Crime doesn't pay

READING Questions with short answers

→ Student's Book, pages 36–37

1 Read the article and match summaries 1–6 with paragraphs A–F.

- 1 Our fascination for more recent criminals and crimes.
- 2 The popularity of shows about a very different kind of serious crime.
- 3 Crime stories in many different mediums are surprisingly popular.
- **4** Possible explanations of why people are so intrigued by a particular type of crime.
- 5 An example of a modern-day crime and how people discussed it.
- 6 People's attraction for certain types of criminals from the past.

2 Find the words in the article and choose two synonyms from a–c.

1	fascinated	(paragraph A)		
	a) frightened	b) interested	c) thrilled	
2	aspect	(paragrap)	h B)	
	a) feature	b) part	c) idea	
3	exploits	(paragraph B)		
	a) heroics	b) achievements	c) disasters	
4	rogues	(paragrap)	hB)	
	a) companions	b) criminals	c) cheats	

3 For each question, write a short answer using a maximum of four words.

- 1 Why do people like Robin Hood?
- 2 What about 'The Great Train Robbery' caught people's interest?
- **3** What did people think would be made about the heist in London?
- **4** What do the viewing figures of TV crime shows demonstrate?
- 5 What do people want to understand about murderers?

-			
5	outrageous	(paragraph C)	
	a) scandalous	b) bold	c) typical
6	heist	(paragrapl	n D)
	a) burglary	b) shoplifting	c) robbery
7	inevitable	(paragrapl	n D)
	a) unavoidable	b) certain	c) surprising
8	figure out	(paragraph F)	
	a) watch	b) understand	c) work out



Crime in popular culture

D

E



We love crime. It seems that we just can't get enough of it – turn on the television and you'll find any number of crime series and films, ranging from whodunits to detective mysteries, from crime dramas to documentaries, and even reality shows where the public get to watch the police at work. There's crime on TV, in films, books, plays and even in songs and musicals. But why are we so fascinated by it?

B

One aspect of crime that fascinates us are law-breaking 'heroes' - characters who do wrong for the right reasons or who attract our sympathy for their daring exploits. These date back hundreds of years and Robin Hood, first mentioned around 1160, is one of the earliest. Despite breaking the law, Robin Hood became a folk hero when he robbed the rich to help the poor. In the 1600s, pirates, including Edward Teach (known as Blackbeard), Henry Morgan and Captain Kidd, captured the public imagination, inspiring writers such as Robert Louis Stevenson, author of Treasure Island. Rather than villains, they were seen as loveable rogues, an image which is still true today - just think of the popularity of the Pirates of the Caribbean films! In the 18th century, highwaymen such as Dick Turpin were infamous for robbing travellers on the road, particularly the rich. Like Robin Hood and the pirates, highwaymen soon became the subject of poems, ballads and stories.

However, this sort of fame isn't just for historical figures. In the 20th century, the bank-robbers Bonnie and Clyde and the outlaws Jesse James and Ned Kelly became celebrated for their crimes. They have all made it on to the big screen more than once and featured in songs. In 1963 in Britain, a gang of 15 robbers stopped a train and stole £2.6 million pounds, an event which became known as 'The Great Train Robbery'. The crime was so outrageous that it attracted huge public interest and unsurprisingly led to many books and films and it even appeared in the computer game *RuneScape*.

This trend of law-breakers with a somewhat romantic image – rightly or wrongly – still continues today. When a gang of thieves committed the biggest heist in British history in London in 2015, stealing over £14 million worth of jewels, gold and cash, much of the discussion about the crime on social media sites centred around who might play each of the gang members when the inevitable film was made!

In contrast to the romanticism of these figures who we have a soft spot for, is a very different aspect of crime that also fascinates us: murder. Some call murder the oldest crime in history. The fact is that, year after year, shows, films and books are made about it. The viewing figures for TV shows such as CSI, Sherlock, Criminal Minds, Bones and Making A *Murderer* demonstrate how popular they are – for example, over 19 million people in America alone watched Making A Murderer (compare that to ratings of 8 million for the most popular episode of Game Of Thrones and you get an idea of the scale of its popularity).

There are numerous theories about why shows, books and films about murder fascinate us. One theory is that it allows us to play detective, following the protagonists as they investigate clues and trying to solve the crime ourselves. Another is that we love to figure out murderers and what motivates them to commit such terrible crimes. Yet another theory is that watching and reading about murder allows us to experience terror and horror in a non-threatening way, where the danger is exciting but not real. Perhaps it is a combination of all these factors. Whatever the reason, no doubt our fascination with crime is here to stay.



GRAMMAR 1 | Tenses (4): the future

Λ

	\rightarrow Student's Book, page 38 \rightarrow Grammar reference, Student's Boo	ok, page 1	51		
1	Choose the correct words. I'm worried that the police don't / won't solve the crime.	3	Tick the sentence if the tense in bold is correct. If it's incorrect,		
	The talk by the crime writer shall finish / finishes at 8 pm.		write the verb in the correct tense		
	-		on the line.		
3	The scientist will call as soon as she has tested / is testing the evidence.	1	The forensic scientists will be		
			examining the evidence while the		
4	Oh, no! Look at that prisoner! Does he / Is he going to escape?		police continue to look for clues.		
F	Don't worry; I'll lock all of the doors once you shall go /				
Э	have gone.	2	I'm afraid I won't have finished the		
6	Shall / Do I drive you to the police station?		report by 5 o'clock, so I'll work on it		
			tonight and hand it in tomorrow.		
7	The police are making / make an important	0			
_	announcement at 3 pm.	3			
8	I'll stay here with you until the police arrive / will arrive .		working as a police officer for 10 years by this time next week.		
2			to years by this time next week.		
2	8.F	4	This time tomerrow the police will		
	dialogues.	4	This time tomorrow, the police will have examined the CCTV cameras		
1	'I'm to tell the police everything I know.''But		outside the building.		
	they arrest you if you do that!'				
2	'What time <i>Law & Order</i> start on Channel 7?'	5	By the time the media boss arrives,		
	'I'm not sure I check the TV guide?'	0	the TV crews will have been		
3	'Lewis will call when he left the court house.'		waiting at the airport all night.		
	'OK. Let me know as as he does.'				
4	'Fred coming round later to watch <i>The</i>	6	The police will have been releasing		
	Prisoner.''Let's hurry up or it will started		photos of the man they are looking		
	before we get home!'		for by this time tomorrow.		
5	'Don't forget, we taking the 3 o'clock train.''I				
	won't. I'll wait here you return.'				
		_			
Л	VOCABULARY Topic vocabulary Ph	rasal v	verbs Collocations		
4	→ Student's Book, page 39 → Vocabulary reference, Student's Book, pages 163–164				
	- Student's book, page 39 - Vocabulary reference, Student's book, pages 165–164				
1					
	Complete the text with the words in the box.				
	accused evidence fine guilty imprisonment innocent j	udge ji	ury justice trial verdict victim		
	At the (1) for the robbery, the (2) c				
	(3) However, the members of the (4) didn't believe him. They were shown				
	(5) that proved he was (6) of the cr				
	In the courtroom, the (7) said that the crime was				
	enough. He believed a fair punishment was five years' (9)				
	The (10) of the robbery was happy with the (11))	She said the (12)		
	system had not failed her.				
2		_			
2	Match to make sentences. Use the words in italics to h	elp you	1.		
1	As soon as she stole the diamonds, she <i>made</i>		a) away with the crime.		
2	I hope they catch the hooligans who <i>beat</i>		b) <i>for</i> the nearest airport.		
	Because he needed money, he decided to <i>hold</i>		c) <i>in</i> to the police.		
	The driver who caused the accident <i>turned</i> himself		d) off with a warning.		
	When the family finally left, the burglars <i>broke</i>		e) up the old man.		
J	when the family many icit, the bulgials bloke		ej up me olu man.		

- 5 When the family finally left, the burglars *broke* _____
- 6 They caught the shoplifter, but he was *let* _____
- **7** The police never caught the thief and he *got* _____ ____
- 8 Police asked the public to please *come* _____

- g) *forward* with information.
- **h)** *up* a supermarket.

f) *into* the house.

3 Tick the sentence if the word in bold is correct. If it's incorrect, write the correct word on the line.

- **1** Can the police explain why the crime **wave** in this area is increasing? _____
- **2** It's worrying that so many teenage boys are involved in **young** crime.
- **3** Forensic scientists at the crime **lab** are testing the evidence right now.
- **4** People are often quite scared to report **organised** crime to the police.
- 5 Clearly, the man was attacked because of his race; it was a **mean** crime.
- 6 ____ There's a TV show on now about crime **prevention** and how to stay safe. _____
- 7 ____ In a recent crime **wave**, thieves have been stealing European luxury cars. _____
- 8 The police were hoping that fingerprints had been left at the crime **place**.
- 9 This judge is tough; even if you commit a **small** crime, she'll send you to prison.

GRAMMAR 2 Conditionals (1): zero and first conditionals

→ Student's Book, page 41 → Grammar reference, Student's Book, page 152

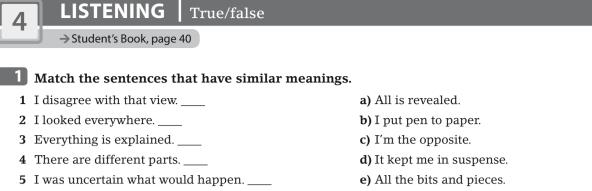
1 Complete the sentences with the correct form of the verbs in brackets.

- 1 There will be more crime in this city if they ______ the number of police on patrol. (cut)
- 2 You can't become a lawyer if you ______ to university first. (**not go**)
- 3 Provided that the CCTV camera ______, we will be able to identify the thief. (work)
- 4 Whenever police officers have evidence, they ______ it to build a case. (use)
- 5 If you've never broken the law, ______ now! (not start)
- **6** If the results of these tests are positive, we ______ the suspect. (**arrest**)
- 7 We ________ safer if the police manage to catch the burglar. (feel)
- 8 They ______ her unless they find some evidence. (not charge)
- 9 Criminals often wear gloves to prevent the police ______ their fingerprints. (find)
- **10** If someone tries to steal your bag, _____! (scream)
- **2** Choose the sentence (a or b) that means the same as the first sentence.
- People get shorter sentences provided their crime is petty.
 a) People who commit less serious crimes get shorter sentences.
 b) People commit less serious crimes in order to get shorter sentences.
- 2 Unless he completes his sentence, they won't release him.
 - a) He doesn't have to complete his sentence before they release him.
 - **b)** Once he has completed his sentence, they will release him.
- **3** When unemployment is high, the crime rate increases.

a) There is a connection between high unemployment and increased crime.

- **b)** Unemployment goes up when the rate of crime increases.
- 4 As long as you obey the law, you won't be charged with a crime.a) If you aren't charged with a crime, you will obey the law.b) If you break the law, you will be charged with a crime.
- 5 I'll take the bus in case there are hooligans on the train.
 - a) I'll take the bus because there might be hooligans on the train.
 - **b**) I always take the bus if there are hooligans on the train.





6 It's time to start writing.

2 Read sentences 1–8 in Exercise 3 and find synonyms for these words.

1 admirers	4 method	7 misery
2 authentic	5 work out	8 puzzling
3 conclusion	6 terrifying	

3 ⊂ № 5 Listen to an interview with a crime fiction writer. Decide if the sentences are T (True) or F (False).

- People have been fans of George's books for close to 20 years. T / F
- 2 In his stories, he writes about feelings and emotions in a realistic way. T / F
- 3 George knows the end of the story before he commences writing. T / F
- **4** His approach to writing crime fiction comes from his police training. **T** / **F**
- 5 Readers of crime fiction prefer to solve the mystery themselves. **T** / **F**

f) I searched high and low.

- ${\bf 6}~$ A murder story is less frightening if it takes place in a quiet location. ${\bf T}$ / ${\bf F}$
- 7 Crime stories are a reminder that there is unhappiness in the world. **T** / **F**
- ${\bf 8}~$ His latest book is about the mysterious death of an old man. ${\bf T}$ / ${\bf F}~$

SPEAKING Discussion

→ Student's Book, page 42

- **1** Choose the best words to complete each sentence.
- 1 _____ I see it, some crimes are far less serious than others.

a) As b) How c) Where

2 ____ my mind, some teenagers commit crimes because they're bored.

a) In b) For c) To

3 I don't know about the crime rate here – it's hard to _____ if it's really going down.

a) see b) say c) find

4 _____ say that cybercrime is affecting more and more people daily.

a) I'd **b)** I'll **c)** I've

- **5** I think we need tougher punishments for criminals. What's your ____ ?
- a) belief b) opinion c) thought
- 6 What do you think ____ graffiti? Do you consider it a crime?

a) for b) on c) about

2 Look at the photographs and read the sentences. Write A next to the sentences that relate to photo A and B next to the sentences that relate to photo B.



- 1 I think if you're careless, you can become a victim of crime. _____
- 2 I don't believe that damage to property is as serious as a violent crime. _____
- **3** Some people call it art, but I find it quite ugly and very annoying.
- **4** Perhaps the man is homeless and needs to buy food, but he's still committing a crime.
- 5 To be honest, I don't understand what drives people to destroy property.
- **6** Imagine someone stealing your money, bank cards and driver's license. ____

3 Read the text below and complete the table with phrases from the conversations.

Asking for agreement or an opinion	Introducing your view

Conversation 1

- **A:** I don't think spraying graffiti is a very serious crime because it doesn't hurt anybody. Don't you agree?
- **B:** Yes. As I see it, it's not a violent crime. The worst you can say about it is it makes an area quite ugly. You can see it in most towns and cities, and I think it has to stop.
- **A:** Maybe there should be tougher punishments for people who are caught doing it. Perhaps they should go to prison. What's your opinion?
- **B:** It's hard to say, but I don't think prison is a good idea, especially for teenagers. The punishment shouldn't be worse than the crime. Maybe a fine is better.
- **A:** I'm afraid I disagree. I think the only way to stop it is to give people the strongest punishment possible.

Conversation 2

- **A:** Well, the two crimes are theft and graffiti. Personally, I think theft is much worse than graffiti. What do you think?
- **B:** In my opinion, theft is more serious because it causes problems for the victims. For example, if someone steals a bag, there might be important documents in it like a driver's license or a passport.
- A: Right. If you lose those, you have to replace them, and doing that costs time and money.
- **B:** Exactly. However, I'd say that graffiti is serious too because it makes towns look dirty and ugly, but at least no one is hurt.
- **A:** To my mind, I don't think it matters if graffiti is sprayed inside old buildings because it can't be seen there. But as you say, when it can be seen, it's awful.
- **4** Read the exam question below and the two conversations in Exercise 3 again. In which conversation have the speakers followed the instructions of the task? How have they done this?

Look at photographs A and B. In pairs, discuss what the crimes are and which crime you believe is more serious.

USE OF ENGLISH | Word formation | Sentence transformation

→ Student's Book, page 43

1 Choose the correct answers.

- 1 To get as far away as possible from the police, he ______ for the nearest port.
- a) made b) moved c) went
- **2** A private investigator is ______ into the mysterious disappearance.
- a) figuring b) digging c) looking
- 3 The thief ______ up behind the girl and stole the mobile phone out of her hands!
 a) caught
 b) crept
 c) beat
- 4 He knew she was guilty and he convinced her to _______ herself in to the police.

a) make b) put c) turn

- 5 While they were still ______ out the bank robbery, the police arrived.
- a) carrying b) holding c) acting
- 6 The burglar waited outside the house until it was dark before he ______ in.
 a) let b) broke c) checked
- Complete the second sentence so that it has a similar meaning to the first sentence. Use a form of the word in bold in the first sentence.

