The most ambitious people tend to be highly educated. It is also useful to be well thought of by your peers, so get out there and join professional and social networks – both on and offline. Don't just join and be a passive observer. Get actively involved.

3 **Choose an adverb from box A and an adjective from box B for each gap.**

A
fully
utterly
badly
highly
closely
widely
conveniently
bitterly

B
disappointed
ridiculous
located
aware
available
trained
associated
mistaken

1 I find it ___ that teachers are no longer allowed to encourage any form of competition between students.
2 Tomas was ___ with his exam results and plans to re-sit them in the summer.
3 Teachers are ___ professionals, so they should definitely be paid more.
4 If you think I'm going to give up without a fight, you're ___ .
5 The college bookshop is ___ next to the main entrance.
6 Most students are ___ that a degree does not guarantee them a job for life.
7 All the textbooks you will need are ___ across the country.
8 The university is ___ with the teaching hospital.

4 **Write questions with three collocations from this section to ask your partner.**

When was the last time you felt bitterly disappointed by someone or something?

5 **Choose an adverb from Exercises 2 and 3 and find more collocations for it online.**

GRAMMAR

ARTICLES

GRAMMAR ON THE MOVE
Watch the video

➡ **GRAMMAR REFERENCE** / *Articles: Page 212*

1 **Do you know what a MOOC is? Read the text and check if you were correct.**

2 **Complete the gaps with *a/an*, *the* or – (zero article).**

wiki.com

Article Talk

MOOC stands for Massive Open Online Course. These are courses that anyone can take for free. **(1)** _____ MOOCs originated in **(2)** _____ United States in 2011 and since then, over 100 million people have taken part in them around **(3)** _____ world. The University of Stanford was one of the first to develop these large-scale study programmes. So, what are the advantages and disadvantages of MOOCs?

The main advantage, of course, is the price – they are generally free, unless you wish to be assessed and gain **(4)** _____ certificate. Another attraction is the flexibility they offer for students to study alongside working or other responsibilities. You can work at your own pace and gain useful knowledge and experience.

The main drawback with MOOCs is that you don't have access to a tutor. Any assessment tends to use auto-grading or peer feedback. You need to be self-motivated enough to do your work without **(5)** _____ support you get at school or college. Another disadvantage is that so far, **(6)** _____ employers have not been keen to recognise MOOCs, though there is some evidence that this is changing. A MOOC is not the best choice if you wish to enter a profession like **(7)** _____ law or become **(8)** _____ doctor.

MOOCs are developing all the time. There are even **(9)** _____ few MOOC-based degrees now. If you are considering a specific MOOC, do your research. Get information from people who have taken **(10)** _____ course, read the reviews and make your own decision. Undoubtedly, a MOOC is not the same as a degree at a recognised university, but the skills you learn could definitely pave **(11)** _____ way for a better future.

3 **Match the articles in the gaps (1–11) with their uses (A–H).**

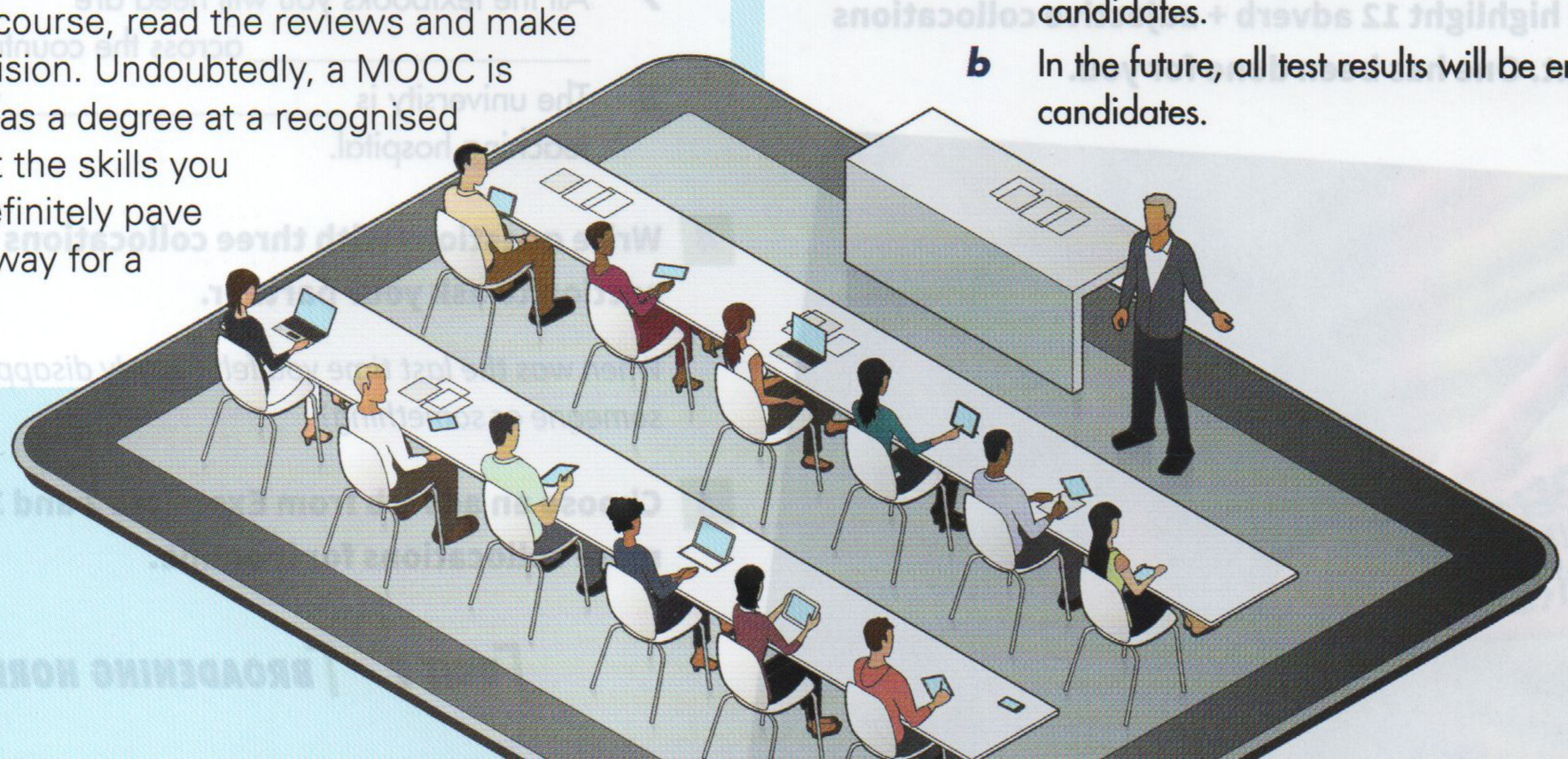
A Definite article – nouns that are unique, specific to a situation, have been previously mentioned, and both speaker and listening know what is being referred to
B Definite article – as part of some fixed expressions
C Definite article – certain countries, especially those with plural names
D Indefinite article – an unspecified singular countable noun, means the same as *any*
E Indefinite article in some expressions of quantity
F Indefinite articles – before a job (singular)
G Zero article – plural or collective nouns that imply *in general* or *any* or *all*
H Zero article for the names of academic subjects, professions or activities

4 **Correct the sentences, focusing on the use of articles. Then compare with a partner and explain your corrections.**

1 If you join the army in the UK, you can study a corresponding degree for free.
2 Harry is planning to join an expedition to climb the Mount Kilimanjaro the next year.
3 I would like to do a research into the mosquito-borne diseases.
4 There was a thought-provoking documentary about FBI on TV the last night.
5 Research has shown that the female students tend to do better than the male students at academic subjects.
6 The deadline for handing in your dissertation is the Friday after next.