1	Arrest him if you're sure you have enough evidence.		AS
	Arrest him	you're sure you have enough evidence.	
2	We began to investigate this case last June.		BEEN
	By June, we	_this case for a year.	
3	I'll give you my phone number because you might no	eed it.	CASE
	I'll give you my phone number	it.	
4	If you break the law, you will go to prison.		UNLESS
	Don't break the law	to prison.	
5	If you're innocent, they won't charge you.		THAT
	They won't charge you	innocent.	

→ Student's Book, pages 44–45 → Writing reference, Student's Book, page 172

1 Complete the exam advice with the words in the box.

examples | finish | first | formal | opinion

- 1 The style of a letter to an editor should be _____
- 2 The main part can be similar to an essay you need to give your ______ about the topic and give reasons with ______.
- **3** You should start and _____ your letter appropriately, and refer to the information you wrote in the _____ paragraph.

2 Read the article. Decide if the sentences are T (True) or F (False).

- 1 The writer agrees with the ideas in the magazine article. T / ${\bf F}$
- 2 The writer thinks that community service is a better option for many crimes than a long prison sentence. T / F
- 3 The writer thinks that crime could be reduced by spending more money on the prison service. T / ${f F}$

Dear Editor,

I was interested to read the article in your last issue entitled 'Reducing crime with longer prison sentences'. I disagree with many of the points made by the writer. To my mind, harsher prison sentences are definitely not the solution. Many countries give increasingly longer sentences, but this has not reduced crime rates. It seems to me that community service is a better option. It gives offenders the opportunity to do something to help their local community and helps to build positive characteristics, such as empathy and responsibility, so people are less likely to commit further crimes. Of course, this does not mean that people should not go to prison for serious crimes such as murder.

The prison service costs us billions every year. As far as I'm concerned, this money would be better used to help people who are at risk of turning to crime, for example making sure people have support and work opportunities. Crime could be significantly reduced as a result of measures like these.

In conclusion, in my view there are far better ways of reducing crime than giving long sentences. Yours truly,

Grace Robinson

3 Read the letter again and find:

- **1** four phrases for giving your opinion.
- **2** two phrases for giving examples.

- **3** a phrase for closing the letter.
- **4** an appropriate way to start and finish the letter.

Read the information in the box. Complete the paragraph plan with your ideas and any useful words or phrases.

You have recently read an article in a magazine for young people on the best ways to prevent young people from turning to crime. One of the suggestions in the article was to have talks in schools by victims of crime about the effect of crime on their lives. Another suggestion was to invest in more opportunities for jobs for young people.

Write a letter to the editor of the magazine giving your opinion on the suggestions made. Include your own suggestions for preventing young people from turning to crime.

Part	Purpose	My ideas (including useful words and phrases)
Paragraph 1	introduction	
Paragraph 2	your opinion, giving reasons and examples	
Paragraph 3	further suggestions with reasons and examples	
Paragraph 4	conclusion	

PROGRESS CHECK

Complete the texts with the words and phrases in the boxes. For each text there are some extra words and phrases you do not need.

1 evidence | guilty | innocent | judge | jury | justice | verdict | victim

Unfortunately, there wasn't enough ____ ____ to charge the burglar, but the police knew he was __ They asked the to be patient until they could find something to connect him to the crime. A few months later, that's exactly what happened and a(n) _________ sentenced him to prison for 10 years.

2 hate | organised | petty | prevention | rate | scene | wave | youth

Police in the town are reporting an increase in the crime _____ _____, which has been linked to gangs of crime like this has never been a problem in the area before, and police are looking for voung boys. answers to explain the sudden crime ______. So far, the gangs have been shoplifting inexpensive items, but it is well-known that ______ crimes can lead to more serious offences.

beat him up | broke in | got away with | held up | let her off | made for 3

After Susie _ the bank, she stole a car and the coast. Her plan was to sail to an island far away. She felt confident that she had ______ the robbery. But she drove too fast and was stopped by a police officer. She hoped the officer would ______ with a fine, but she wasn't so lucky. The officer checked the number plate of the car and discovered it was stolen.

2 Choose the correct words.

- 1 I promise I will not / shall not say a word to anyone about the money.
- 2 Oh, no, the inspectors! They're finding out / going to find out I haven't got a ticket.
- **3** Once they **leave** / **will leave**, we'll enter through the bathroom window.
- 4 By next summer, he will have written / will have been writing his crime story for five years.
- 5 This time tomorrow, I am watching / will be watching my favourite crime drama.

- 6 Don't call the police **unless** / **in case** you're sure the ring was stolen.
- 7 If the police **don't find** / **won't find** my car, I don't know what I will do.
- 8 When the police collect evidence, they shall put / put it in special evidence bags.
- 9 As long as / Provided that you pay the fine now, you won't have to pay more later.
- 10 You will be safe online if / unless you don't post personal information.

Cumulative progress 1 2 3 4

3 Read the text below and choose the correct word to fill each gap.



(5) _____

Investigating a crime: Who does what?

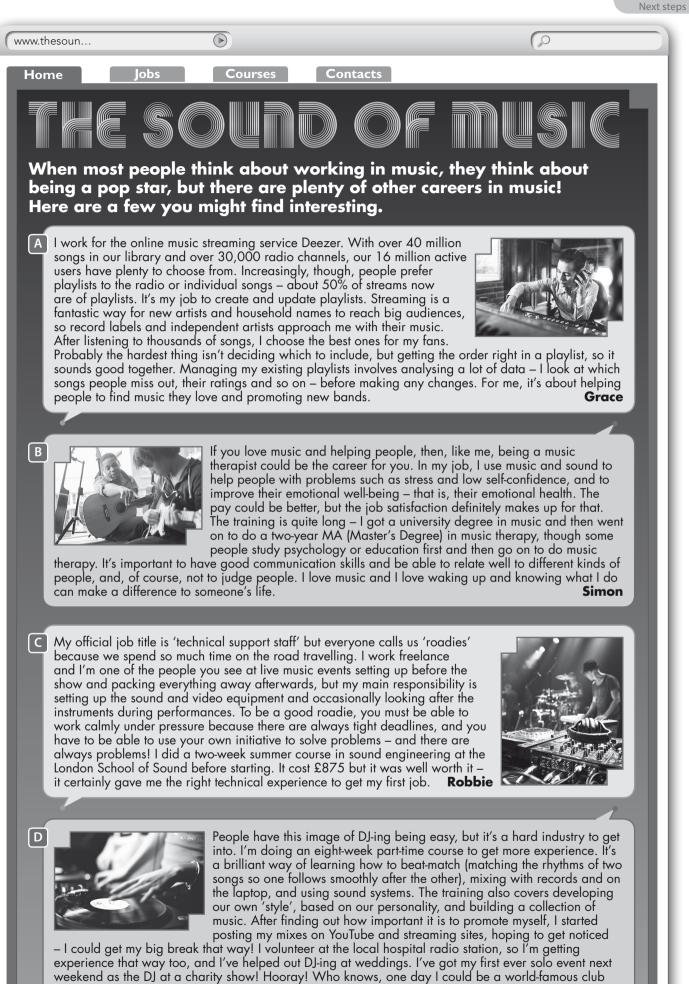
All around the world (1) are hooked on crime dramas. They are among the most popular ____ on TV, and there are many of them. (2)But are they accurate? Do the crime (3) _ investigators (CSI) who are called to a terrible murder also interview the suspects and catch the criminals in the case?

No, they don't. When a crime has been committed, police officers secure the area so that no

_ is destroyed. Then the CSI people (4) arrive. It is their job to take photographs and to collect, package and transport what they find there. To do their job well, they must _attention to the smallest detail.

Once everything arrives at the crime lab, the forensic scientists analyse it _ out how the crime happened or who did it. If in order to (6) ____ in identifying the criminal, there is a they (7) ____ (8) and the evidence is presented there.

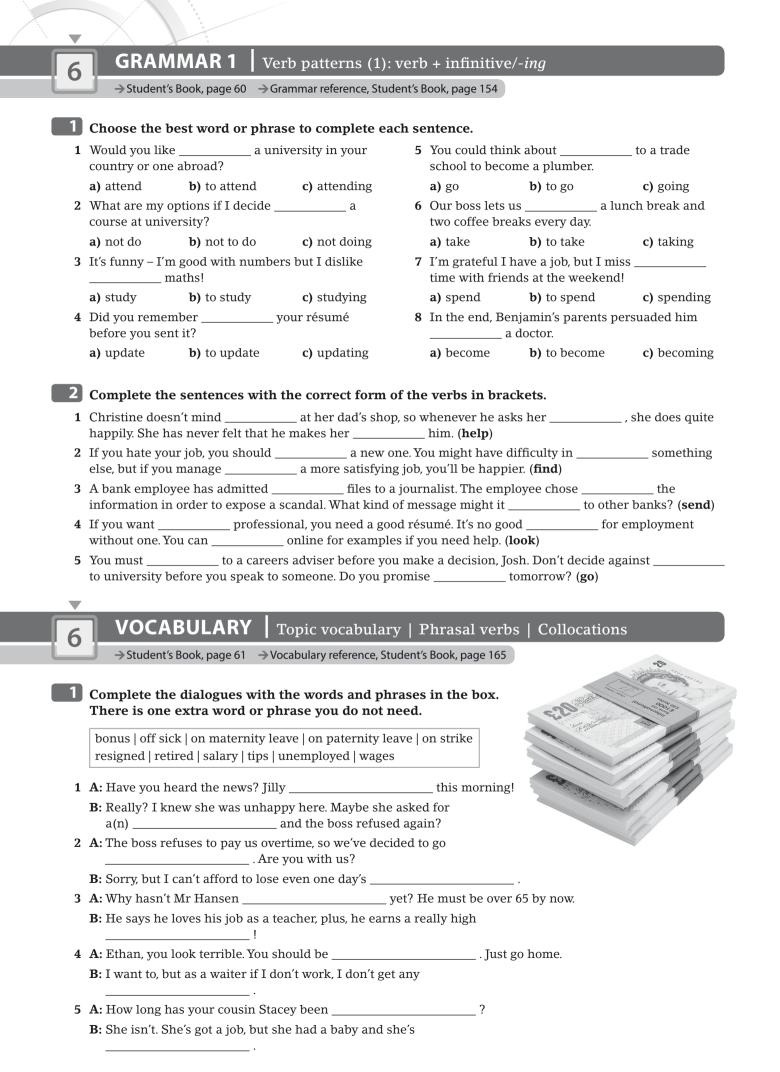
1 A audiences	B producers
C casts	D directors
2 A screenplays	B channels
C series	D sitcoms
3 A room	B area
C place	D scene
4 A sign	B evidence
C mark	D clue
5 A give	B concentrate
C lend	D pay
6 A look	B figure
C carry	D hang
7 A experience	B interested
C succeed	${f D}$ respond
8 A trial	B judge
C verdict	D justice



DJ, but for now I'm focusing on getting a job at a radio station. That would be really cool.

Josie

6



2 Match to make sentences. Use the words in italics to help you.

- 1 Increased retail sales lead shops to *take* _____
- 2 With hard work and determination you'll get ____
- **3** The system is down so I can't *key* _____
- **4** By working too hard, you can *burn* _____
- 5 I've sent you the schedule and *copied* _____
- 6 Leo is off sick, so Andy will *fill* _____
- 7 Due to the economy, the factory will *lay* _____
- 8 You can start at the bottom and *work* _____

- a) *in* any information.
- **b)** *on* more staff.
- c) in the other editors.
- d) ahead, believe me.
- e) out very quickly.
- **f)** your way *up*.
- **g)** off workers.
- **h)** *in for* him today.

3 Complete the sentences with the phrases in the box in the correct form. If there is more than one correct answer, write both answers.

get a placement | get fired | get lost | get ready | get the impression | get the sack get upset | go abroad | go bankrupt | go crazy | go missing | go quiet

- 1 After qualifying as a teacher, Eliza _______ to Spain. There, she ______ at an English language institute and, a few years later, became the director of studies.
- 2 It's quite bizarre, really. The company was ______ to expand into the American market when the owner ______. Where did all that money go?
- **3** Nigel neglected to tell his new employer that he ______ from his old job. When it was discovered and he was asked about it, he ______. There was nothing he could say.
- 4 When £200 ______ from the cash register, the manager ______ because she knew she would be considered guilty until the thief was found.
- 5 The courier claimed he was late because he couldn't find the street and ______. Was that possible with GPS? I ______ he had taken a break somewhere.

GRAMMAR 2 Verb patterns (2): infinitives of purpose

→ Student's Book, page 63 → Grammar reference, Student's Book, page 154

1 Choose the best word or phrase to complete each sentence.

- 1 The candidate wore a suit and tie to the interview _____ professional.a) so as look b) look c) in order to look
- **2** The assistant managers are going to a seminar ______ leadership skills.
- a) to develop b) as to develop c) in order develop
- 3 On the first day at his new job, Morgan took a taxi _____ be late.a) in order be not b) not in order to be c) in order not to be
- **4** They interviewed everyone ______ the best candidate for the job.
- a) so they find b) so as to find c) as to find
- 5 The aim of the quiz is ______, but to discover your strengths.
- a) not to test you b) not you to test c) to not test you
- **6** James entered the meeting room quietly _______ interrupt the speaker.
- a) so not to b) so as not to c) as so to not

2 Match to make sentences.

- 1 Simon would ____
- **2** The manager prefers to _____
- 3 You had better _____
- 4 Emma prefers studying ____
- **5** I would rather you _____
- 6 Bruce prefers casual work ____
- 7 Andy had _____
- 8 Selena prefers managing to ____
- 9 Angela would prefer _____
- 10 Marc prefers working _____

- a) being told what to do.
- **b)** rather than working.
- c) employ young people.
- d) on his own.
- e) to a permanent position.
- f) not lie about your qualifications.
- g) told the manager about this.
- h) better decide what he wants to do.
- i) rather be paid by the week.
- j) not to live and work in the city.

LISTENING Sentence completion

→ Student's Book, page 62

1 (1)08 Listen to a young man called Justin talking about youth unemployment. Choose the words that mean the same as the words you hear.

- 1 initiative = proposal / programme
- 2 boost = increase / promote
- 3 tough = difficult / worrying
- 4 develop skills = teach / train

- 5 benefit = earn / win
- 6 abroad = foreign / expensive
- 7 retail = shop / business
- 8 take on = give a job to / pay

2 Read the sentences about Justin's talk in Exercise 1. In each one there is an unnecessary word or phrase, or a grammatical mistake in the underlined phrase. Cross out the unnecessary words and correct the mistakes.

- 1 Head Start helps to increase <u>youth employment</u> for young people.
- 2 At the moment, there are more <u>than over</u> 500 staff in the offices.
- **3** Without relevant <u>qualification</u>, young people struggle to find jobs.
- **4** Employers have a good reason <u>to give to</u> young people jobs.
- 5 The government will help you while you look for a work.
- 6 Any employer would <u>rather</u> to pay less for wages.

3 (1) Listen again. For questions 1–10, complete the sentences with a word or short phrase.

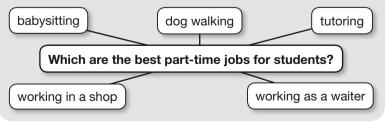
- 1 Head Start is mainly for those students who will not go to ______
- 2 There are currently over ______ Head Start offices and others are about to open.
- **3** Justin points out that if you don't have a(n) ______, it's difficult to find a good job.
- **4** Workers in unskilled jobs aren't paid _______ so think carefully about doing them.
- 5 By doing apprenticeships, young people can ______ while they train.
- **6** At places like supermarkets, the ______ receives money to give young people jobs.
- 7 The government provides the jobless with a(n) ______ benefit while they seek work.
- 8 You need to earn enough to go on foreign ______, and afford things like a car.
- 9 Someone without skills can eventually become the ______ of a shop.
- **10** People are happy with Head Start because everyone ______ the programme.

SPEAKING Collaborative task

→ Student's Book, page 64

Look at the task. Then choose the correct words in the sentences.

Talk for two minutes about the advantages and disadvantages of each job. Then decide which two are the best part-time jobs for students.



- 1 Shall we / Let's start with babysitting.
- 2 How about work / working as a tutor?
- 3 I'd think about / suggest we choose dog walking.
- 4 Shall we **move** / **moving** on to working as a waiter?
- 5 Why / How don't we think about working in a shop?

2 Match the statements to the jobs in the exam task.

- 1 You have to stand for hours and do very repetitive work. I suppose this is fine for someone who just wants a simple job, but you have to be well dressed, so you can't wear sneakers or casual shoes.
- 2 I think it's a big responsibility. The people who hire you want to see results, so you really need to be very good. I imagine there's a lot of pressure, too, before exams. It's not an easy job at all, and I think it's only suitable for some people. _______
- **3** It can be a great daily activity that doesn't take a large part of the afternoon and evening, so you still have time to do schoolwork and participate in leisure activities. I think the only problem is that sometimes the weather isn't good.

- **4** I'm sure it can be a very tiring job, especially when it's busy, and you probably have to work at the weekend. But on the other hand, it keeps you active, you probably meet lots of people and you get tips too. ____
- **5** In my opinion, the best things about the job are that you don't need any special skills and, if you're lucky, you might have some quiet time to do your homework or read a book while the children are asleep. _____

3 Look at the statements in Exercise 2 again and answer the questions.

- 1 Which statements only discuss the advantages of a job? _____
- 2 Which statements only discuss the disadvantages of a job? _____
- **3** Which statements discuss both the advantages and the disadvantages of a job? _____

USE OF ENGLISH Word formation | Multiple-choice cloze

→ Student's Book, page 65

1 Choose the correct words.

- 1 What is it that you attempt / intend to do after you finish secondary school?
- 2 Think carefully about your decision so that you **make** / **get** it right.
- **3** It's a good idea to consider what you are best **suited** / **matched** to.
- 4 Really **base** / **focus** on your strengths, but don't forget your weaknesses.
- **5** Some students will **burn** / **drop** out of a course within the first few months.
- 6 A poor decision now can **apply** / **lead** to unhappiness and regrets later.
- 7 Just **imagine** / **dream** working in a great industry and how that will feel.
- 8 It isn't easy to **adjust** / **switch** to a new job, but you'll soon get used to it.

2 Complete the sentences with the words in the box.

at | in | of | off | on | or | to | with

- 1 How can I deal ______ all of the stress that I'm under at work?
- 2 David is very good _____ English and hopes to become a teacher.
- **3** How will the public get around if the bus drivers are ______ strike?
- **4** Your choices aren't restricted _____ college or university.
- 5 Nursing requires a combination ______ hard work and commitment.
- 6 Brad, who loves languages, has qualifications ______ both Spanish and French.
- 7 A number of our employees are ______ sick with the flu this week.
- 8 Sooner _____ later, you need to make a decision about your future.

3 Read the text below and choose the correct word to fill each gap.



A COMPETITIVE SPORT

Young players lead very busy lives that consist of training, travel and matches. They have to be careful not to (1) _____ out at an early age if they want to get (2) _____ in the sport. Once they start to (3) __ their way up, it becomes necessary for them to _____ abroad to play in tournaments. (4) It might sound exciting, and at times it probably _____ leaving behind friends is, but it (5) ____ and family to pursue their dream. Some _____ feeling lonely and look forward (6) to returning home. Many of them give up because the sport is very competitive and few make it to the top. It must be very difficult to (7) ______ with the knowledge that they will never be champions. Those who ____ to do well can earn a lot of (8) money, but most of them do it for the glory.

A go	B stand
C hang	${f D}$ burn
A ahead	B ready
C well	D along
A do	B climb
C work	D play
A go	B leave
C get	D come
A consists	B involves
C considers	D regrets
A say	B agree
C admit	D imagine
A accept	B handle
C manage	D deal
A continue	B choose
C promise	D keep
	C hang A ahead C well A do C work A go C get A consists C considers A say C admit A accept C manage A continue

→ Student's Book, pages 66–67 → Writing reference, Student's Book, page 171

Complete the exam advice with the examples in the box.

Cheers, Dan | Dear Maria, | Hope that helps! I was glad to hear that ... | Thanks for your letter. You don't need any special training!

1 When writing to a friend, use informal language and punctuation. For example, _____,

- 2 Start and finish your letter appropriately. For example,
- **3** Use phrases at the start to show you know the reader. For example, _____

2 Read the email and decide if the sentences are T (True) or F (False).

- **1** The writer does not know the person they are writing to. T / F
- 2 The writer is in favour of doing work experience. T / F
- 3 At the writer's school, work experience of practical skills is not popular. T / F
- 4 The writer makes a suggestion at the end. T / F
- 3 Read the information in the box and make notes to answer the questions.

Hi Magda,

Lovely to hear from you! That's fantastic news that your exams went well!

You said you're thinking about applying for the work-experience programme. That's a great idea! I reckon that it will give you a much better idea of how a business works and improve your decision-making skills and ability to work independently.

In my school, everyone does work experience. Doing work experience in an office is popular because it gives you an idea of the range of careers available in an office environment and it's quite easy. The other work-experience placements that are really popular are practical ones with plumbers, electricians, decorators and hairdressers. These are a fantastic opportunity to develop an understanding of a career you might be interested in – and learn lots of practical skills!

How about talking to some of the students in your school who've already done workexperience placements? Find out if anyone's done a placement in a company you're interested in and which placements they would recommend. I think you'd really enjoy doing a work placement. Go for it!

I need your advice, if you don't mind! As you

summer job. Do you think it's a good idea?

What summer jobs do teenagers in your area

do? Why? Do you have any suggestions about

know, I live on the coast in a tourist area like you and I'm thinking of applying for a

what kind of jobs I should apply for?

Hope that helps! Love Helen

Thanks!

Eddie

You have received an email from an English-speaking pen friend.

- 1 Tick three advantages of doing a summer job.
 - You meet new people outside your social circle. You get tired.
 - You improve your people skills.
 - You show future employers you are motivated and responsible.
 - You can travel.
- 2 For each summer job, give two reasons why someone might do it.

a) summer job: working in a restaurant reason:

b) summer job: monitor in a summer camp for kids reason:

3 What summer jobs related to tourism could teenagers do?

4 Write the second and third paragraphs of the email. Use the ideas in Exercise 3 or your own ideas.

PROGRESS CHECK

1 Complete the texts with the words and phrases in the boxes. For each text there are some extra words and phrases you do not need.

1 copy in | crazy | fill in for | get | go | key in | upset

Whenever you send an email, remember to ______ all of the team members. I ______ the impression some of them get ______ if they're not included.

2 get | go | resign | retire | salary | tip

Terry going to ______ and look for another job. He hopes to ______ a place at a big company where he can earn a higher ______ .

3 get | go | lay off | off sick | on strike | take on

The boss wants to ______ some staff to save money. He's sure he'll ______ bankrupt if he doesn't. So the workers are threatening to go

4 burn out | get ahead | getting | going | work up

.

Amanda really wants to ______ in business, but if she isn't careful, she'll ______. She's ______ ready to have a baby, so she must take

it easy.

5 | bonus | fired | got | sack | wage | went

No-one got a ______ this year. Our boss said he couldn't afford it, but he ______ abroad on holiday. We didn't complain in case we got the ______.

2 Choose the correct words.

- 1 I fancy / would love going to the jobs seminar at the weekend.
- 2 I remember **to get** / **getting** careers advice when I was at school.
- 3 The boss would rather they work / worked on the project as a team.
- 4 She did all the work herself in order / as not to employ anyone.
- 5 We would **prefer** / **rather** to interview some more candidates.
- 6 Volunteering would mean to give / giving up your free time.
- 7 Let me **show** / **to show** you how to use the new software.
- 8 Celia is quite anxious about attend / attending the interview.
- 9 Why did you agree work / to work every weekend?
- 10 The new employees had better not be / to be late on their first day.

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Write a form of the word in capitals in each gap to complete the text.

Your rights in the workplace

Rights in the workplace exist for the (1) _______ of all workers, from those who have been in full-time (2) ______ for years to young people who are just starting out and are doing an (3) _______. They include the maximum weekly hours someone can work, time off for sickness, parental leave when children are born and much more. If anyone believes they have been treated (4) _______ at work, there is a government office that they can contact to make a (5) _______. This office helps staff and employers to have better (6) ______ and to

understand workplace laws. If someone is found (7) ______ of breaking the law, the punishment may include fines or, in the most serious cases, even (8) ______.







Exploring art

READING Gapped text

→Student's Book, pages 70–71

1 Read the article and decide which three artists produced the work in the photos. Tick the names.

- 1 Małgorzata Chodakowska _____
- 3 Skeleton Sea _____
- **5** Mathilde Roussel ____

- 2 Néle Azevedo
- 4 Heather Jansch _____
- 6 DNA11

2 Read the article again. Choose from sentences A–G the one which fits each gap 1–6. There is one extra sentence you do not need.

- ${\bf A}$ that she uses to make her incredible sculptures from beaches
- ${\bf B}\,$ they are unusual and appealing forms of art because they are so individually produced
- ${\bf C}\,$ that's precisely what makes it so interesting to work with
- ${\bf D}\,$ it is unique, no two images will ever be the same
- **E** but they also have a serious environmental message
- **F** they are made of organic materials, they constantly change and the results are unpredictable.
- ${\bf G}$ to inspire people to make the most of their lives now

(paragraph B) _____

3 Find words and phrases 1–8 in the article. Use the context to match them to the correct meaning a–h.

- 1 tricky
- 2 interpreted (paragraph C) _____
- **3** fascinating (paragraph D) ____
- **4** crafting (paragraph E) ____
- **5** highlight (paragraph F) ____
- 6 famine (paragraph F) ____
- 7 cells (paragraph G) ____
- 8 talking point (paragraph G) _____

- **a)** making you very interested or attracted
- **b)** the smallest part of a living thing that can operate independently
- $\boldsymbol{c}\boldsymbol{)}$ a serious lack of food that continues for a long time
- d) understood an action or situation in a particular way
- e) making something skilfully
- ${\bf f}{\bf)}~~{\rm something}~{\rm interesting}~{\rm that}~{\rm people}~{\rm are}~{\rm likely}~{\rm to}~{\rm want}~{\rm to}~{\rm discuss}$
- g) difficult to deal with
- h) describe something in a way that makes people notice it and think about it





Everyone's familiar with traditional forms of art – paint on canvas, pencil on paper and sculptures made out of stone, wood or metal – but today, artists everywhere are pushing the boundaries and art really can be made out of *anything*.

Water

Water is a tricky medium for art because it is a liquid. However, $\boxed{1}$. Polish sculptor Małgorzata Chodakowska creates a combination of water and bronze fountains, where the water brings the statues to life. In one piece, a little ballerina suddenly wears a flowing skirt when the water is switched on. In another, a dancer has streaming jets of hair that beautifully suggest her motion.

G

Water doesn't have to be liquid to make art, though. Ice sculptures are not new (they date back to 17th century China), but most are designed to last throughout the winter. However, for Brazilian artist Néle Azevedo the whole point of her work is that it doesn't last. She creates installations of hundreds of human figures made of ice in cities around the world and the fact that the statues melt and slowly disappear is intended to get people thinking about how short life is. The point of this was 2 . However, her work has also been interpreted as a protest against climate change. That her art is seen as a comment on such an important issue is, Azavedo feels, a compliment.

Recycled art

There are some amazing artists nowadays working with recycled materials. João Parrinha, Luis de Dios and Xandi Kreuzeder, together known as Skeleton Sea, are Portuguese surfers and artists who make incredible art from rubbish they find on beaches and in the sea. The trio started out collecting things to clean up the places they went surfing, but then they decided to create something permanent out of it. Turning lost shoes, old tyres, bits of plastic and scrap metal and old rope into sculptures and installations of beautiful marine creatures was the result. Their creations have gone on show in exhibitions in Portugal, Spain and France. Not only are the pieces fascinating to look at, 3 – we need to clean up our oceans and keep them free of pollution.



Heather Jansch also collects the material $\boxed{4}$. She uses driftwood, wood that has been washed onto land, crafting all the pieces together to make life-size sculptures of horses. Jansch says working like this is like drawing lines with wood and is an extraordinary feeling. The results are powerful, perhaps because the material used is now dead, but seems to have come alive again.

Living art

French artist Mathilde Roussel also works with plants – but hers are very much alive. Her *Lives of Grass* sculptures are living creations that use grass instead of paint. The works are human shapes, filled with earth and wheat seeds that need daily care and because 5 . And, of course, they are temporary works. Like humans, they begin life, grow and finally they die. However, they have a deeper message too – these human forms made of a food highlight the importance of our bodies, what and how we eat and the global issues of famine and obesity.



Can human bodies be art? DNA (deoxyribonucleic acid) is the complex chemical that carries genetic information and it is found in most of the cells in our bodies. Now, a company called DNA11 is making personalised art from people's DNA. You send a sample of your DNA, for example from inside your cheek, choose the size and colour of picture you want and they create a picture using an image of your DNA. Since <u>6</u> . It's like having your portrait done and is certainly a talking point on anyone's wall.







GRAMMAR 1 | Pronouns

→ Student's Book, page 72 → Grammar reference, Student's Book, page 155

!'

1 Complete the dialogues with a reflexive pronoun in each gap.

- 1 'Do you need any help with that box?''Yes, please. I don't think I can lift it by
- 2 'How was the street art festival that you went to?''It was better than we expected. We really enjoyed ______.'
- 3 'I didn't tag that wall! Honestly, it wasn't me!''Well, I know it didn't tag
- 4 'Have you heard? Jessica's novel has won an award!''Wow! She must be very proud of '
- 5 'The play that the students put on was amazing.' Yes, they're really pleased with
- 6 'These scissors are quite sharp. Ouch!''You should be more careful. Have you cut ?'
- 7 'Did you buy any art supplies for Liam?''No, he'll have to get them ______.'
- 8 'We're upset that we couldn't go to the concert.''Consider _____ lucky. It was just awful!'

2 Choose the correct words.

- **1 It's** / **There's** a French film on at the cinema that I really want to see.
- 2 It / There has been suggested that Shakespeare did not write his own plays.
- **3** We want to go to the festival, but **it** / **there** is too far away to drive.
- **4** I'm thirsty. Is **it** / **there** a café in the museum where I can get a drink?
- 5 You can have this CD if you like; I don't want it / one.
- 6 Street art festivals are great. It's definitely worth visiting **it** / **one**.
- 7 The Other Guys is a great comedy. Have you seen it / one?
- 8 These art brushes are on sale. Do you need it / one?
- **9** I can't find my acrylic paints. Has **anyone** / **someone** seen them?
- **10** Your screenplay needs **anything** / **something**, but I'm not sure what.
- **11** As an artist, I haven't been **anywhere** / **somewhere** as exciting as Paris.
- **12 Anybody** / **Somebody** moved this painting and I wonder why.

 VOCABULARY
 Topic vocabulary | Phrasal verbs | Collocations

→ Student's Book, page 73 → Vocabulary reference, Student's Book, page 165

1 Complete the sentences with the words in the box. There are some extra words you do not need.

abstract | auction | choreographer | conductor | exhibition | illustration installation | masterpiece | producer | set | stage | studio

- 1 Look at the vibrant colours in this ______; I can't believe the book is 500 years old.
- 2 When the ______ raises his baton, it's time for the audience to stop talking and listen to the music.
- 3 I'm really looking forward to seeing the Picasso ______ he's my favourite artist.
- 4 There is an outdoor ______ that looks like a real street; that's where they're filming today.
- 5 Before her retirement, Irena was a(n) ______ with a famous Russian ballet company.
- 6 When I look at a(n) ______ painting, I try to focus on my feelings rather than on the forms.
- 7 One of the pieces for sale at the ______ had been stolen from an archeological site in Greece.
- 8 As the ballet dancers were performing on the ______, one of them tripped and fell.