5 **Decide what the difference in meaning is between these pairs of sentences.**

1 ***a*** Mauricio went to school in London.
b Mauricio went to a school in London.
2 ***a*** The workers will benefit from this new law.
b Workers will benefit from this new law.
3 ***a*** His father is in prison right now.
b His father is at the prison right now.
4 ***a*** There is little evidence that learning disorders are hereditary.
b There is a little evidence that learning disorders are hereditary.
5 ***a*** In future, all test results will be emailed to candidates.
b In the future, all test results will be emailed to candidates.



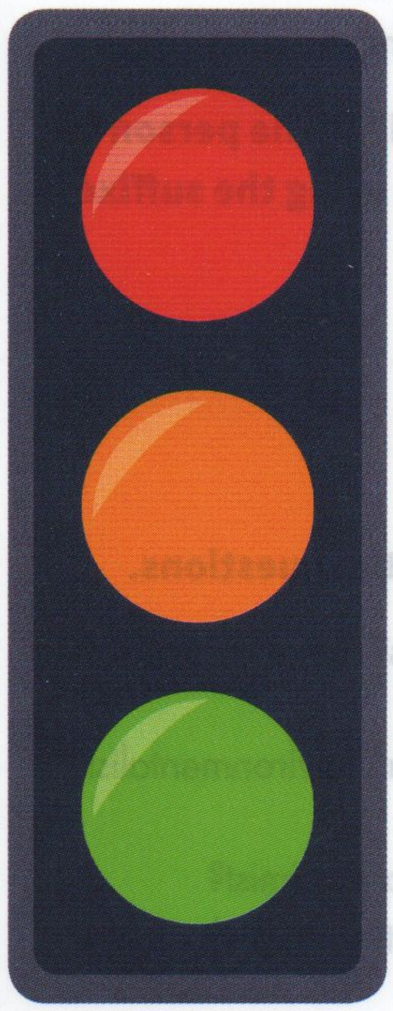
LISTENING

GUESSING MEANING FROM CONTEXT

1 **You will hear a talk called 'Brainless learning'. Use the title and the photos to predict what it will be about.**

2 **Look at words from the talk in the box. Which ones do you know? Write the words in the 'traffic light' system, according to your understanding.**

clustered	innate	interpersonal	
swivels	deterrent	differentiate	
unicellular	fuse	re-evaluate	variables



I don't know this word.

I think I know this word.

I am sure I know this word.

3 048 **Listen to the talk. Tick off the words from Exercise 2 as you hear them. Then write a single sentence explaining what the talk is about.**

4 **Look at the extract from the talk and the tip box. What does *clustered* mean?**

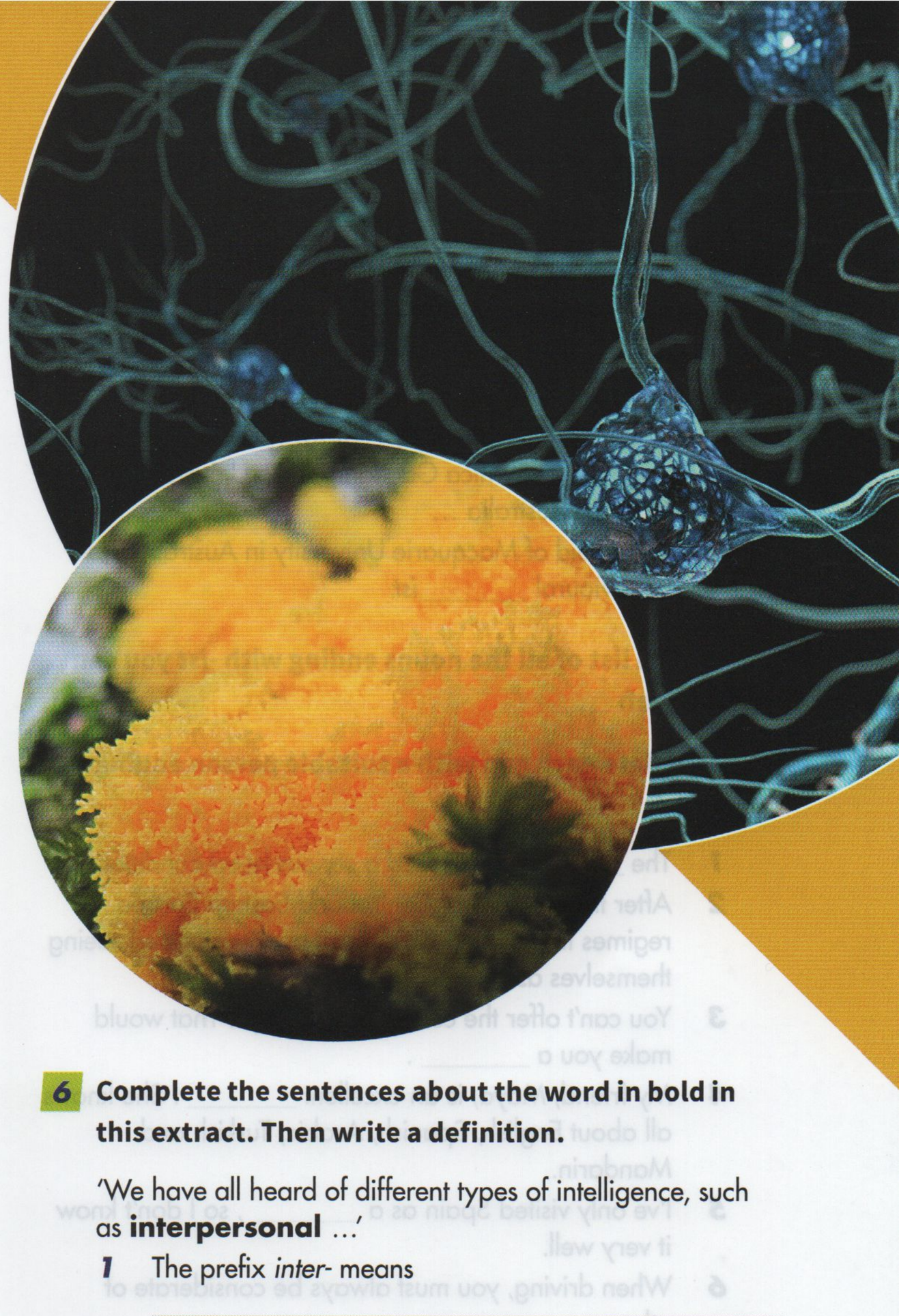
'… nevertheless, they do possess neurons, albeit spread out rather than **clustered** in one place.'

> **Tip:** The phrase *rather than* tells us that *clustered* contrasts with *spread out*. Given this, what do you think *clustered* means?