2 Match to make sentences. Use the words in italics to help you.

- 1 The architect and I discussed the plans she will *draw* _____
- 2 The dog in the background needs to be *edited* _____
- **3** I can't stand his music and he'll never *grow* _____
- 4 I'm quite sure the experienced designer will *sketch* _____
- 5 Unhappy with the new contract, the singer tore _____
- **6** It looked like there would be rain during filming, but it *turned* _____

- a) *out* of the photograph.
- b) out some wonderful sets.
- c) *out* to be nice
- **d)** *up* for the concert hall.
- e) it *up* into little pieces.
- **f)** *on* me as a composer.

3 Complete the dialogues with the words in the box.

act (× 2) | canvas | part | scenes | stage

- 1 Studying while trying to write a teen novel is a difficult balancing ______ for Olivia.
- 2 The young actor's mother played a very important _______ in his initial success.
- **3** He's a famous director, but behind the ______ his assistant is really in charge.
- **4** We're going to miss our old dance teacher and she'll be a hard ______ to follow.
- 5 She loves getting attention and always takes centre ______ when she's with others.
- **6** Young minds are like a blank ______ that teachers are in a position to fill.

GRAMMAR 2 | Result clauses, connectors of contrast

→ Student's Book, page 75 → Grammar reference, Student's Book, page 155

Complete the sentences with the words in the box. For some sentences there is more than one correct answer.

although | despite | enough | even | far | however | many | much | so | spite | such | though | too

- 1 The statues were stolen. ______, they were recovered a short while later.
- 2 Because there were too _____ people waiting to buy concert tickets, I left.
- **3** The audience couldn't stop laughing because it was ______ a funny film.
- 4 In _____ of all the obstacles in his way, he became a noted artist.
- 5 Prehistoric cave paintings are ______ important to be left unprotected.
- 6 ______ it's an interesting sculpture, there are a few problems with technique.
- 7 Let's go to the performance tonight ______ though it's got average reviews.
- 8 That music festival was _____ good that I've decided to go again next year.
- **9** It's ______ too soon to know if he will become a great actor in the future.
- **10** Beethoven composed beautiful symphonies ______ becoming deaf.
- **11** I don't play the piano well. I don't mind ______ because I do it for enjoyment.

- 12 Nathan was ______ too tired to wander around another museum that day.
- **13** The novel wasn't interesting ______ for me to finish reading it.



2 Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.

1	I didn't mind the crowd because the concert was so awesome.		SUCH
	I didn't mind the crowd because	_concert.	
2	Although it's a self-portrait, it doesn't look like the artist.		SPITE
	It doesn't look like the artist, the	at it's a self-portrait.	
3	The space above the fireplace isn't nearly big enough for that painting to	fit.	FAR
	That painting is in the space ab	ove the fireplace.	
4	There was no need for Connor to pay for our theatre tickets.		EVEN
	Connor paid for our theatre tickets	have to.	
5	Her teacher believes she has the talent to become a great ballerina.		IS
	Her teacher believes shea grea	t ballerina.	

T LISTENING Multiple choice	
→ Student's Book, page 74	
Match the words in italics to functions a–f.	
1 <i>I'm so sick of</i> these stupid comedies.	4 <i>Would you mind</i> showing me how?
2 <i>If I were you, I'd</i> think very carefully.	5 <i>The issue is</i> we haven't got the money.
3 What if we put it on this wall?	6 Are you serious?
a) making a suggestion c) complaining a	bout something e) giving advice
b) describing a problem d) expressing sur	rprise f) asking for help
2 (1))09 Listen to the extracts from different conve	ersations and complete the sentences.
1 contact the council when	4 do it here. Why in a park
we get back to the office?	of all places?
2 was it stolen in broad	5 blending them into this
daylight under the tightest museum security?	painting.
3 the trees to look natural. I mean, look at them.	6 me a favour?
i mean, nor at menn.	
3 ⊂)) 10 You will hear people talking in eight differ answer (A, B or C).	rent situations. For questions 1–8, choose the best
1 You hear two friends talking about a play. What is	5 You hear a conversation on a film set. What is
Gemma doing?	the director doing?
${f A}$ asking for her friend's help	A asking the actor for advice
B describing something causing her anxiety	B describing a scene
C complaining about the costumes	C suggesting an alternative
2 You hear part of an interview with a teenage novelist. What does he encourage others to do?	6 You hear two people talking about a statue. What must they do?
A persist in their efforts	A consider how to increase sales
B work at a computer	B replace it with a better piece
C enjoy themselves	C put it in a more visible place
3 You hear two people talking in a park. What is the woman complaining about?	7 You hear a man talking about a screenwriting workshop he went to. What is he explaining?
${f A}$ the quality of the graffiti in the park	${f A}$ why Emma will direct his film
B the fact the graffiti has reappeared	B why he wants to be a screenwriter
C the fact the graffiti is in the park	C how he made a mistake
4 You hear part of a documentary about a stolen painting. What was most surprising about the theft?	8 You hear a conversation in an art class. What is the problem?
A It became the subject of a Hollywood film.	A He hasn't got a canvas.
B The painting had never left the museum.	B His technique is wrong.
C There were many theories about the thief.	C He can't undo his mistake.
SPEAKING Photo task	
→ Student's Book, page 76	
_	

1 Read the statements and decide if they are about the cinema or the theatre. Write C for cinema and T for theatre.

- 1 The performance must be right the first time.
- 2 The special effects are much better.
- **3** It's a live performance and anything can go wrong.
- **4** The tickets are generally more expensive.
- **5** It offers a lot more choice.
- **6** There are unnecessary effects to attract audiences.
- 7 Eating and drinking aren't allowed.
- 8 It's far more popular with teenagers.

2 Complete the texts with the words and phrases in the box.

although | as | go for | if I had to choose | interested in | I'd prefer | I'd rather | I wouldn't mind | reason why

	Speaker 1: I think I'd prefer to watch a film there's a lot more choice at	the cinema.
	For example, science fiction, horror movies, comedies and dramatic films.	going to
	the theatre, but I'd only do it occasionally.	it's p
	Speaker 2:, I'd definitely the theatre because special experience. I can watch films at home. That's the I'm not really s	its a verv
		very
	Speaker 3: I have been to the theatre a few times and found the perfor	mances
	enjoyable, go to the cinema. One of the reasons why	this is
	that the special effects in films are very impressive.	
3	Read the exam task and tick the statements that are true about the speakers in Exerci	iso 7
	-	
	Would you prefer to go to the 1 All of the speakers have expressed their preference 2 All of the speakers have given reasons for their reference	
	cinema or to the theatre? Why? 2 All of the speakers have given reasons for their p	reference.
_		
_		
7	USE OF ENGLISH Word formation Sentence transformation	
_	→ Student's Book, page 77	
1	Choose the structure (a or b) that is needed to complete the gap in the second sentence	e so that it
	has a similar meaning to the first.	
1	I've heard the song a few times and I'm starting to like it.	
	The song has now that I've heard it a few times.	
	a) reflexive pronoun b) phrasal verb	
2	The cast and the director were well-known, but the play was a flop.	
	The play was a flop the well-known cast and director.	
	a) result clause b) connector of contrast	
3	No-one helped Sophia to make the costumes, which she found annoying.	
	Sophia, which she found annoying.	
	a) reflexive pronoun b) result clause	
4	We left halfway through the film because we were bored by it.	
	We left halfway through because itfilm.	
	a) result clause b) phrasal verb	
5	Scientists have found that creative people tend to be left-handed.	
	It that creative people tend to be left-handed.	
	a) reflexive pronoun b) passive voice	
2	Complete the sentences in Exercise 1 with these words and add any other words you have a sentence of the sente	need.
	You must use between three and five words, including the word given.	
1	on 2 spite 3 made 4 such 5 found	
3	Complete the second sentence so it has a similar meaning to the first. Do not change t	he
	word given. Use two to five words, including the word given.	ne
1	The paintings are expensive and I can't afford to buy them.	FAR
-	The paintings are for me to buy.	
2	We need to prepare plans for the new community arts centre.	DRAW
4	We need to plans for the new community arts centre.	
З	We need to plans for the new community arts centre. Well, so few tickets were sold that they cancelled the play.	SUCH
2	Well,	50011
4	Even though the critics hated it, the film was a huge success.	DESPITE
T	The film was a huge success the critics hated it.	
	ine critics nucleu it.	

→ Student's Book, pages 78–79 → Writing reference, Student's Book, page 173

Read the exam advice and choose the correct words.

In a good short story you should:

- 1 focus on **one or two** / **many** key characters. Make them believable and interesting.
- 2 keep the reader's **emotions** / **attention** by adding drama and setting the scene well.
- 3 create suspense by writing **short** / **long** sentences.
- 4 describe how the characters feel / think and use a variety of adjectives to bring the characters and places to life.
- 5 have an interesting and appropriate name / title to get the reader's interest at the start.
- 6 vary / don't vary the language for example, use direct speech, different tenses, exclamation marks.
- 7 make the **plot** / **paragraphs** and ending interesting.
- **2** Read the story. Find examples of each piece of advice in Exercise 1.

<u>Trash or treasure?</u>

Gina looked around the bare bank office. Was this really where her life would change forever? She was hoping the manager would agree to a loan to start the art gallery she'd dreamt of running for years. When he strode in, she could see from his face it was bad news.

Devastated, she stumbled out of the bank, tears running down her face. She began walking, anywhere, it didn't matter now. Nothing mattered now. Nothing. Hours later, she found herself in a run-down, unfamiliar part of town. Noticing a flea market was on, she decided to have a look.

It was mostly rubbish, but as she was walking past the last stall, a sleek silver necklace caught her eye. It reminded her of pieces she'd seen by the sculptor Alexander Calder. When she picked it up, she was surprised by how heavy it felt, each piece of the necklace perfectly made. As she looked more closely, her heart started beating wildly. Could it be real? It would be worth a fortune!

'It's yours for just £15,' the stallholder said. Should she spend that much money, money she couldn't really afford?

- **3** Read the information in the box and make notes to answer the questions. Use your imagination.
- 1 Who is Sarah?
- 2 Why has she got the package? Is it for a special occasion?
- 3 How did she get the package? Who is it from?
- **4** Why was she so surprised to see the painting? What is the painting of? Who is it from?

magazine for teenagers.

STORIES WANTED!

You have seen this announcement in a

We are looking for talented writers. Write a story beginning with this sentence:

When Sarah opened the package and saw the painting inside, she couldn't believe her eyes.

- Your story must include:
- an important decision
- a competition
- We will publish the best stories!

Write your story.

5 What is the decision? Who makes it?

- 6 What is the competition? What happens at it?
- 7 What happens at the end of the story?
- 8 What would be a good title for the story?

4 Write your story in an appropriate style. Write 140–190 words.

PROGRESS CHECK

1 Complete the texts with the words and phrases in the boxes. For each text there are some extra words and phrases you do not need.

1 balancing act | choreographer | conductor | drew up | edited out | grew on hard act to follow | played a part | stage | studio | take centre stage | turned out

 When our dance teacher retired, we were all rather upset. She had taught us so much about how to perform on the (1) ________ and we knew she would be a(n) (2) _______. Her replacement, Mr Williams, was a bit eccentric and had unusual methods, but he (3) _______ to be an excellent teacher who (4) _______ us very quickly. In fact, I would say he

 (5) ________ in my decision to become a dance teacher myself and eventually a(n)

 (6) ________ working with dancers in Broadway musicals.

2 abstract | auctions | behind the scenes | blank canvas | exhibitions | illustrations installations | masterpieces | producer | set | sketch out | tear up

Do you go to (7) ______ at museums where you can see (8) ______ by the greatest painters? Do you enjoy looking at the (9) ______ in antique books? Or are you a fan of modern (10) ______ art with its unusual forms and subjects, including (11) ______ that can take up an entire room? Most people know something about art and can name some successful artists. What they don't know is who runs the art world. If you take a look (12) ______, you'll find it's the dealers who buy and sell art, rather than the artists themselves.

2 Choose the correct words.

- 1 It / There is a new art gallery in town that I would like to visit.
- 2 Liam, did you make that beautiful vase **yourself** / **yourselves**?
- 3 I don't see the book I want **anywhere** / **somewhere** on the shelves.
- 4 Everyone here is taking selfies, so I think I'll take it / one too.
- 5 Realistic looking statues were anything / something the Greeks did first.
- **6** You're **far too** / **too far** talented to remain an unknown artist.

- 7 In spite / Despite producing lots of paintings, he never sold any.
- 8 The installation was beautiful. **However**, / **Despite**, the public didn't think so.
- **9** The film had **such a** / **so** confusing plot that I had to watch it twice to understand it.
- **10** There were **too many** / **much too** musicians in the studio for everyone to have a seat.
- **11** This chair isn't **old enough** / **enough old** to be considered an antique.
- **12** The producer of the play is **too** / **so** busy I have offered to help her.

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Read the text below and choose the correct word to fill each gap.



DESERT BREATH

In Egypt, near the coast of the Red Sea, the Sahara Desert became a blank (1) ______ for a team of three women artists. There, they created a unique and magnificent art (2) _____ in the sand and named it Desert Breath. Their work

(3) ______ of a massive double spiral formed with the sand and a large central pool of water. It took two years to (4) ______ and it covers an area of about 100,000 square metres. It's one of the largest works of art you will ever see! Amazingly, (5) ______ it was completed in 1997, you can still see it on Google Earth. Just (6) ______ 'Desert Breath' and you will see an image of it taken from space by a (7) ______ . But hurry because we can't (8) ______ the sands of the desert from covering it up completely one day.

1	A scene C paper		canvas stage
2	A exhibition C installation	в	illustration
3	A consists C forms	в	makes includes
4	A invent C manufacture		discover create
5	A however C although		despite even
6	A plug in C turn in		copy in key in
7	A satellite C machine	_	camera photo
8	A avoid C prevent	-	end hold

The world around us

READING Multiple matching

→ Student's Book, pages 80–81

1 Read the article and match sections A–D with descriptions 1–4.

- 1 a short paid stay to help out with a project _____
- **2** a project to help the environment where people pay what they want for a service _____
- **3** an organisation that helps educate people about sustainability issues _____
- **4** a project that provides clean energy _____

2 Read the article again. For questions 1–10, choose from people A–D. The people may be chosen more than once.

Which person

thinks the project is an example to be followed by other nations? regrets not having more knowledge before participating in a project? was impressed by the quality of something they had? discovered the project by accident while visiting for another reason? had not previously thought their free-time activity affected green issues? thinks other people should give the project a go? believes the project is extremely useful to help with two problems? is interested in returning to the project? thought the project looked incredible? thinks that it is possible for individuals to help improve the environment?

3 Find words in the article which match these definitions.

1 food that is safe or good enough to eat (paragraph A) **2** an effect or an influence (paragraph A) 3 a point in time during a process or set of events (paragraph B) 4 supports or encourages something (paragraph C) **5** get help or an advantage from something (paragraph C) 6 a place to protect something/someone from something dangerous (paragraph D) 7 making you feel interest and physically active (paragraph D) 8 allowed to leave, freed (paragraph D)



1	
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10	

X

8

www.helpi....

HELPING THE WORLD

Read about these exciting projects to help nature and the environment

В

Α

Amelie Barton

ou might think that malnourishment - not You might think that manoanouncer the healthy and having enough to eat to lead a healthy and active life - only affects people in the developing world, but the shocking truth is that in the UK over three million people suffer from it every year. Yet, every year 40% of our food - food that could be eaten - ends up in landfills, where it produces harmful greenhouse gases. Not only that, it's a huge waste of all the resources like water and energy that went into producing it. That's why I was so excited to eat at 'Skipchen' in Bristol - the meal was stunning! Everything they cook is donated or found in supermarket skips supermarkets throw out tons of food every day because it is past its sell-by date although it is still edible. The volunteer staff collect it and make

delicious meals with whatever they've found, so the menu varies daily. Customers pay what they want or eat for free if they can't afford to pay. More restaurants like this are opening all over the country. In my view, it's a brilliant way of reducing our impact on the environment and feeding people.



С

Luke Davis

love sailing, but I'd never considered how it could affect the environment. For me, taking part in some activities for my Duke of Edinburgh Award* organised by The Green Blue really opened my eyes. The Green Blue, an environmental programme, promotes the sustainable use of coastal waters, lakes and rivers by boating and water sports participants. They also help boating businesses to be 'green'. On my project we learnt lots of practical ways to be more environmentally friendly, such as improving water quality and preventing

non-native species of marine life accidentally being carried to Britain by boats – they can seriously damage the environment and local species. To my mind, everyone who goes out on the water would benefit from looking atThe Green Blue's online resources or participating in one of their educational projects.



*The Duke of Edinburgh Award is the world's leading youth achievement award, giving millions of 14- to 24-year-olds the opportunity to be the very best they can be.

Miguel Blanco

went to Ouarzazate in Morocco because I'm a huge fan of *Game of Thrones* and wanted to visit the film location there. When I came across what will be the largest solar power plant in the world there, I was amazed. The first stage of this exciting development is now working and it's awesome to look at - in fact, it's so big, vou can see it from space! It's made of 500.000 curved mirrors that reflect and concentrate the sunlight onto a pipe filled with liquid, heating it to over 370 °C. This hot liquid is combined with water to turn wheels in huge machines called turbines to generate energy. When it's completed, the plant aims to produce 38% of the country's energy and provide 1.1 million people with clean electricity, and it will save Morocco hundreds of

0

thousands of tons of carbon emissions every year. That's an impressive achievement – let's hope more countries do the same.

D



Erin Roberts

oo many people believe that protecting the environment isn't something one person can do, but my own view is that anyone can make a difference. That's why I volunteered at the Matang Wildlife Centre in Borneo on a fascinating conservation and protection project. The centre is a refuge for orangutans that have been injured, rescued or lost their parents due to deforestation, mining and forest fires. I learnt a lot about providing the animals with stimulating environments to encourage natural behaviour so the animals can be released back into the wild. I wish I'd known more before going, as I'd have been able to help more. I enjoyed looking after the animals and helping to create an organic farm so the centre can grow enough food to feed the animals. It cost £1,280 to go for two weeks, but it was an incredible experience. I'll try and go again when I can!



→ Student's Book, page 82 → Grammar reference, Student's Book, page 156

8

_				
1	Choose the correct words.			
1	What happened / would happen if one day we suddenly had no fresh water on Earth?	5 They wouldn't be looking for the tiger, if the zookeeper locked / had locked the cage!		
2	There would be more elephants now if they hadn't been / weren't hunted for their tusks.	6 If we didn't burn / hadn't burnt fossil fuels, the world would be a very different place.		
3	If I go / went to an area of natural beauty, I wouldn't leave any rubbish behind.	7 If Max hadn't become a vet, he would be / have been a marine scientist instead.		
4	Had / Has the government considered the future, it would have introduced more laws to combat global warming.	8 We could film / have filmed the lions if we had had a video camera with us.		
2	Read situations 1–6 and complete the condition	al sentences.		
1	We didn't protect the animals and they died out.			
	Had the animals, they			
2	You're not in Africa so you don't know what's happening.			
	If in Africa, you happe			
3	They destroyed the forest and now the animals have nowhere to live.			
If they the forest, the animals		orest, the animals		
	somewhere to live now.			
4	We didn't realise solar power was cheaper so we didn't get solar panels.			
If we solar power was cheaper, we		power was cheaper, we		
	solar panels.			
5	I went on the safari and I saw giraffes in the wild.			
	Had I on the safari, I			
	giraffes in the wild.			
6	I'm not at the environment lecture because no-one to	'm not at the environment lecture because no-one told me about it.		
	Iat the env	ronment lecture now if someone		
	me about it.			

3 Rewrite the underlined sentences as conditionals.



On March 24, 1989, the oil tanker Exxon Valdez had just left the Valdez Marine Terminal in Alaska full of crude oil. At midnight, (1) <u>the ship hit a reef</u>, which tore a hole in it. Investigators later discovered that (2) <u>the accident happened because the crew were tired</u>. The result was that over 40 million litres of oil entered the water, which is roughly the same amount as 17 Olympic-sized swimming pools. A bad situation was then made worse when (3) <u>a storm hit the area and spread the oil widely</u>. Eventually, (4) <u>the oil covered the coastline and thousands of animals died</u>.

Exxon ended up paying around two billion dollars to clean up the oil spill. (5) <u>Not all of the oil has gone and</u> <u>many Alaskan beaches are still polluted</u> with oil just inches below the surface. Unfortunately, (6) <u>we can't</u> remove it so that the beaches are clean again.

 1
 If

 2
 Had

 3
 If

 4
 Had

 5
 If

 6
 If

VOCABULARY | Topic vocabulary | Phrasal verb<u>s | Word patterns</u>

→ Student's Book, page 83 → Vocabulary reference, Student's Book, page 166

1 The words in bold are in the wrong place. Complete the phrases by writing the words on the correct line.

- 1 global development _____
- 2 greenhouse change _____
- 3 renewable warming _____
- 4 toxic energy _____

5 carbon layer _____

6 climate effect _____7 ozone footprint

8 sustainable waste _____

2 Match to make sentences. Use the words in italics to help you.

- 1 Many plant and animal species are in danger of *dying* _____
- 2 Naturally, oil-producing countries don't want us to *do* _____
- 3 I don't think our leaders understand that time is *running* _____
- 4 People are far too lazy to recycle so they just *throw* _____
- **5** It's a tragedy for the planet when companies *chop* _____
- **6** Because they are huge, there's no way we can *clean* _____
- 7 If sea levels rise too much, they will eventually *wipe* _____
- 8 Our seas are being polluted and the situation *calls* _____

3 Complete the dialogue with the words in the box.

by $(\times 2) \mid$ from \mid of \mid to $(\times 2)$

- Jade: For our presentation on environmental problems, I was thinking we could talk about water and how using it irresponsibly is a waste (1) _________ natural resources, but the rest of the class might find it boring.
- Ben: Yes, probably. What if we focus on an animal instead? So many are threatened(2) ______ climate change. We could talk about the polar bear.
- Jade: OK, but first we'll need to explain what causes climate change and why it's harmful (3) ______ animals.

Ben: Right. We'll explain how global temperatures are affected (4) ______ human activities, and then we'll discuss the connection between rising temperatures and the melting polar ice caps.

a) away with fossil fuels.

b) for immediate action.

f) *up* the oceans.

g) *out* entire cities.

c) *out* for us to save the planet.

e) away very useful materials.

h) out and need our protection.

d) down forests to make way for roads.

- Ben: Do you mean other animals, in addition to the polar bear? If we did that, we would have to talk about the specific dangers they're exposed (6) ______, and then the presentation would be too long.
- Jade: You're right. Let's just stick to the polar bears.

GRAMMAR 2 Unreal past and past wishes

→ Student's Book, page 85 → Grammar reference, Student's Book, page 157

1 Choose the correct words.

- It's high time the government invested / had invested more money in green technology.
- 2 Suppose there were no more fossil fuels. What would we **do** / **have done** without them?
- 3 If we can afford it, I'd rather we **had bought** / **bought** an electric car.
- **4** If only everyone **shares** / **shared** our concerns for the environment.
- **5** I wish people wouldn't **leave** / **have left** their rubbish on the beach.
- **6** I wish we **can** / **could** go on an African safari and see elephants and lions.

- **2** Complete the sentences with the correct form of the verbs in brackets.
- 1 I wish you _____ so much water. (not waste)
- 2 If only the ship _____ a reef. (not strike)
- 3 I'd rather you _____ all the lights on. (not leave)
- **4** You know, it's high time you ______ an interest in the environment. (**take**)
- 5 Do you wish we _____ recycling cans a lot sooner? (start)
- 6 I wish I _____ to the beach clean-up, but I'm studying. (go)
- 63

LISTENING Multiple matching

→ Student's Book, page 84

1 Match the underlined phrases in the sentences to their meanings.

- 1 I can't believe they knocked down the old library to make way for a new car park. _
- 2 It just goes to show how little the council understands about conservation.
- **3** If you think the environment isn't in danger, you <u>have your head</u> in the sand.
- **4** After the heavy storm, I went to the beach and there was not a soul around.
- 5 Washing empty cartons before putting them in the recycling bin is a pain in the neck.
- a) refuse to think about unpleasant facts
- b) no-one present
- **c)** provide a space for
- d) very annoying
- e) proves that something is true
- **2** Look at Exercise 3 and read the sentences. Match them to sentences 1–8.
- **1** It affects the whole world.
- **2** Every living thing has its value.
- **3** You wouldn't believe how bad it was.
- **4** Households throw away too much rubbish.
- **5** It's no use pretending it's not happening.
- **6** Everyone needs to get involved.
- 7 They're always complaining about the rain.
- **8** Joining an online campaign doesn't really do much.
- **3** ≤ 100 11 You will hear five people on a radio programme talking about their concerns for the environment. Choose from the list (A-H) what each speaker says about it. There are three extra letters you do not need.
- **A** It's difficult to comprehend the scale of a disaster.
- **B** A combined effort is needed to save the planet.
- **C** Online petitions tend to have little success.
- **D** Environmental pollution has a truly global impact.
- **E** People worry about the weather more than they should.
- **F** It's clear that certain problems cannot be denied anymore.
- **G** It's important that we maintain the variety of life on earth.
- H We are producing more and more waste in our homes.



SPEAKING Discussion

→ Student's Book, page 86

1 Match the words and phrases to do with the environment that are connected.

- 1 carbon dioxide
- **2** endangered species ____ **b** UV rays
- **3** forests
- 4 global warming ____
- **5** harmful products _____
- 6 land and water _____
- 7 ozone layer _____
- 8 solar power

- **a** climate change

- **c** die out
 - **d** toxic waste
 - **e** renewable energy
 - **f** carbon footprint
 - **g** natural resources
 - **h** natural environment

Complete the sentences with the phrases in the box.

and there's another thing | apart from that as well as | having said that | in addition more importantly | the good thing about this is why

1 We should protect forests for a number of reasons. Firstly, they're beautiful places, but much _, these natural environments

produce oxygen and are home to many animals.

2 The destruction of the ozone layer in the atmosphere is very dangerous for our health because exposure to UV light can lead to skin cancer.

_____ too – UV light is harmful

for our eyes.

governments around

- 3 ______ solar power is that it is a renewable form of energy, so it will never run out. Another advantage is it's clean and doesn't pollute the atmosphere.
- People are very aware of environmental problems such as carbon dioxide in the atmosphere.
 _______, however, most people

haven't done anything to reduce their own carbon footprint.

- 5 There are too many endangered species. I recently found out that tigers _________ elephants could die out completely in our lifetime unless we do something to save them.
- the world must work together to fight climate change and its terrible consequences.7 Toxic waste is polluting the oceans and killing
- r loxic waste is polluting the oceans and killing sea life. ______, this harmful product is poisoning the land that we need to grow food on.

6 Climate change is a huge threat to our planet.

8 Water is a valuable natural resource, so I try not to waste it when, for example, I'm doing the dishes. ______ though, I don't know how else to be environmentally friendly at home.

USE OF ENGLISH | Word formation | Open cloze

- → Student's Book, page 87
- **1** Look at the gaps in the sentences and decide if they need a verb (V), an adjective (ADJ), an adverb (ADV) or a noun (N).
- 1 I returned to the island after the earthquake. Nothing looked the same. In fact, the place was
- 2 While gold could be found, the area was ______ active. But then the mines closed down and people left the town. _____
- **3** Luckily for the elephant, an _____ gamekeeper spotted the poachers and contacted the police who caught them. ____
- 4 The architect came up with a wonderful _________ design for the new animal enclosure at the zoo. ________
- 5 Surely something as important as the ______ of the wetlands should be supported by all the political parties. _____
- 6 As the wild animal struggled to free itself, the hunter's net ______ even more around it. ____
- 7 The catastrophic oil spill near the coast of Florida received extensive ______ on TV and in the newspapers. _____
- 8 We would like to install solar panels on our roof, but the problem is ______ – they're just too expensive. _____

2 Complete the sentences in Exercise 1 with the words in the box in the correct form.

afford | conserve | cover | future | industry | observe | recognise | tight

3 Write a form of the word in capitals in each gap to complete the text.



The variety of life on Earth is known as biodiversity. All species of plants, animals and micro-organisms, their (1) make-up and different ecosystems, such as deserts, rainforests and coral reefs, are all part of our (2)diverse Earth. Biodiversity is vital for many reasons. A larger number of plant species means a bigger	GENE BIOLOGY
variety of crops so that hunger does not (3) us.	THREAT
In addition, greater diversity creates natural (4) for all forms of life.	SUSTAIN
Diverse ecosystems can make a quicker recovery from (5) events such as floods or fires.	PREDICT
They are also responsible for protecting our water resources and the (6) of nutrients in the soil.	STORE
So, although we are the (7) species on the planet, we still need to be concerned about the (8) of diversity.	DOMINATE PRESERVE

So, I would encourage all secondary schools to start or continue using school gardens. To summarise, students learn a tremendous amount from working in them and they are good for the environment.

DUE TO THE FACT THAT

BECAUSE

- **3** Car shares are a good idea. They reduce the number of cars on the road.
- **4** Car shares also reduce pollution. They are good for the environment.

exercise. Cycling, walking or using a scooter are

4 Read the information in the box and make notes. Use the ideas in Exercise 3 or your own ideas and include useful phrases. Then write your article.

SUCH AS

You see this advert in an English-speaking magazine for young people.

Articles wanted

other forms of transport.

WRITING

An article

Too many students travel to school by car – and too many cars on the road isn't good for the environment. We want to change that! Send us your articles explaining two ways students could travel to school instead and what the benefits are. We will publish the best articles!

Part	Purpose	My ideas (including useful phrases)
Paragraph 1	make a connection with the reader	
Paragraph 2	make your first point – give reasons and examples	
Paragraph 3	make your second point – give reasons and examples	
Paragraph 4	summarise your article to encourage action from your reader	

PROGRESS CHECK

1 Complete the texts with the words and phrases in the boxes. For each text there are some extra words and phrases you do not need.

1 call for | climate change | die out | do away with | exposed to | global warming greenhouse effect | ozone layer | protected from | threatened by | wipe out

Aerosol sprays have created a hole in the (1) _______ above our atmosphere. When it is intact, we are (2) _______ dangerous solar rays. But when we are (3) ______ them, they can cause skin cancer. Governments passed laws to (4) _______ the dangerous chemicals in the sprays. Many people thought that would be the end of the problem, but it wasn't. Industrial processes are largely responsible for the (5) ______ phenomenon that has caused temperatures to rise. (6) _______ is a very serious problem because ecosystems often can't respond to extreme weather patterns quickly enough. When they don't, species can (7) ______ . Once that happens, they can never be replaced.

2 affected by | carbon footprint | chopped down | cleaned up | harmful to | renewable energy run out | sustainable development | throw away | toxic waste | waste of

Everyone has a responsibility to reduce their individual (8) ________. You can choose to have (9) _________ for your needs at home, for example, solar panels that convert the sun's rays into electricity. This is clean energy so it isn't (10) ________ the atmosphere. Secondly, it will never (11) ________ because the sun provides an endless supply of light. You can also be careful with water. Don't take long showers as they're a(n) (12) ________ this natural resource. Don't (13) ________ paper products – they can be recycled. This is good because it means fewer trees are (14) _______ to produce paper. These are just a few ideas and you can find out more online.