5 049 **Read and listen to the extract. Here *innate responses* contrasts with *learning*. Which word (A–C) is closest in meaning to *innate*?**

Scientists have always known this but used to think this was due to **innate** responses that had developed over many generations. Now, however, they are beginning to define the behaviour of non-neural organisms as a form of learning.

A taught
B automatic
C acquired



6 **Complete the sentences about the word in bold in this extract. Then write a definition.**

'We have all heard of different types of intelligence, such as **interpersonal** …'

1 The prefix *inter-* means .....

2 The root word is .....

3 The suffix *-al* tells us it is an .....

4 The meaning is .....

7 **Look at the extracts (1–5) and use the contextual clues or your knowledge of word-building to write a synonym or short definition for each of the words in bold.**

1 A plant called Cornish Mallow **swivels** its leaves around during the night so that in the morning they are facing the sun.

2 Audrey Dussutour of the University of Toulouse created a maze with tasty food such as oats, but blocked the slime's access to it with bitter substances like caffeine. At first, the slime hesitated for several hours before making its way across the **deterrent** to reach the reward.

3 … she discovered the plants were able to **differentiate** between two different stimuli.

4 Researchers have also realised that **unicellular** organisms can **fuse** together in order to learn more about their environment.

5 Like humans and other animals, they are able to explore the benefits and drawbacks of different options and **re-evaluate** their choices as **variables** change.

VOCABULARY

WORDBUILDING

1 050 **Complete the words in the extracts from the previous listening section on Brainless Learning. Then listen and check.**

1 _____*ists* have always known this.
2 _____*ist* Monica Gagliano of the University of Western Australia …
3 Chris Reid of Macquarie University in Australia is a Behavioural _____*ist*.

2 **Write a list of all the nouns ending with *-ist* you can think of.**

3 **Complete each gap with a suitable person ending in *-ist*.**

1 The _____ diagnosed a serious heart condition.
2 After the collapse of Central and Eastern Europe regimes in the late 1980s, most people stopped seeing themselves as _____ .
3 You can't offer the course only to boys. That would make you a _____ .
4 My friend, Maya, is an excellent _____ . She knows all about English, Spanish, Arabic, Turkish and Mandarin.
5 I've only visited Spain as a _____ , so I don't know it very well.
6 When driving, you must always be considerate of other _____ .
7 Josh has gone to speak to the _____ as he is not sure which painkillers to take.
8 Greta Thunberg is a Swedish-born _____ who believes politicians are not doing enough to protect our planet.

4 **Complete the sentence by matching the nouns (1–7) with the definitions (A–G).**

A/an … is a person who …

1	atheist	A	treats mental illness
2	oncologist	B	believes their ethnic group is better than others
3	perfectionist	C	is against war
4	royalist	D	doesn't believe in a god or gods
5	psychiatrist	E	treats cancer
6	racist	F	insists everything should be 100% correct
7	pacifist	G	supports monarchies

5 **Make the noun which corresponds to the person for all the words in Exercises 3 and 4 using the suffixes below.**

-ism *-y* *-ing* *-ics*

cardiologist – cardiology

6 **Work with a partner and answer the questions.**

1 Who are your favourite novelists? What do you like about them?
2 Do you consider yourself to be an environmentalist? Why/Why not?
3 Are you more of an optimist or a pessimist?
4 How would you define a feminist? Can both men and women be feminists?



SPEAKING PART 2 TRAINING

1 051 **Look at the Part 2 exam question and the photos. Then listen to a student called Lola. As you listen, tick off the stages of her one-minute talk. Do you think she does the Part 2 task well?**

> Compare two of the pictures and say how the learners might feel about learning in these contexts, and how effective the teaching methods might be in these situations.

1 states which photos she has chosen ☐
2 gives an overview of her answer to question 1 ☐
3 answers the first question in relation to picture 1 ☐
4 answers the first question in relation to picture 2 ☐
5 gives an overall answer to question 2 ☐
6 answers question 2 in relation to picture 1 ☐
7 answers question 2 in relation to picture 2 ☐

2 Match the extracts (A–G) with stages (1–7) of Lola's one-minute answer.

A In the classroom, the feelings of the students vary. _____ most of them are listening attentively, a few look bored and one is asleep.

B Both of these ways of learning could be effective, _____ the age of the student and the subject being taught.

C In schools, there is no choice but to teach many students in the same way. _____, this will be more effective for some students than for others.

D _____ I'm going to talk about the first and third pictures: the female student learning alone and the classroom.

E The girl looks totally absorbed in her task. _____ she finds it challenging but she has the time and space to figure it out.

F _____, the photos show people engaged in learning.

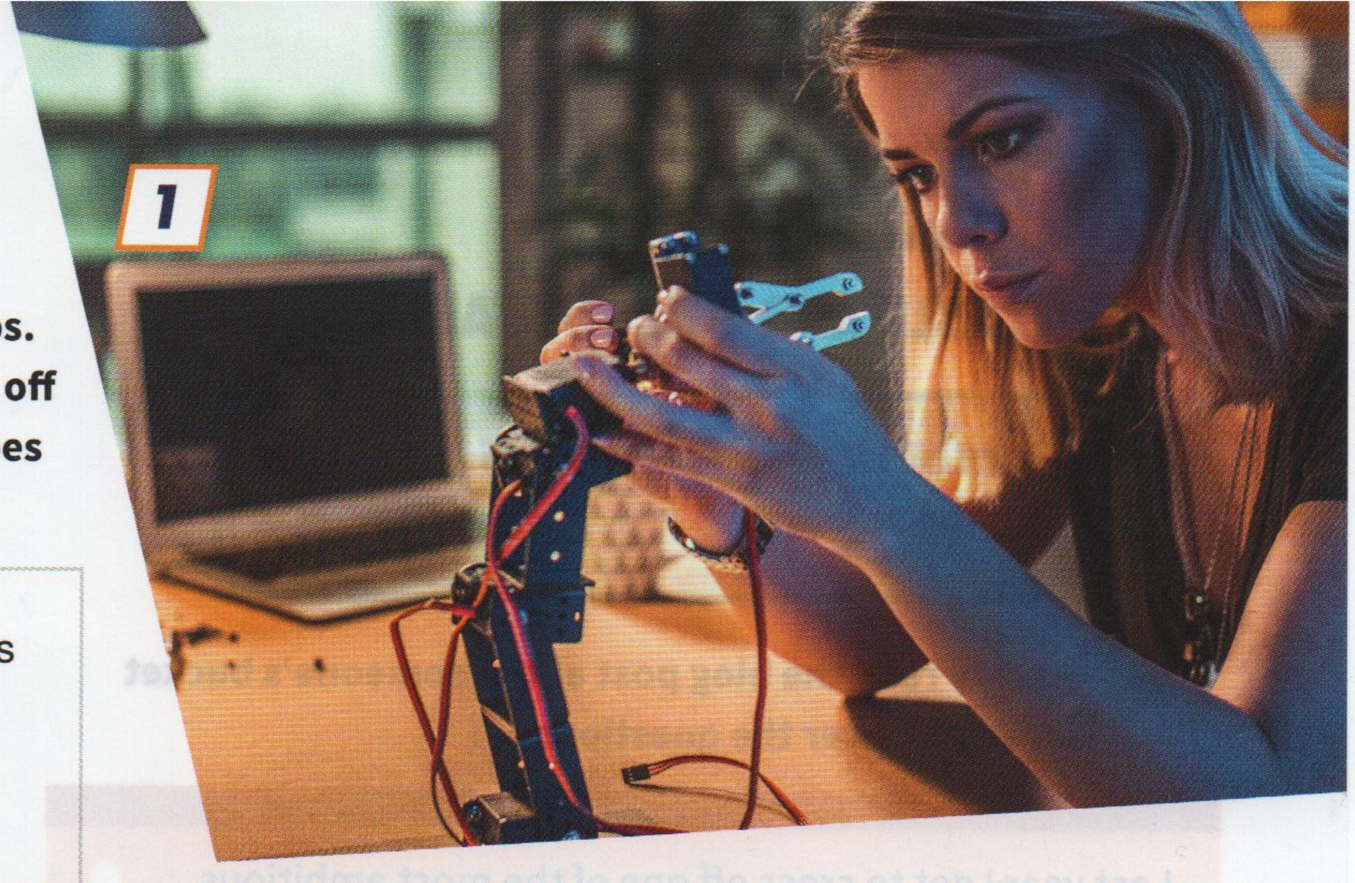
G For technical subjects like the student in the first photo is doing, hands-on learning is best. _____, she would need access to a teacher who could support her if she got stuck.