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

- 1 If you ______ the newspapers, we could have sent them for recycling. (**not throw away**)
- 2 I wish you ______ the car when the shops are only a five-minute walk away. (**not take**)
- **3** Don't you think it's time you ______ recycling glass, paper and aluminium? (**start**)
- 4 What _______ if electric cars were affordable enough for every family to own one? (happen)
- 5 If he _____ more carefully before lighting the fire, he wouldn't be in trouble now. (think)
- **6** I'd rather we ______ more trees instead of building a swimming pool. (**plant**)
- 7 You would learn a lot about sustainability if you ______ that video I sent you. (watch)
- 8 If only people ______ more willing to change their lifestyle to help the environment. (be)
- 9 I wish I ________ at that beach, but the sea there is too dirty and it's not safe. (swim)
 10 If only we _______ alternative energy sources decades ago. (develop)

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Write one word in each gap to complete the text.



earth without humans

If (1) ______ was a sudden, worldwide catastrophe and humans were wiped (2) ______, what would happen to our planet? According to the TV series *Life After People*, some very terrifying things. In just a few hours there wouldn't be any lights on because power plants would (3) ______ out of fuel. A few days later underground train systems would flood because the pumps keeping water out of the tunnels would stop (4) ______. About a month later, things

would get much (5) ______. That's when (6) ______ waste from nuclear power stations would be released into the atmosphere and the soil. It would be (7) ______ poisonous that any remaining animals would die. Eventually, plants would cover the world and it would be like humans and animals had never (8) ______ at all.

A word to the wise

READING Multiple choice

→ Student's Book, pages 92–93

1 Read the article and then number the points in the order they are mentioned.

- a) The main characters in YA dystopian books want to know about their world. ____
- **b)** Societies in dystopian novels can seem ideal, but they are not. _____
- c) The main characters are able to achieve things.
- d) The main characters grow up during the stories.
- e) Dystopian books are in fashion at the moment.
- f) Dystopian literature has existed for hundreds of years.

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 Which is NOT true about dystopian fiction?
 - **A** The story is usually set in the future in a makebelieve world.
 - **B** People in dystopian worlds are observed all the time by the authorities.
 - **C** The worlds appear perfect but they are not perfect at all.
 - **D** People are allowed to think what they want.
- **2** What does the author say about an outstanding example of a dystopian novel?
 - A Many have been published recently.
 - **B** Mundus Alter et Idem is the best example.
 - **C** None have been written in the 21st century.
 - **D** Brave New World is a good example of one.
- **3** What do we learn about book sales over a 12-month period?
 - A Over six million copies of just one book in the *Divergent* series were sold.
 - **B** People all over the world bought over 27 million copies of *The Hunger Games*.
 - **C** *The Hunger Games* trilogy was translated into over 20 languages.
 - **D** People in America bought the most books.

- **4** What does the writer say about the main characters in dystopian fiction?
 - **A** They show the analytical thinking skills that teenage readers are themselves developing.
 - **B** It is probable that the characters think very differently compared to the teenager readers.
 - **C** Teenagers don't like the fact that the characters question their social systems.
 - **D** The main characters are very idealistic and teenagers find this amusing.
- 5 As they read dystopian books, teenagers
 - A feel similar to the main characters.
 - **B** do not understand the experiences of the protagonists.
 - ${\bf C}\,$ usually feel more adult than the main characters.
 - **D** are surprised because the protagonists deal with change so well.
- **6** Dystopian books for adults
 - **A** usually end very positively.
 - **B** are not as hopeful as ones for young adults.
 - **C** are not usually violent or dangerous.
 - **D** are too worrying and terrifying for teenagers to read.

3 Find words or phrases in the article which match these definitions.

- **1** made something happen (paragraph A)
- 2 an appearance that is different from the way things really are (paragraph B)
- 3 controlled by laws or rules (paragraph B)
- 4 right, reasonable (paragraph E)
- 5 feel that you can understand someone's thoughts and feelings (paragraph F)
- 6 making someone feel less sad, worried or disappointed (paragraph F)
- 7 facts, events or situations as they really exist (paragraph G)
- 8 very enthusiastic about something, keen for something to happen (paragraph H)

over a 12-month protagonal protagonal control protagonal protagonal protagonal control protagonal protagonal control protagonal

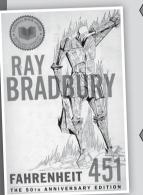
THE DYSTOPIAN REVOLUTION

What were you reading a few years ago? Chances are that it might have been a vampire story – the *Twilight* series sparked plenty of similar fiction. A few years before that, wizards and magic were best-sellers. If you like the *Divergent* and *Maze Runner* series, you're not alone, as the latest trend is for dystopian fiction. So what exactly is it and why do young adult readers love it?

B The roots of the word 'dystopia' – *dys*- and -*topia* – come from the ancient Greek for 'bad' and 'place' and it means a society that is an unpleasant place to live. In fiction, this is usually a future imagined world which has the illusion of being a perfect society, but which in fact is strictly controlled by an elite body of a few powerful people. In these worlds, information, independent thought and freedom are



restricted, the ordinary people are constantly watched and have to behave in a specific way, with little or no individuality. The main characters in these books fight against this. In dystopian novels, authors explore modern social and political issues.



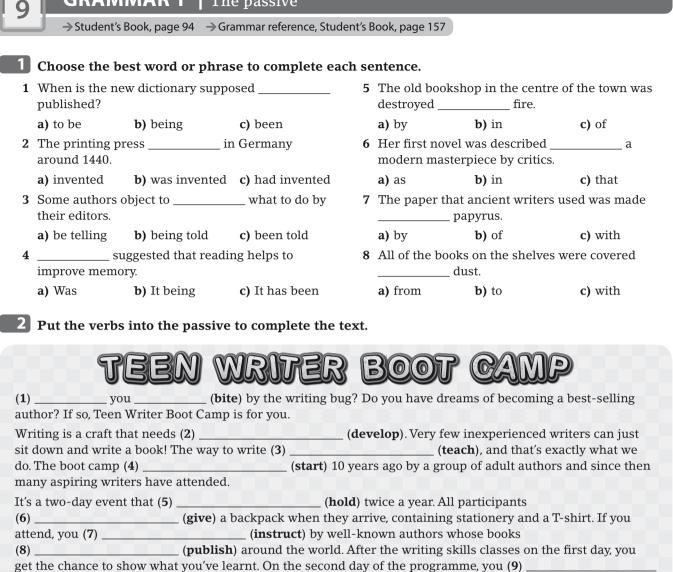
- Dystopian literature isn't a new thing. The earliest novel probably dates back to 1595, when Joseph Hall wrote *Mundus Alter et Idem*, although the most classic examples are considered by many to be *We* by Yevgeny Zamyatin, published in 1924, Aldous Huxley's *Brave New World* (1932), George Orwell's *Nineteen Eighty-Four* (1949) and Ray Bradbury's *Fahrenheit 451* (1953). What is new, however, is that in recent years the dystopian market for Young Adult (YA) books has exploded.
- To get an idea of the scale of their popularity, look at the sales figures: in just one year, the *Divergent* trilogy together sold over 6.7 million copies and the previous year, 27.7 million copies of *The Hunger Games* were bought worldwide. Altogether, *The Hunger Games* trilogy has sold over 65 million copies in America alone and been translated into 26 languages. Clearly, something is going on.
- Why are they so in demand? A big factor is perhaps the protagonists of these books. They are teenagers who are trying to understand the world they live in they question the social systems they live in, see the problems in their worlds where others remain unaware and want the world they live in to be a better place. It is likely that this appeals to teenagers at a time when they are developing their own critical thinking skills and interest in the wider world. Teenagers have very real and justified fears about the future and the books reflect that.

Perhaps more importantly, another common feature of the protagonists of these dystopian novels is that they are about young people becoming adults. Teenagers identify with them as they struggle with their emotions, figure out who they are, try to fit in and, of course, fall in love for the first time. At the same time, they show courage and strength and during the story their personality and strengths develop as they face difficulties, often at great personal cost, and work through them. Researchers say this is comforting to teenagers as they deal with changes in their own lives.

Another factor to consider is that, while happy endings in adult dystopian literature are extremely rare, these YA books have a message of hope. The protagonists fight for what is right and while the stories can be violent, dangerous and dark, in the end the young people can make a difference and succeed in changing their societies for the better. Lastly, they are fantasy stories that allow readers to escape for a while from the realities of daily life, and since the worlds they escape to are terrifying, they can make teenagers' own fears and worries seem less frightening.

No doubt this trend for dystopian fiction will change, but for the moment it's extremely exciting and there will definitely be some interesting new titles for eager readers.

GRAMMAR 1 The passive



(encourage) to enter a short-story competition, where your work (10) editors and writers. The winners (11) ____ _ (**present**) with an award. Applications (12)

(accept) right now. So get online and register!

VOCABULARY Topic vocabulary | Phrasal verbs | Collocations

→ Student's Book, page 95 → Vocabulary reference, Student's Book, pages 166–167

1 Complete the dialogues with the words in the box. There are some extra words you do not need.

crime | critic | editor | fantasy | graphic | historical | legend | novelist | playwright | romantic | science | tragedy

- 1 A: I love ______ fiction! Don't you?
- B: Not really. I'm just not interested in aliens, spaceships and weird technology.
- 2 A: Have you read *Hamlet* by William Shakespeare? B: Of course! It's my favourite
- **3** A: Did you know that the film *300* was based on a _____ novel?
 - **B**: Is that why the film seems like a comic book?
- **4** A: Are you going to read *Love for Laura*?
 - **B:** No way! I read a review by a(n) ____ who said it was rubbish!

5 A: Do you have a favourite _____ ? **B**: I have more than one. I love all of their books.

(judge) by

- 6 A: You've finished writing your book, haven't you? **B:** Yes, it's being checked by the now.
- **7 A**: Which is the most popular literary genre?
 - B: It's probably ____ ____ fiction – everyone loves reading about detectives.
- 8 A: Let's see the new film about the _____ of Atlantis.
 - B: Sounds good! I love fantastic stories like that!

A word to the wise	9
	_

2	Match to make sentences. Use the words in italics to help you.				
1	I love that author and I have <i>read</i>	a) <i>through</i> a music journal.			
2	At the seminar, one writer <i>brought</i>	b) <i>forward</i> some original ideas.			
3	I found the article when I was <i>flicking</i>	c) <i>up about</i> her books online.			
4	The author has managed to <i>get</i>	d) his point <i>across</i> quite clearly.			
5	5 Whenever I have a problem, I <i>talk</i> e) on. You're getting box				
6	Everyone present was asked to <i>put</i>	f) <i>up</i> a very interesting topic.			
7	Gina, please stop <i>going</i>	g) it <i>over</i> with someone I trust.			
8	I don't get what you mean, so <i>spell</i>	h) it <i>out</i> for me, please.			
3	3 Tick the sentence if the word in bold is correct. If it's incorrect, write the correct word on the line.				
1	These photos are not the same. Can you say the difference between them?				
2	2 🔲 Dana isn't afraid to speak her mind and has an opinion on everything.				
3	I made a terrible mistake and I really should say sorry to my friend.				
4	Can you remember how old you were when you first learnt to say the time?				
5	Kate tells highly of her editor and believes she has contributed to her success.				
6	It was easy to figure out who the thief was in the story because he kept saying lies				
7	I saw my favourite writer at the airport last week, but I was too shy to tell hello				
8	The publisher spoke in favour of taking on more editors to check the manuscripts.				
9	I'm going to tell you a secret, but first you must promise not to repeat it to anyone.				
10	You think Antony Jenkins is a good writer? Say for yourself! I think he's awful.				
11	Jake said a joke which he thought was funny, but nobody else thought it was.				
12	The author refused to speak against the critic who had given him a bad review.				
13	It's an interesting book which says the story of a young boy in Victorian times.				

Q

GRAMMAR 2 The causative, direct and indirect objects

→ Student's Book, page 97 → Grammar reference, Student's Book, page 158

1 Choose the correct words.

- 1 Before the article was submitted, the journalist **has got** / **got** it checked by an editor.
- 2 Simon had all of his work **deleted** / **been deleted** when his computer crashed.
- **3** I've subscribed to a newspaper and I'm going to have it **deliver** / **delivered** every morning.
- **4** The antique book was discovered when they had the attic **cleaned** / **clean** out.
- 5 I'm really looking forward to getting this book signing / signed by the author.
- **6** Mum can't go shopping this week, so she'll order online and **will have** / **having** the food delivered.
- 7 Edward is thinking of getting his online literary reviews **be published** / **published** as a book.
- 8 She **got** / **had** her neatly typed article ruined when a coffee was spilt all over it.

2 Rewrite the sentences using the causative and the words in brackets.

- 1 Someone has delivered the books to our home. (have)
- 2 The catalogues are being printed today. (they)
- 3 His subscription to the magazine was cancelled. (he)
- ${\bf 4}~~{\rm A}~{\rm newspaper}$ is going to publish my article. (I)
- 5 Someone stole the journalist's laptop. (her)
- 6 A ghostwriter will write my autobiography. (by)

→ Student's Book, page 96

9

1 Read each short text and decide if the statements following it are F (False) or NS (Not Stated).

If you want to read an imaginative story, you can't do better than Roald Dahl. He is best known for writing the kids' classics *Charlie and the Chocolate Factory*, which was turned into two films, and *James and the Giant Peach*. They were the most successful of the 19 books he wrote.

- 1 Charlie and the Chocolate Factory was more successful than James and the Giant Peach. \mathbf{F} / \mathbf{NS}
- 2~ James and the Giant Peach was not adapted for film. F / NS

Although best known as a children's author, he began his career as a writer of adult fiction after being given the idea by another famous author, C.S. Forrester. Dahl's first published work was a short story in the *Saturday Evening Post*, an American magazine. From that first effort, he went on to write stories and articles for other magazines.

- 3~ C.S. For rester gave Dahl the idea for his first short story. F / NS
- 4 Dahl became well-known as a writer of stories and articles. ${\bf F} \, / \, {\bf NS}$

Speaking about his early career, Dahl told a book reviewer that as he went on, he began to replace the realistic elements in his stories with more fantastic plots and characters. He also revealed that he took up writing purely by luck and that it never would have occurred to him to try it otherwise.

- 5 Over time, Dahl's work became more realistic. F / NS
- ${\bf 6}~$ Dahl had considered writing as a career. ${\bf F}$ / ${\bf NS}$
- Z (1))12 Listen to a radio interview about a writing course. Decide if each statement is T (True),
 F (False) or NS (Not Stated).
 - 1 Peter is considering the idea of becoming a novelist. **T** / **F** / **NS**
 - 2 Characters in a story need to have distinctive personalities. T / F / NS
 - 3 Peter needs to draw maps to help him understand who's who in a book. T / F / NS
- 5 Writers find it difficult to review their own work. T / F / NS
- 6 *Metamorphosis* is a story that raises many questions. **T** / **F** / **NS**
- 7 Children prefer imaginative story writing. T / F / NS
- ${\bf 8}~$ The participants chose one of three items to write about in a story. T / F / NS

SPEAKING | Interview

→ Student's Book, page 98

Q

1 Choose the best response to the questions. There are extra responses you do not need to use.

I couldn't believe what the critics said. | I'd say crime fiction is my favourite. I enjoy reading books very much. | I think I was disappointed more than anything else. I've got a few actually. | Looking back now, I would say yes. | Not yet, but I'd like to go one day. Sadly not, however, I found a better one later. | Unfortunately, the story was very confusing.

- **1** Have you ever been to the theatre to see a play?
- 2 Can you describe the performance you saw?
- 3 What kind of books do you like to read?
- **4** Do you have a favourite author?
- **5** Can you tell me how that made you feel?
- 6 Would you describe it as a positive experience?

2 Complete the interview with the questions for Speaker A and the words or phrases for Speaker B.

Could you tell me what happened? | Have you ever met a famous person? | How did you feel? I couldn't believe | I felt excited | I felt nervous | I was really surprised | looking back now unfortunately | What can you tell me about him? | What did you do?

A: (1) ____

B: Well, sort of, but not to speak to.

A: (2)

B: Of course. I was at a mall. I'd been shopping with my friends and I wanted a drink. There was a machine and I got a bottle of water there. When I turned around to leave. (3)

_ it! My favourite actor was standing behind me.

A: (4) ____

B: At first, (5) ____

because I've been a fan of his for years and I never thought I'd see him in person.

A: (6) ____

B: (7) nothing. I wanted to take a selfie with him, but (8) and I didn't ask. (9)

though, I wish I'd done it. I'm sure I'll never get the opportunity again.

A: (10) _

B: Well, (11) ____

actually, because he's much shorter in person than he looks on TV!

→ Student's Book, page 99

1 Choose the correct word to fill each gap. Use the words in italics to help you.

USE OF ENGLISH Word formation | Multiple-choice cloze

- 1 Can you the difference between a graphic novel and a comic book?
 - a) say **b)** speak c) tell
- 2 If you don't understand, I'll have to ______ *it* out for you.
- a) say **b)** spell c) speak 3 My dad enjoys _____ ____*fiction*, especially books that are set in medieval times. a) science **b)** crime c) historical
- _____ sorry to Alicia, but she 4 I tried to
- wouldn't accept my apology. b) tell a) say c) speak

5 This particular writer uses very emotional language to *get his point* _____ a) through **b)** across c) over **6** It's a crime not to ______ *the truth* in court if you are being questioned. a) tell **b)** say c) give 7 Couples fall in and out of love in War and Peace, but it's not a _____ novel. a) legend **b)** tragedy c) romantic 8 Please stop _____ on about Twilight! No, I don't want to watch it. a) talking **b)** going c) telling

2 Read the text below and choose the correct word to fill each gap.

Imagine a future where books (1) _____ banned and television dominates. That's the scary world of Ray Bradbury's 1953 novel Fahrenheit 451, where critical thinking is against the law and people are not allowed to (2) ______ their mind. in the 24th century, (3) Fahrenheit 451 (**4**) the story of Guy Montag. At first, Montag enjoys his job as a fireman,

B are

B tell

B gives

C have

C talk

C Set

C says

D will

D speak **D** Made

D shows

1 A must

3 A Placed **B** Put

2 A say

4 A tells

burning illegally owned books and the homes of their owners. However, realises the government has been he soon begins to question his profession and his life, but has no-____with. one to talk it (5) ____ He also wonders why books are perceived to be so dangerous. Wanting answers, Montag steals a book from a burning house before it is completely destroyed flames. And so (6) begins Montag's entry into a

forbidden world of books, where he (7) ______ the people lies about the value of literature. Bradbury had already become famous as a (8) ______ fiction writer with his collection of short stories about the colonisation of Mars by humans. Those stories put Bradbury on the map, but Fahrenheit 451 made him a literary A-lister.

5	A up	B across	C on	\mathbf{D} over
6	A as	B by	C for	D to
7	A saying	B making	C telling	D speaking
8	\mathbf{A} science	B crime	C graphic	${f D}$ tragedy

WRITING A story

\rightarrow Student's Book, pages 100–101 \rightarrow Writing reference, Student's Book, page 173



1 Complete the exam advice.

- 1 Good descriptions make a story vivid and give the reader a clear p_____ of what is happening.
- **2** Use a variety of adjectives to show how someone f_____ or looks, e.g. amazed, delighted. or ______, e.g. *rapidly, totally,* to bring the story to life.
- 3 Use d (have the _ s_ characters say something to make a story more interesting).
- **4** Try to include a d first or last line.

2 Read the article and underline examples of each of the following:

- **1** four different narrative tenses
- 2 descriptive adjectives
- 3 adverbs
- 4 dialogue and thoughts
- **5** a dramatic beginning and/or ending

3 Read the information in the box and complete the paragraph plan. Look at exercises 1 and 2 again and include useful words and phrases.



At first, everything had gone smoothly, but then disaster struck. My friend Sophie was an expert climber and she'd agreed to take me on a climb. It was 6 am on a chilly morning, but it was going to be a glorious day.

When Sophie showed me the steep cliff, I was really scared. I hadn't expected such a tricky climb. Surprisingly, the climb down wasn't too bad.

'Stop there!' I shouted to Sophie as I pulled out my mobile near the bottom. 'This will be a really cool picture!'

'Don't take off your rope!' Sophie warned me, crossly.

When I was taking the photo, I started to fall. Sophie caught me and pushed me hard to safety.

CRRACK! Her pretty face turned white as she slipped down to the ground.

'I think I've broken my arm,' she whispered. 'There's no mobile signal here. You'll have to climb back up and get help!

'You can do this!' I told myself. My heart was beating wildly and I could hardly breathe. Shakily, I put my foot in the first hole. Would I make it to the top?

You have seen this announcement in a magazine for teenagers.

Can you write?

We're looking for short-story writers for a new section in the magazine. Your story must appeal to young adults. It must start with this sentence:

I was in the dusty old local library when I saw something that made me stop in surprise. Your story must include:

- meeting someone for the first time
- a suggestion

(your own idea)

Write your story.

Part	Purpose	My ideas (including useful words and phrases)
Title	briefly describe what the story is about and create some suspense	
Paragraph 1	copy the first sentence and set the scene – who were you with? what were you doing?	
Middle paragraphs	continue the story – what happened next? how were you feeling? what did you do?	
Final paragraph	bring the story to an end – how did it end?	

PROGRESS CHECK

1 Complete the texts with the words and phrases in the boxes in the correct form. For each text there are some extra words and phrases you do not need.

1 crime | critic | editor | fantasy | graphic | historical | legend | novelist | playwright | romantic | science | tragedy

The (1) _______ of ancient Greece and Rome did not make up stories for their audiences. There was no need to because their rich traditions of mythology and (2) ______ provided them with plenty of material for their (3) _______. The earliest theatre-goers were familiar with these sad tales and so there was no need for extra scenes to explain the background.

These days, things are much different. On the stage, almost anything is possible, including tales of (4) ______ in which magical and extraordinary events occur. Stories spring from the imagination of the (5) ______ , too, so that we have a huge range of genres to choose from. There are also new genres emerging. One of these is the (6) ______ novel, which is illustrated and resembles a comic book.

2 bring | flick | get | go | put | read | say | speak | spell | talk | tell

I'm interested in the history of languages and I've (7) ______ up about the development of English a lot. Some linguists have (8) ______ forward the idea that text messages and tweeting have ruined the English language. To (9) ______ their point across, they refer to studies that show many young people have trouble reading and writing correctly because they are so used to using 'text' language that they can't (10) ______ the difference between proper English and its abbreviated form. This of course (11) ______ up a very interesting question: Is the English language changing? Is it time to (12) ______ goodbye to standard English, and hello to 'text speak'?

2 Choose the correct words.

- 1 The book is available in English, but it **wasn't / hasn't been** translated into any other languages yet.
- 2 My friend, who is studying journalism, has had / has her first article published in a newspaper.
- 3 The printer isn't working so we'll have to **get it / have** fixed or buy a new one.
- **4** This play **can only be / can only** understood if you read something about the history of that time.
- 5 It believes / is believed by some people that William Shakespeare did not write his own plays.
- 6 Poor Haley! She **had** / **got** her e-reader stolen while she was at a café waiting for her friends.
- 7 It's been described **by** / **as** the best book of the year, so I'm looking forward to reading it.
- 8 Fewer newspapers are **being sold** / **selling** because so many people read the news online.

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Write a form of the word in capitals in each gap to complete the text.

ILLITERACY

Poverty brings with it a (1) of other problems, one of which is illiteracy. Today, (2) illiteracy is on the rise and over 700 million people are unable to read	VARY GLOBE
or write. The full extent of the problem remains (3) as it is difficult to collect reliable data in some of the world's poorest countries.	KNOW
Many people take literacy for granted, but it has become (4) that for those lacking this basic skill, some of the most essential necessities of life become out of reach.	APPEAR
They have fewer opportunities for employment and little or no access to (5) development. Commonly, people in this position have low self-esteem and feel (6) There is an impact on their health, too.	PROFESSION
Some individuals read so (7) that they have trouble understanding the important information and (8) on medicine prescription labels.	POOR



Spending power

READING Multiple choice

→ Student's Book, pages 102–103

1 Read the article opposite for one minute. Then cover it and decide if each of the statements is T (True) or F (False).

- 1 The article is about the latest research into world problems. T / ${\bf F}$
- 2 The article is probably from a magazine or newpaper. T / F
- 3 The article seems to be aimed at teenagers only. T / F
- 4 The article doesn't give any specific information or statistics. T / F

Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- **1** What is the writer's purpose in the first paragraph?
 - **A** To persuade people to give more money to charity.
 - **B** To inform readers about a new organisation.
 - **C** To give readers an idea of the size of the problems.
 - **D** To encourage people to get involved in disaster campaigns.
- **2** What does the writer say about the *Free Electric* bikes?
 - **A** They are powered by a fuel called kerosene to produce electricity.
 - **B** They are only intended to be used in schools and in people's homes.
 - **C** They give people electricity that is safe and clean at no charge.
 - **D** Over 10,000 people are already using the bikes to get free energy.
- **3** How could the *Rain Maker* help with the global water crisis?
 - **A** Some machines could be installed in places that do not have enough water.
 - **B** Most machines could treat polluted water so there is plenty of clean water.
 - **C** A few machines could be used to provide drinking water from seawater.
 - **D** Many machines could be put on ships to give water that could be sent anywhere.

- **4** What point is the writer making when they write 'the inventions are aimed at preventing disease, rather than treating it' in line 23?
 - **A** That it is shocking because it is just as important to treat disease, for example, by building hospitals.
 - **B** That it is not surprising because the organisations' products are about enabling people.
 - **C** That these inventions are all making medical history and changing the way we view health.
 - **D** That we should invest more money in educating people about healthcare and stopping disease.
- **5** What does 'implementing solutions' in line 31 mean?
 - A making an idea or plan start to work
 - **B** looking for answers to a problem
 - C researching ways of reducing problems
 - **D** investing money in finding answers
- **6** What is the writer's purpose in the final paragraph?
 - **A** To encourage people to tell others about these inventions.
 - **B** To argue that people should be doing more to help others.
 - **C** To persuade people to start using Bhargava's inventions.
 - **D** To warn people that they need to do something or governments won't take action.

3 Find words in the text to complete these sentences. You may need to change the form of the word.

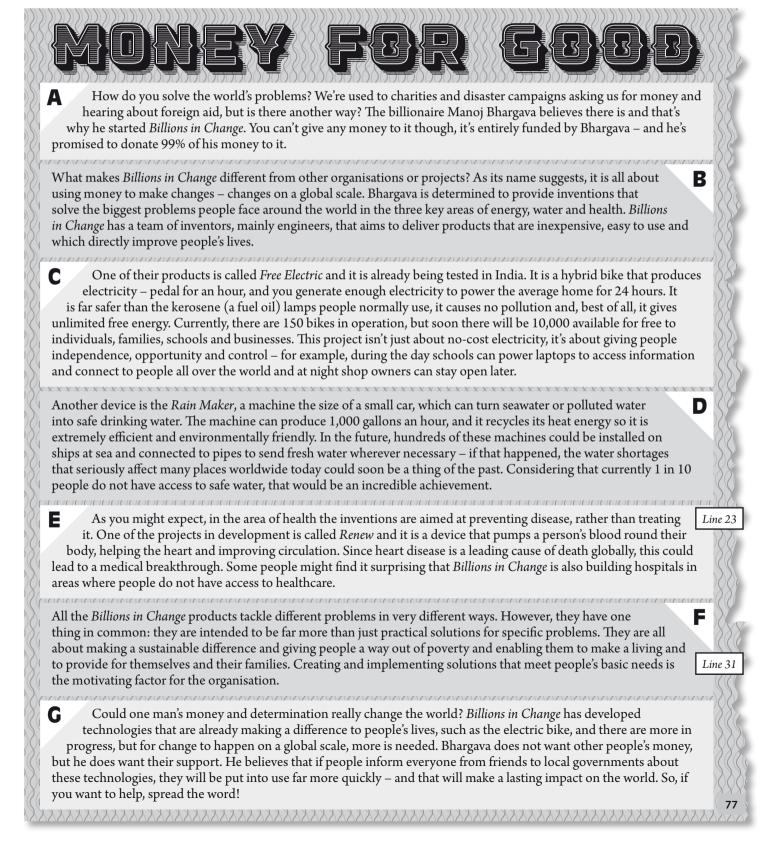
- 1 Kate provided money for the expensive research because she believes in _____ projects like this. (paragraph A)
- **2** People ______ their old clothes, books and other items to the charity shop.
- **3** In that country, there isn't enough for people to eat it's a serious food ______.
- **4** It is a fact that bad housing and a poor diet ______ young people's ability to study.
- 5 She is a(n) _____ artist in the field she is definitely one of the most successful and influential painters in modern art. (paragraph E)
- 6 The scientists made an important ______ when they discovered how to treat the disease. (paragraph E)
- 7 Bullying is a serious issue that schools need to ______ immediately they have to make an organised attempt to deal with it.
- 8 Global warming has a big ______ on climate change, it really has an effect on it.

(paragraph F) (paragraph G)

(paragraph A)

(paragraph D)

(paragraph D)



GRAMMAR 1 Relative clauses

→ Student's Book, page 104 → Grammar reference, Student's Book, page 158

1 Tick the sentence if the word in bold is correct. If it's incorrect, write the correct word on the line.

- 1 Isn't that the supermarket **which** your friend Cassie works?
- 2 I'll never forget the day **when** I won the first prize in the lottery!
- 3 The reason **which** I got a part-time job was to have my own spending money.
- 4 Every week, I get an allowance from my parents **who** I use to buy clothes.
- 5 This is the customer **where** order was delivered to the wrong address.
- 6 That bank employee was the person **who** helped me to open an account.
- 7 Instagram, **that** has millions of users, is often used to promote brands.
- 8 The gallery **where** we bought the painting sells very beautiful art.

2 Complete the dialogue with the words in the box. If there is more than one correct answer, write both answers.

that | when | where | which | who | whose | why

- A: What's PicShop? I've never heard of it before.
- **B:** It's a program (1) ______ helps you to edit photos.
- A: Oh, is that the reason (2) _____ your profile pics always look good?
- B: Well, that and my natural good looks!
- A: Hah! Can I download it?
- **B:** Sure. The site (3) _____ I found it is called Photo First.
- A: Is it free?

B: There's the free version (**4**)

A: How long have you had it?

B: Well ... I installed it on the day (5)

A: And how did you find out about it?

B: There's a girl on Instagram (6)

follow, and she mentioned it.

about the things she buys?

A: Is she the one (7)

to be just like her!

A: That's really sad.

write -.

but there's a premium version too. It costs £20.

I got my new computer, so about six weeks.