3 051 **Listen again and complete the extracts with the words and phrases (discourse markers) Lola uses to give structure to her answer. Why does using such language improve your speaking?**

4 Write a plan to answer the one-minute task that Lola completed, using the same seven stages. Think of appropriate discourse markers you can use to give your answer structure.

5 Work with a partner. Take turns to time each other giving your one-minute answers and take notes on your partner's performance. Then discuss the following:

1 Did using Lola's seven stages help to produce a good answer?
2 Did your partner use a varied range of discourse markers to give their answer a clear structure?







6 052 **Listen to Lola's partner, Alfredo, answer the follow-up question to the main task: 'In which situation do you think more learning is taking place?' Write Y (yes) or N (no) if he does the following in his answer.**

1 identifies one or other of the situations
2 says why he thinks the students are learning
3 suggests reasons why they may be learning less in the other situation

GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS

GRAMMAR ON THE MOVE
Watch the video

1 **Quickly read the blog post about someone's bucket list and answer the questions.**

Last year I got to cross off one of the most ambitious items on my personal bucket list: to survive a month in the wilderness. I spent the month in Gila National Forest, New Mexico in the South West of the United States. It may seem like cheating but I went on a Wilderness Awareness course first to gain the **(1)** *knowledges/knowledge* I would need. I learnt how to start **(2)** *fire/fires* and build basic **(3)** *shelter/shelters*. The instructors gave us useful **(4)** *advices/advice* on survival techniques. The most important **(5)** *informations/information* we received was to have **(6)** *respect/respects* for the natural world, including animals, plants and the climate. They also taught us specific skills such as which **(7)** *fruit/fruits* to eat and which to avoid, **(8)** *safety/safeties* always being the top priority. It was tough at times but gave me valuable **(9)** *experience/experiences* which will stand me in good stead throughout my life.

1 What do you think a bucket list is?
2 Would you like to take the same course?
3 What would you put on your own bucket list?

2 **Read the blog post again and choose the correct form of each noun.**

3 **Decide for each pair of sentences which word in bold is countable (C) and which is uncountable (U). What is the difference in meaning between them?**

1 a She is learning how to make sculptures using **wood**.
b She plans to work in the **wood** tomorrow.
2 a The lecture will now take place in **room** 30.
b There's not enough **room** for us to pitch a tent here.
3 a My new job involves a great deal of overseas **travel**.
b It was a long **journey** to reach the summit.
4 a **Education** is the most important issue in our country right now.
b My school provided me with a good **education** and prepared me well for the future.
5 a It's a **pity** you can't join me on the survival course.
b She agreed to help him more out of **pity** than anything else.
6 a I found out about the job by **chance**.
b I didn't have the **chance** to thank you for recommending that language app.

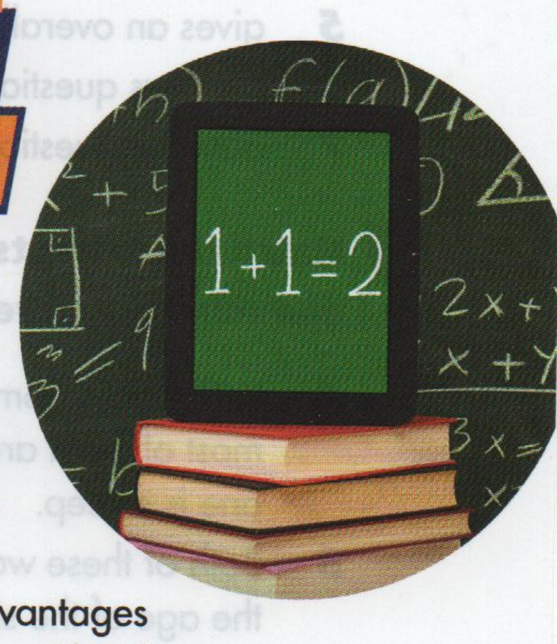
4 **In the questions below, all the nouns in bold can be countable or uncountable depending on context. Decide for each whether it is C (countable) or U (uncountable) in the given context.**

1 Look around the **room**. Can you see anything made of **paper**, **glass**, or **metal**?
2 Tell us about a **time** you learnt something important.
3 Can you give a recent example of fake **news**?
4 Do you think being successful in life is down to **luck** or to hard **work**?
5 What would your dream **job** be?

5 **Work in pairs and answer the questions in Exercise 4.**

➡ **GRAMMAR REFERENCE** / *Countable and uncountable nouns: Page 213*

WRITING PART 2: A REVIEW TRAINING



1 **Work with a partner and answer the questions.**

1 Have you ever used an app to help you learn a language, school subject or other skill?
2 What do you think are the advantages and disadvantages of learning with a language app?
3 Do you think you learn more effectively using an app or in a classroom situation? Why?

2 **Read the review of a language learning app called Cantar! and answer the questions.**

1 What are the positive and negative points of this app?
2 Does the writer recommend it?
3 What advice does the writer give?
4 What is the purpose of each paragraph?

NEWS **REVIEWS** ABOUT SEARCH

1 Cantar! is an app which aims to teach Spanish through songs. My Spanish teacher introduced it to us in class and I was immediately hooked. I'm a music lover and I was enticed by the app's use of catchy Latin American songs I was already familiar with.

2 How it works is that you listen to the song while following the lyrics on the screen of your mobile phone. After listening a couple of times, you click on the grammar and vocabulary exercises. There is a wide range of activity types and you get instant feedback on your performance. Somehow doing tasks in the context of upbeat music is much more engaging than doing the same thing in class.

For me the only downside of Cantar! is that the grammar and vocabulary you come across is quite random. Whereas a school syllabus provides a logical progression from basic to harder language, with the app you might be exposed to advanced vocabulary before you are ready to learn it. Also, certain words like *amor* (love) and *te quiero* (I love you) come up all the time but you never learn how to do practical things like ask for directions or order a meal!

3 Overall, Cantar! is a great way of making learning less of a chore. Nevertheless, I would suggest students don't rely wholly on this app. Get yourself enrolled in a language school as well and just use the app to reinforce what you have learnt in class.

3 **Look at the final paragraph and the underlined word which introduces it. Which of the following words and phrases could be used instead?**

To recap Eventually To sum up Consequently
In summary My final point is

4 **Read these recommendation statements. Write *P* (Positive), *N* (Negative) or *M* (Mixed) next to each.**

1 I recommend this … with some reservations. ☐
2 I'm reluctant to recommend this … because … ☐
3 I wholeheartedly recommend this … ☐
4 I'd recommend this … to anybody who … but not to those looking for … ☐
5 While there are some drawbacks to this … , overall, I'd recommend it. ☐
6 I suggest you avoid this … at all costs. ☐
7 I have absolutely no hesitation in recommending this … ☐

5 **Work with a partner. Use a phrase from Exercise 4 to tell them about something you have bought recently or a piece of technology you use. Explain why you would/wouldn't recommend it.**

PUSH YOURSELF C2

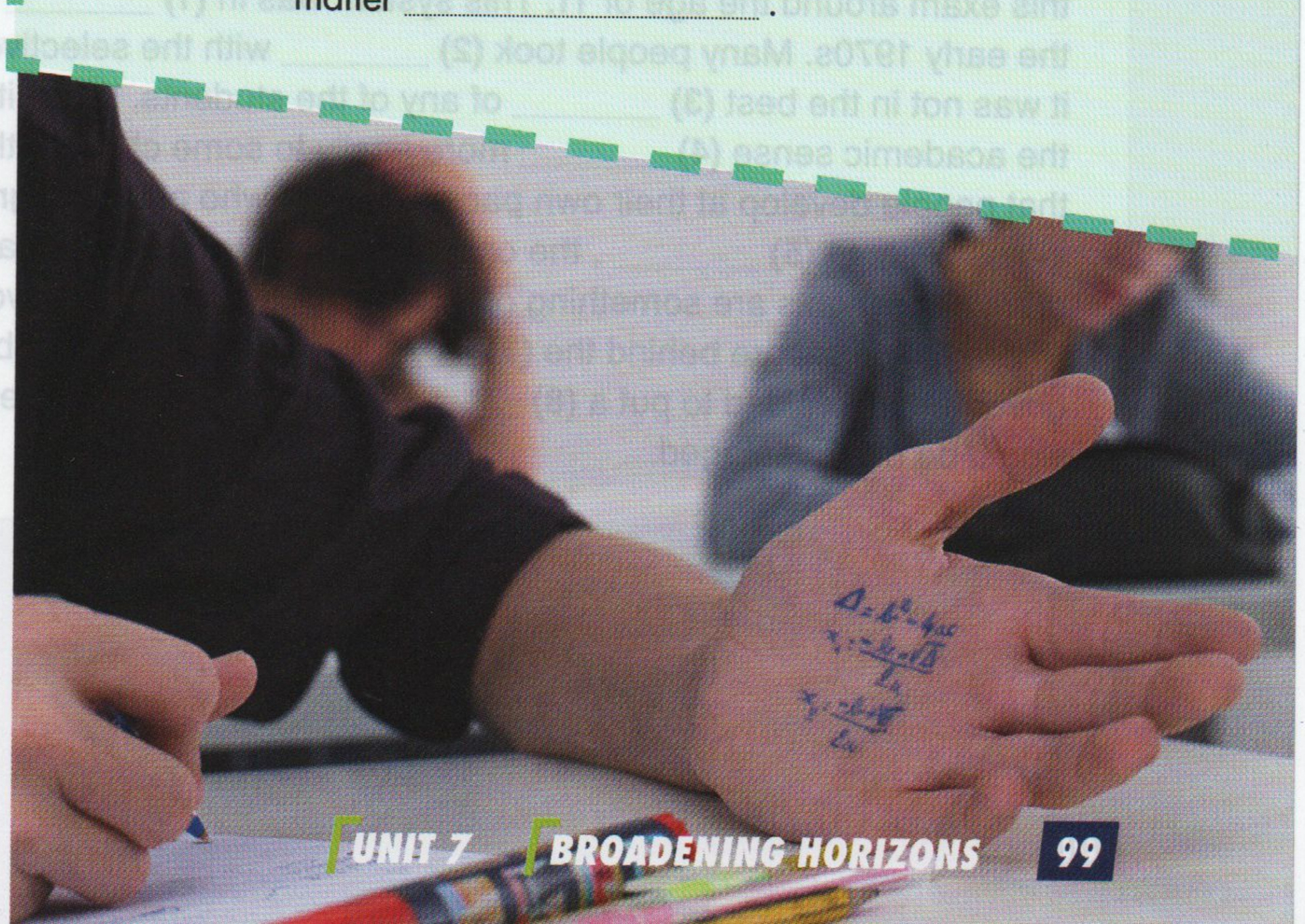
EXPRESSIONS WITH *BRING* AND *TAKE*

1 **Look at the highlighted phrases in context. Write definitions for each.**

1 Lucy was definitely the right choice to be Head of Department. With her skills and experience, she really **brings** a lot **to the table**.
2 I've found it really difficult to work with Peter. I don't know why exactly but he really **brings out the worst in me**.
3 OK, if there is no other business, let's **bring** the meeting **to a close**.
4 The students were really **taken aback** when they heard their school was to start charging fees.
5 She has been going around telling everyone she's in charge when she isn't. She needs to be **taken down a peg or two**.
6 When Connor failed the module, he was threatening to drop out of college, but I managed to **bring him to his senses**.
7 Well, I'm not convinced. I haven't seen any evidence to back that up, but I suppose I'll have to **take your word for it**.
8 If you are genuinely serious about learning the guitar, then you have to put the hours in. **Don't take this the wrong way**, but I don't think you have the patience to do that.

2 **Complete each gap with the correct form of one of the phrases from Exercise 1.**

1 When the principle said that one of my classmates had been caught cheating in the exam, I was _____.
2 I don't think we should include John in our study group. After all, what does he _____?
3 My student assured me that he hadn't plagiarised the ideas in his essay, but I can't just _____. It's so much better than his usual standard of work.
4 We have investigated thoroughly and found that no-one is at fault, so let's _____ the matter _____.



EXAM FOCUS

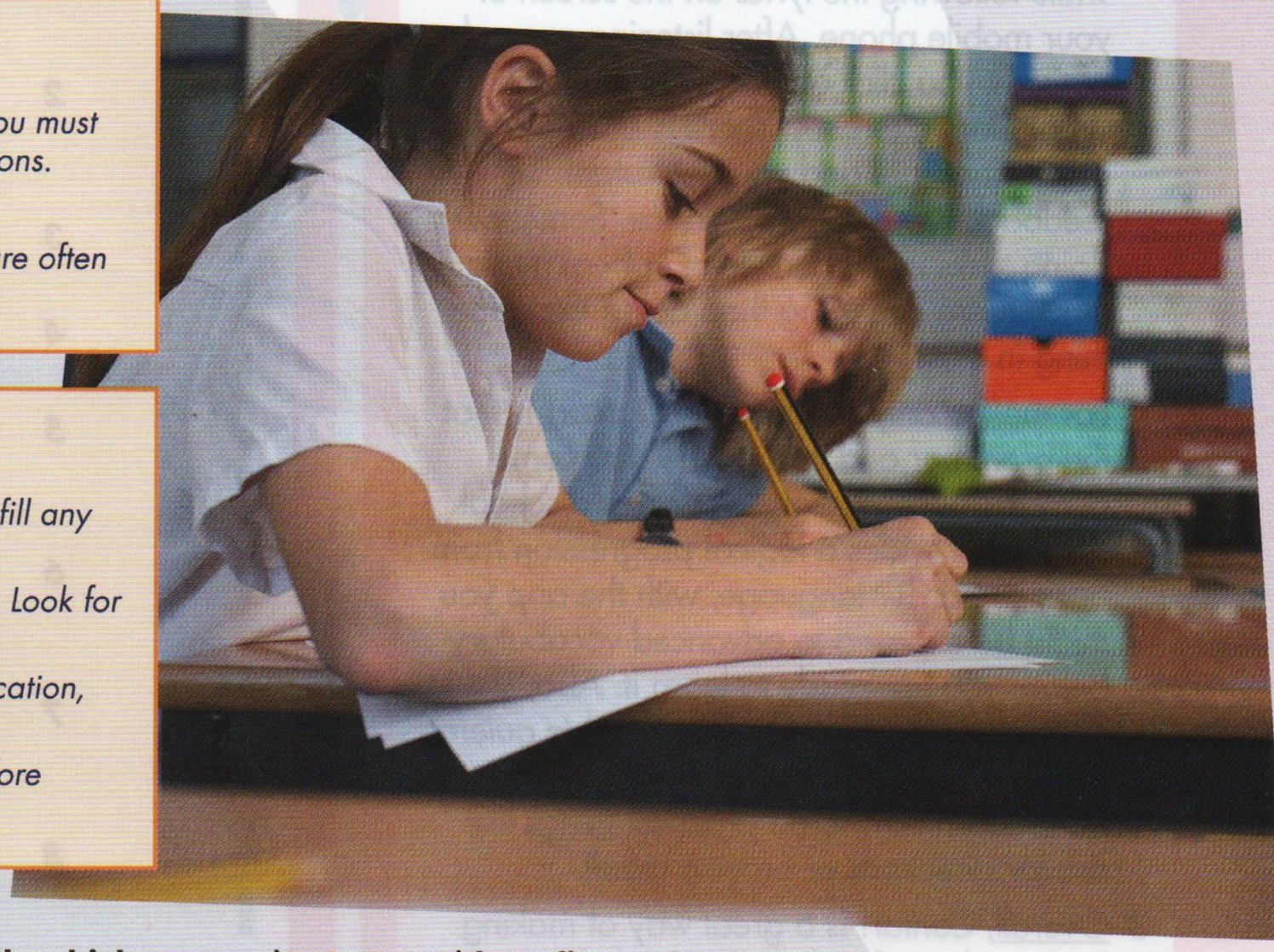
READING AND USE OF ENGLISH PART 1

EXAM FACTS

- *In Part 1, you read a short text with eight gaps. You must choose the best word for each gap from four options.*
- *The first question is done for you as an example.*
- *All the options are the same part of speech and are often words of similar meaning.*

EXAM TIPS

- *Read the whole text through before attempting to fill any of the gaps.*
- *Carefully read the sentence that contains the gap. Look for clues, such as prepositions and verb forms.*
- *The words next to the gap may be part of a collocation, so pay particular attention to them.*
- *Read the text through with your chosen words before moving onto the next part.*



For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0	**A**	result	**B**	cause	**C**	basis	**D**	reason
1	**A**	existence	**B**	usage	**C**	common	**D**	service
2	**A**	disagreement	**B**	problem	**C**	objection	**D**	issue
3	**A**	results	**B**	interests	**C**	wishes	**D**	means
4	**A**	goes	**B**	is	**C**	comes	**D**	feels
5	**A**	exception	**B**	exemption	**C**	omission	**D**	acceptance
6	**A**	commonplace	**B**	rarity	**C**	mystery	**D**	custom
7	**A**	rights	**B**	days	**C**	ways	**D**	times
8	**A**	stop	**B**	block	**C**	ban	**D**	restriction

Grammar schools

Grammar schools are a type of school in the UK which select pupils on the **(0)** _____ of their success at an exam called the 11 plus. As its name would suggest, children sit this exam around the age of 11. This system was in **(1)** _____ all over the country until the early 1970s. Many people took **(2)** _____ with the selective approach, arguing that it was not in the best **(3)** _____ of any of the students. While it is true that learning in the academic sense **(4)** _____ more easily to some children than others, it is also true that people develop at their own pace. Children who attended grammar schools were, almost without **(5)** _____ , the only ones who went on to tertiary education. Nowadays grammar schools are something of a **(6)** _____ , and many would argue that the areas where they exist are behind the **(7)** _____ . However, others believe that if the government decided to put a **(8)** _____ to them, bright children from poorer families would be disadvantaged.

WRITING PART 2: A REVIEW

EXAM FACTS

- *In Part 2 of the Writing paper, one of the options is a review.*
- *You will be asked to review a product, course, event, film, book or even an experience in 220–260 words.*
- *You will be given a context and some guidance on what to include.*

EXAM TIPS

- *Structure your review in a logical way: start by describing the thing you are reviewing, then give the positive and negative points. End with a summary and say whether or not you can recommend it.*
- *Use a wide range of language to describe and evaluate the item being reviewed.*

You recently attended a short educational course at a local college. Your local newspaper is running a series on educational opportunities in the area and has asked readers to contribute. Write a review of your educational course, giving your opinion on the content and quality of the course, and evaluating what you learnt. You should also say whether or not you thought the course was good value for money, and why.

Write your answer in 220–260 words.

SPEAKING PART 2

EXAM FACTS

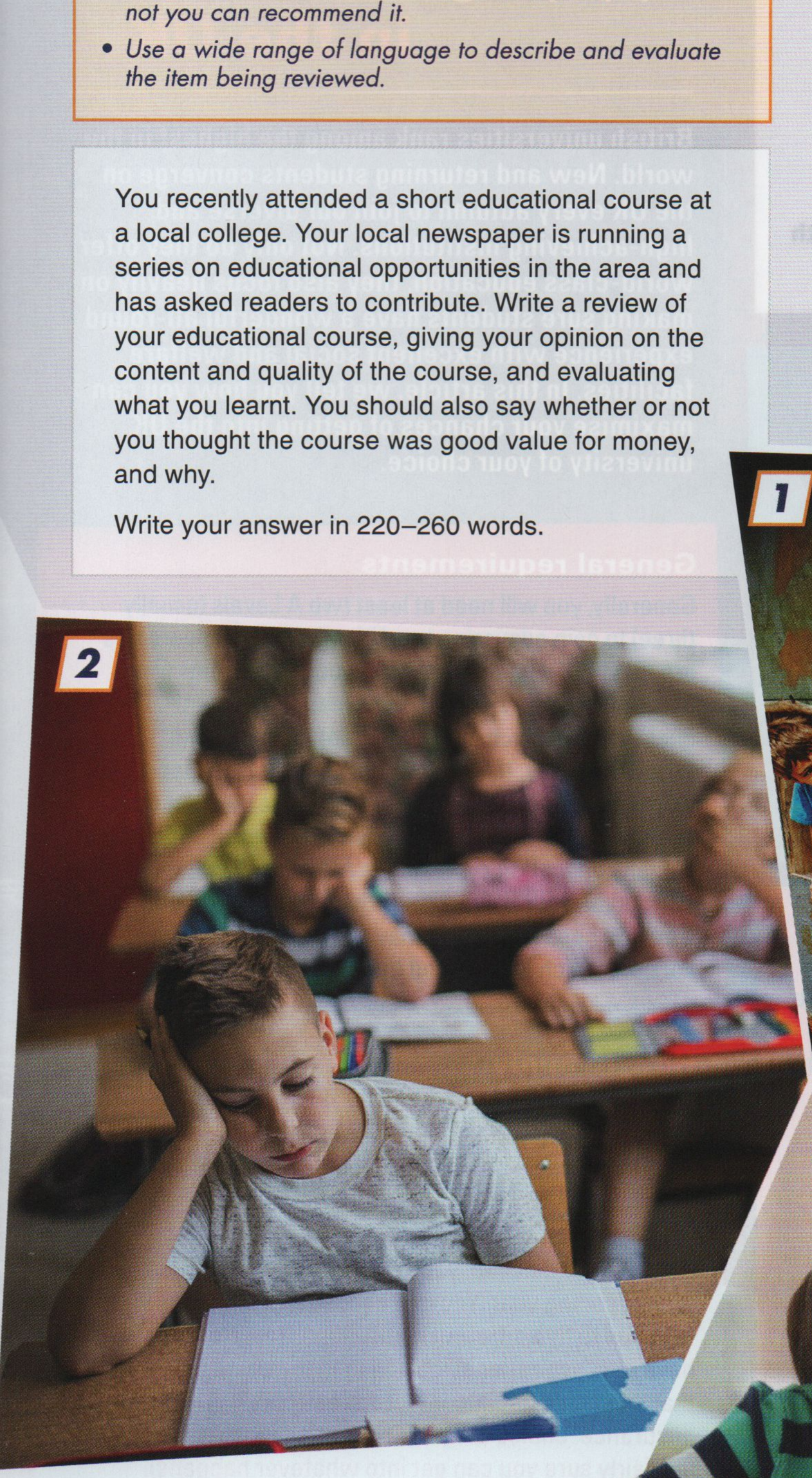
- *Each candidate is given three photos on a common theme and must choose two of them and answer two questions with reference to them.*
- *The other candidate is then asked to speak for 30 seconds on a question related to the first candidate's photos.*

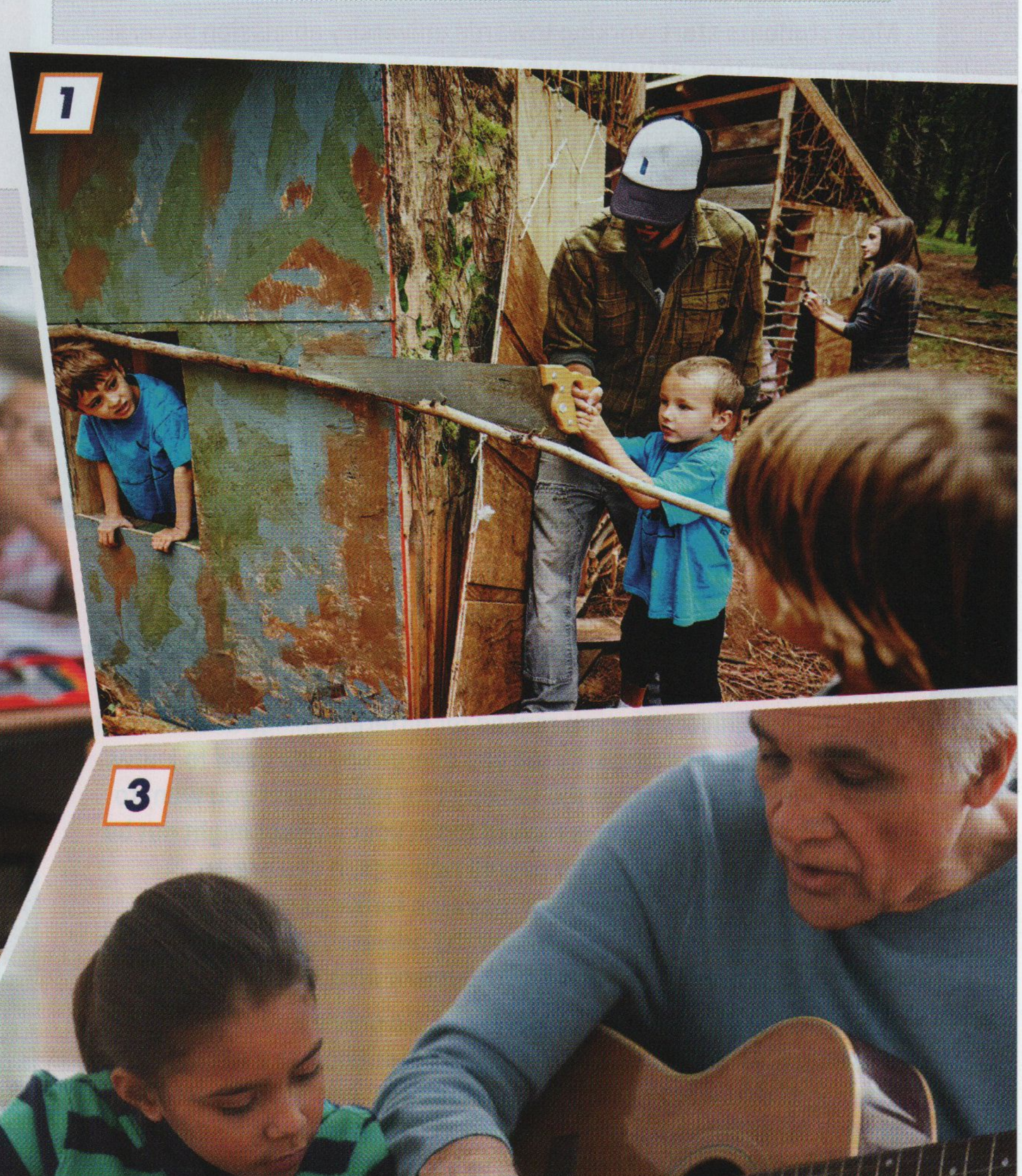
EXAM TIPS

- *Practise timing yourself so you become comfortable with doing the first part of the Part 2 task in one minute.*
- *Don't just describe what you see. Your answers should focus on speculation and making comparisons between the photos you choose to focus on.*

Student A: I'd like you to compare two of the pictures and say how memorable these learning experiences might be for the children, and how the children in these learning situations might be feeling.

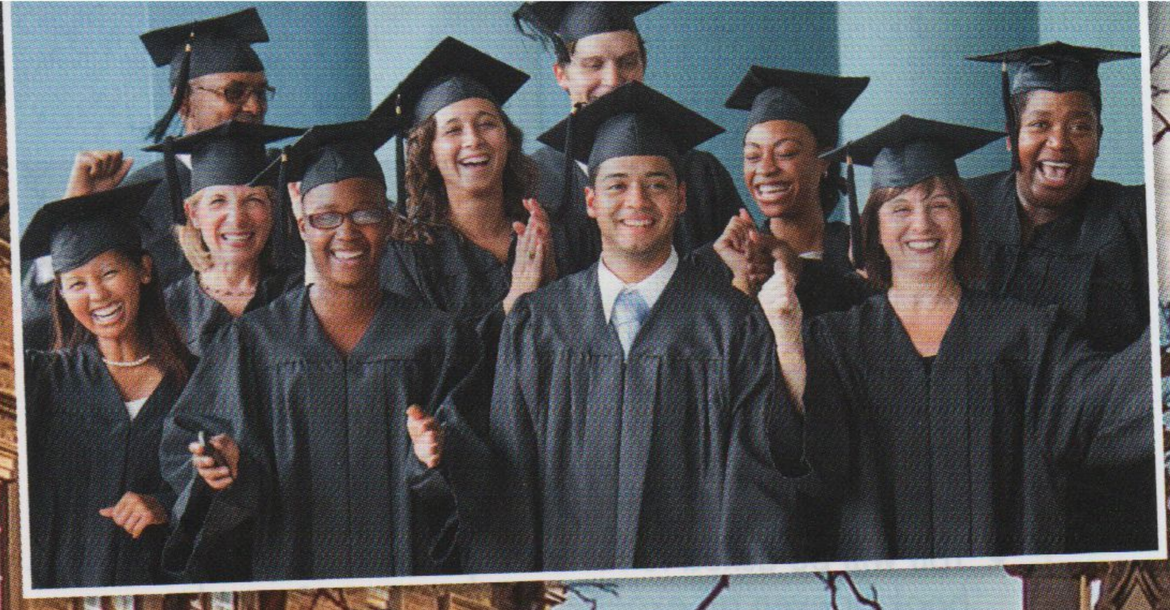
Student B: Which of these learning situations do you think would be most effective?





REAL WORLD

EDUCATION IN THE UK AND THE USA



1 **Work in groups. Answer the questions.**

1. What factors should students consider when deciding on universities to apply to?
2. What do you know about the requirements to gain admission to a UK university?
3. What do you know about the UK admissions process?

2 **Read through the text quickly. How does it compare with your answers to the questions in Exercise 1?**

Applying to University in the UK

British universities rank among the highest in the world. New and returning students converge on the UK every autumn to join our diverse and high-achieving institutions. Not only do they offer world-class education, they also focus heavily on making sure students have a wonderful all-round experience with excellent social and welfare facilities. In this article, we tell you how you can maximise your chances of getting into the UK university of your choice.

Start early

Most students start working towards university admission several years before they actually apply. Obviously, you need to concentrate on obtaining high grades in your academic studies, but in addition, think about how what you do outside the classroom can have a positive impact on your university applications. If you enjoy sports, join a club which plays in a league or enter competitions so that, win or lose, you have some specific experience to mention. Universities will be impressed by any evidence of work experience, whether paid or not. Volunteering with a charity, doing an internship during the summer holidays or even helping out a relative at their workplace can all develop useful skills. Even more importantly, you will be able to demonstrate willingness to work and try new things, attitudes that universities value.

Deciding on a university

March to September of the year before you wish to start is the usual time for decision-making. Most students tend to head straight for the university league tables when deciding on a university. Remember, though, that universities are ranked for different things and the overall ranking does not necessarily tell you everything you need to know. It is often better to look at the rankings for the subject you want to study. The university that is ranked top in your subject might not be anywhere near the top in the overall rankings. If you are an undergraduate, the university's research rankings might not be relevant to you: instead, check how the university ranks in teaching and, crucially, check graduate employment prospects.

There are other factors to consider too. Go online and check what current students are saying about the experience as a whole. You might also want to consider the location: campus universities tend to be safer with a great sense of community, but you might prefer to be in a big city. While fees tend to be similar for all universities, the cost of living varies greatly from area to area, so that might be a factor for you.

General requirements

Generally, you will need at least two A Levels (usually three) to gain admission to a UK university. Universities are aware of a wide range of education systems from across the world and recognise many equivalent qualifications, such as High School Diplomas and Baccalaureates. If English is not your first language, you will need a recognised English Language qualification, such as IELTS. Again, the English language qualifications of many education systems are recognised and you should check with your universities whether you also need IELTS. If you do need IELTS, you may need to do the Secure version, which is accepted by UKVI for visa purposes.

How to apply

Applications to UK universities are made through UCAS (the Universities and Colleges Admissions Service). For most courses, the deadline is mid-January of the year you wish to start; however, for Oxford and Cambridge and many courses in medicine (including dentistry and veterinary medicine), you will need to apply by October of the preceding year. You can choose five courses to apply for at up to five different institutions. You are advised to have one 'aspirational' choice (a high-ranking university that you could get into if you do really well) and one 'insurance' choice (a lower-ranking university that you are fairly sure you can get into whatever happens). The other three choices can be 'realistic' based on your predicted grades.

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

1. Why are the years before applying to university important, according to the text?
2. Which factors mentioned do you personally consider the most important when choosing a university?
3. Explain why students are encouraged to include 'aspirational' and 'insurance' choices on their UCAS application.
4. In your own words, explain the role of the personal statement.

4 053 **You will hear a student, Matteo, talking to his university tutor about his dissertation. He has seven questions for her. Listen and write his questions in your own words.**

PHRASES YOU MIGHT USE

1 *How can I narrow down the topic?*
2
3
4
5
6
7

5 053 **Listen again. Using Matteo's questions, can you find words that mean the following?**

PHRASES YOU MIGHT HEAR

A copying the work of others and passing it off as your own
B make more specific, reduce the dimensions of
C version
D hand in (to the teacher/professor)
E punishment, disciplinary action
F opinions or comments designed to help somebody improve their work
G references for things you mention in a piece of writing

6 053 **Listen again and make notes on the tutor's answers to each of Matteo's questions in Exercise 5.**

7 **Work with a partner. Role-play the conversation based on your answers to Exercises 4 and 6.**

Student A: You are Matteo.
Student B: You are the tutor.

8 **You will watch a video about the differences between the education systems of the UK and the US. Make notes on the similarities and differences to complete the table.**

	UK EDUCATION	US EDUCATION
SCHOOL TYPES		
CURRICULA		
SCHOOL EXAMS		
UNIVERSITY		

WATCH



The personal statement

The personal statement is the most important part of your UCAS application. This is where you highlight all the work-related and extra-curricular activities you have done. It is not enough to just list them, however. You should stress the skills they helped you to develop and how these relate to the subject you have chosen to study and your future career. Your personal statement should reveal who you are as a person and why you deserve to study at a prestigious university. The admissions team want to see that you will make the most of the opportunity and use it to make a valuable contribution to society after you graduate.
Take time over your personal statement: draft, redraft, ask your family or teachers to give you feedback, rewrite and proofread. Don't even think about leaving this vital task to the last minute!

Good luck!

LIFE COMPETENCIES

EVALUATING IDEAS, ARGUMENTS AND OPTIONS

In groups, imagine that you are in charge of reforming the education system in your country. Make a list of five key changes in order of importance that you think would improve the education system, giving reasons for each.