B: Do you mean Millie Dosh? Yes, that's her. I want

Write one word in each gap to complete the

text. If the relative pronoun can be omitted,

I've got,

I

photos are all

If you ever go to London, you really should visit the markets, the most popular of (1) _ is Camden Lock Market. Located in Camden Town, this is a unique area (2) has much to offer. One of the many reasons (3) it is so popular is that there's an incredible variety of international street food, music and stalls (4) you can find great clothes, accessories and gifts. The people (5) work at the stalls are helpful and friendly. Some of them are a bit eccentric and this adds to the atmosphere. If you're someone (6) taste in clothes is highly individual, you'll definitely find great items at the market. You'll love Camden Lock Market and you'll be looking forward to the _____ you can visit again! day (7) ____

VOCABULARY | Topic vocabulary | Phrasal verbs | Collocations

→ Student's Book, page 105 → Vocabulary reference, Student's Book, page 167

1 Complete the text with the words in the box.

bill | cash | cashpoint | change | credit cards | discount | PIN | receipt | refund | till

	because I couldn't remember my
(2) It was a	ally frustrating because I wanted to buy a great jacket I'd seen at the
market. There was a 50% (3)	too, it was reduced from £80 to £40, and I really wanted
it. But the seller said he didn't accept	4) and I would have to pay in
(5) I only I	ad £30 in my pocket so I left. As I was passing another stall, I saw the
exact same jacket for £25! I couldn't l	elieve my luck. I took the jacket straight to the (6)
and handed over my money. The lady	gave me my (7), so I had money for coffee
later. She put the (8)	in the bag and explained that I had 30 days to bring the jacket
back for a (9)	_ if there was a problem with it. Before going home, I stopped at a café
where I had a sandwich and a coffee.	The (10) came to £4, which left me with just
enough money for the bus ticket hom	!

2 Complete the sentences with the words in the box in the correct form.

carry | decide | pick | press | put | sleep | start | switch

- 1 There's a problem with my computer. I can't ______ it on and I need to see if I've won the bag I bid for on eBay.
- 2 I couldn't come up with a solution, so I took my friend's advice and ______ on it. The next morning, I knew what to do!
- **4** We've taken our break, so let's ______ on now. The sooner we finish this job, the sooner we'll be paid.

3 Complete the dialogues with the correct form of *do*, *get*, *go* or *make*.

- 2 A: I can't wait for the sales to start!B: Yes! I'm looking forward to _____ lots
- **3 A:** How did he become so rich?

of bargains!

- **B:** He ______ a fortune in oil.
- **4 A:** Is it possible to ______ a living on Instagram?
 - B: Absolutely! You can make loads of money.

GRAMMAR 2 | Participle clauses

→ Student's Book, page 107 → Grammar reference, Student's Book, page 159

1 Choose the correct words.

- 1 None of the items **selling** / **sold** in the sales can be returned to the shop.
- 2 Having lose / lost his wallet, Ben had to borrow some money.
- **3 Wanted** / **Wanting** in Europe by police, the bank robbers fled to South America.
- **4** The customer **spoken** / **that spoke** to rudely, complained to the manager.
- **5 Having look** / **Looking** for a special birthday gift, Lucy came across a vintage bag.
- **6 Installed** / **Install** correctly, the product should work well for years.
- **7 Bought** / **Buying** in a charity shop, the necklace turned out to be worth a fortune.
- 8 Had / Having withdrawn some money from the cashpoint, I went shopping.
- 2 Rewrite the sentences. Use a suitable participle clause to replace the words in bold.
- 1 The watch which had been bought online was a cheap copy.
- 2 The T-shirts were reduced in the sales and quickly sold out.
- 3 The person **who was serving** us didn't know how to use the till.
- **4** The police spoke to the people **who sell** at the market about theft.
- 5 Jane was unable to find the receipt and couldn't get a refund.
- 6 He tried on the boots and then he bought them.

- **5** The fact is, we simply can't afford to take a holiday this year, so please stop ______ on like a child about it.
- 6 That shop owner was so rude! He _____ on me because I wanted to pay by credit card and he demanded cash.
- 7 When I was younger, there was a bully at school who would ______ on smaller kids and take their lunch money.
- 8 The animal shelter needs money to continue its good work, so let's ______ on a way to help.
- 5 A: Why did Mr Muller sell his house?B: I think he _____ bankrupt and had
- **6 A:** How's Nathan's new business?

to sell

- **B:** Well, it's ______ a loss at the moment.
- **7 A**: Why does Ava go to Italy so often?
 - **B:** Because she ______ business with Italian companies.
- 8 A: What do you need my credit card for?B: I want to ______ a purchase online, Dad.

LISTENING Multiple choice

→ Student's Book, page 106

1 Read the dialogues and choose the statement (a or b) that is true according to the second speaker.

- 1 'People actually believed in the curse.' 'Without a doubt.' a) Some people were sure the curse was real.
- 2 'Were the workers at the dig aware of the curse?''You would think so.' a) The workers had no idea there was a curse. b) The workers knew about the curse.
- 3 'The worker was poisoned at the dig?' 'Not necessarily.' a) He wasn't exposed to the poison at the dig.
- 4 'And the author believed the story?' 'Initially.' a) He continued to believe the story was true.
- 5 'Did he die of a mystery illness?' 'Hardly.' a) A mystery illness wasn't the cause of his death.
- 6 'So it was all a coincidence, wasn't it?''I'd say so.'
- a) I would say it wasn't a coincidence. 7 'It's rather silly to believe in strange forces.''I'll say.' a) I'll say myself what's silly or not.
- b) He could have been poisoned elsewhere.

b) Some people had doubts about the curse.

- **b)** Later he changed his mind about the story.
- b) He died because of a mystery illness.
- b) In my opinion, it was a coincidence.
- **b)** I agree with you about weird phenomena.
- 8 'Did you ever start to wonder if it were true?''Not for a minute.' a) I never considered that it could be true. **b)** I thought about it for a few minutes.

2 $\leq 10^{13}$ Listen to an interview with an online blogger. For questions 1–7, choose the best answer (A, B or C).

- 1 It is claimed that the 'Curse of the Pharaohs'
 - A killed some Egyptian kings.
 - **B** always resulted in death.
 - **C** could make someone sick.
- 2 Most tombs that have been discovered
 - A had already been robbed.
 - **B** are often full of treasure.
 - **C** are surrounded by precious items.
- 3 The deaths associated with Tutankhamun's tomb
 - A were due to natural causes.
 - **B** supported the idea of the curse.
 - **C** occurred during power blackouts.

- 5 Arthur Conan Doyle
 - A was an astounding character.
 - **B** was known to be logical.
 - C had surprising views.
- 6 The Koh-i-Noor diamond
 - A is the biggest diamond ever discovered.
 - **B** can bring bad luck to anyone who owns it.
 - **C** is said to be responsible for the death of a ruler.
- 7 The diamond
 - **A** can only be worn by a ruling queen.
 - **B** has never been worn by an English king.
 - **C** is displayed on its own in the Tower of London.

- 4 Howard Carter
 - A died shortly after the discovery.
 - **B** was unharmed by the curse.
 - **C** did not touch the mummy.

SPEAKING Collaborative task

→ Student's Book, page 108

1	Complete the table with t	he advantage and	disadvantage	(a–j) of each	fundraising activity.
---	---------------------------	------------------	--------------	---------------	-----------------------

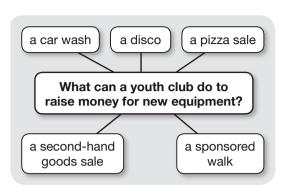
Fundraising activity	Advantage	Disadvantage
1 a disco		
2 a car wash		
3 a second-hand goods sale		
4 a pizza sale		
5 a sponsored walk		

- **a)** need a water supply nearby
- **b)** no cooking facilities at the venue
- $\ensuremath{\mathbf{c}}\xspace$) tasty and possibly very profitable
- **d)** people can find some good bargains
- e) volunteers don't mind getting wet

- **f)** depends a great deal on the weather
- g) people get excited and plan what to wear
- **h)** anyone can do it and doesn't have to be far
- i) need to collect enough items from supporters
- ${\bf j}{\bf)}\,$ costs a lot to organise drinks, lights and a DJ

2 Choose the correct words.

- **1 I want to / I think we should** choose the pizza sale for sure.
- **2** Let's decide **that / which** two we want to choose.
- **3** Let's go **for / on** a sponsored walk because anyone can take part.
- 4 Shall we **make** / **take** a decision now?
- 5 So, we have to **choose / decide** two of the fundraising activities.
- **6 Now** / **To** sum up, we think the most popular fundraising activities would be a disco and a car wash.



USE OF ENGLISH Word formation | Open cloze

→ Student's Book, page 109

- Look at the gaps in the sentences and decide if they need a verb (V), a noun (N), a preposition (P) or a relative pronoun (RP).
- 1 We only have a few more boxes to move, so let's press _____.
- 2 It has been a pleasure ____ business with you, Mr Chang.
- **3** I was at the cashpoint getting some money ____ I was robbed!
- 4 If you lose your credit _____, call the bank immediately and cancel it.
- **5** It's freezing in here. Why don't you put the heater _____?
- **6** The family ____ car was stolen can't afford to buy another one.
- 7 If the business hadn't made a huge _____, they wouldn't have closed it.
- 8 You won't believe the bargains I _____ in the sales! Let me show you!
- **2** Look at the sentences in Exercise 1 again and write a word for each gap.

1	3	5	7
2	4	6	8

3 Write one word in each gap to complete the text.



The 10 most expensive cities in the world have been named. The three (1) ______ are at the top of the list are Singapore, Zurich and Hong Kong. If you decide (2) ______ visiting them, be warned. These are the places (3) ______ people pay the most for basic necessities, not just luxuries. There are various reasons (4) ______ a city can be expensive. One is that the average salary is high. When that's the case, everything else costs more too. So even if someone (5) ______ a good living, they have to spend more to get what they need. While the Swiss, for example, may be used to their high prices, visitors are not. Tourists hoping to (6) ______ a bargain on a Swiss watch or a cuckoo clock, are likely to be disappointed, even if they shop around and compare prices. Travellers don't have to (7) ______ expensive purchases, of course, but a holiday isn't much fun when you can (8) ______ bankrupt buying essentials like bus tickets, restaurant meals and museum entry fees!

→ Student's Book, pages 110–111 → Writing reference, Student's Book, page 174

1 Read the exam advice and choose the correct words.

- 1 You need to have a good introduction and conclusion to give structure / sense to your essay.
- 2 Introduce the topic in the **first** / **final** paragraph. Make a general statement with an introduction to **both sides** / **one side** of the argument.
- **3** In the **first** / **final** paragraph, summarise your ideas. Use **different** / **the same** words from the introduction or arguments in the main part of the essay.

2 Read the essay and complete it with the words in the box.

believe | conclude | difficult | emphasise | instance | question | such

i		Should have chabled in print a	11
1	one. It seems to me	s should have classes in financial education at school hat making sensible financial decisions has to be ta	ugnt
a I i	and school is the best place for this to happen. It is important for young people to be able to unde information. I (3) as deciding which prod	rstand basic financial concepts and interpret financ allows them to make informed choices from simple t act is better value for money, to more complex decision	ial hing:
i	which type of bank account best suits their needs Including this sort of lesson in the maths curricu understanding maths has important, practical i	: Ium makes sense. It shows young people that Ipplications. For (5), it can hel to plan a weekly budget.	
	To (6), I would like to (7) _	hool. Every young person would benefit from these s	kills
	and when they leave home they will be able to n	anage their finances better.	
	and when they leave home they will be able to m Write one word in each gap to complete the	anage tricti finances better	
I V T	and when they leave home they will be able to w	anage tricti finances better	
Т а	and when they leave home they will be able to w Write one word in each gap to complete the There are two to this question,	<pre>phrases. 4 This is a difficult question, and I would</pre>	
T a H	and when they leave home they will be able to w Write one word in each gap to complete the There are two to this question, and	<pre>phrases. 4 This is a difficult question, and I would</pre>	
V П а Н Т	and when they leave home they will be able to w Write one word in each gap to complete the Chere are two to this question, and However, I don't see	 phrases. 4 This is a difficult question, and I would that 5 Having that, 	
I I I I I	and when they leave home they will be able to w Write one word in each gap to complete the There are two to this question, and However, I don't see To up, I believe that	 phrases. 4 This is a difficult question, and I would that 5 Having that, 	

Some teenagers work part time to earn money instead of getting an allowance from their parents. Is this a good or bad thing?

- having to earn money teaches you about its value
- working part time helps you learn important skills such as organisation and time-management
- working part time interferes with school work and studies
- young people should be enjoying time without responsibilities

PROGRESS CHECK

Choose the best word to complete each sentence.

- 1 When the ______ arrived, I couldn't believe the meal had cost so much.
 a) bill
 b) cash
 c) discount
- 2 It was the worst day. My manager _____ me in front of the customers.
- a) pressed on b) started on c) decided on
- 3 He ______ a fortune on the stock market and then lost it all!
 - a) did
 b) got
 c) made
- 4 When you buy anything, you must be given a ______; it's the law.
 - a) change b) receipt c) refund

2 Choose the correct words.

- 1 Not **trying** / **having tried** the product, I can't comment on it.
- 2 The day on **which** / **when** I bought my car was my birthday.
- **3 Driven** / **Driving** sensibly, the car will function well.
- 4 The person / **whose** I spoke to was the sales manager.

- **5** If the economy _____ like this, it'll be bad news for everyone. a) carries on **b)** sleeps on c) puts on **6** I paid for my groceries at the _____ ____ and put them into shopping bags. a) cashpoint **b)** discount c) till 7 The football player _ __ bankrupt because of his extravagant lifestyle. **b)** went c) did a) got 8 Could you ____ _ the TV on, please? I'd like to watch the news. a) switch **b)** do c) press
- 5 Made / Making with the best ingredients, these cupcakes are worth every cent!
- 6 Isn't that the shop **which** / **where** you used to work part time?
- 7 Brands **worn** / **that wear** by celebrities are too expensive for the average teenager.
- 8 Having **been shown** / **shown** the assistant the receipt, I was given a refund.

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Read the text below and choose the correct word or phrase to fill each gap.



Online shopping is booming. People love the ease and convenience of _ their purchases from the comfort of their own home. (1) And it couldn't be easier – just click what you want and pay (2) credit card or PavPal. But be careful! You don't want to become the of scammers. These criminals either have a fake website (3) or a fake advertisement on a genuine site, like eBay. Many of them _____ with their crimes too. It's easy to be fooled when you can't (4) _ the difference between a fake site and the real thing. So how (5) can you (6) ______ yourself from scammers? It just takes a moment. Before anyone robs you of your (7) ______, search for reviews of the sellers online. If anyone has had problems with them, they'll leave a bad review, with details. You can also (8) _____ up about different scams and learn how to recognise them.

1	A doing	B going
	C making	D taking
2	A by	B in
	C through	${f D}$ with
3	A critic	B umpire
	C flop	D victim
4	A come up	B get away
	C do away	${f D}$ let off
5	A make	B say
	C get	D tell
6	A protect	B prevent
	C benefit	D expose
7	${f A}$ change	B bill
	C cash	D profit
8	A look	B read
	C speak	D catch

A long way from home

READING Gapped text

→ Student's Book, pages 114–115

1 Read the article and then write the correct letter (A–F) to complete the descriptions.

- **1** In paragraph _____ the writer explains in detail what slow travel means.
- **2** In paragraph the writer gives information about further advantages of slow travel.
- **3** In paragraph _____ the writer refers to the disadvantages of typical holidays.
- **4** In paragraph _____ the writer outlines what someone could do in order to go slow travelling.
- **5** In paragraph _____ the writer describes the origins of slow travel.
- **6** In paragraph _____ the writer gives examples of some of the positive things about slow travel.

2 Read the sentences in Exercise 3 and match the words in bold to meanings 1–4.

This is used to

1 inconvenience

2 pace

3 outraged

4 appreciating

5 sticking to

7 enriching

8 inventive

1 add information

3 introduce a list of things

2 contrast information _____

- **4** introduce a reason or result ____

B Read the article again. Choose from sentences A–G the one which fits each gap 1–6. There is one extra sentence you do not need to use.

- A As a result, not only will you reduce your carbon footprint, you'll also promote sustainable travel.
- B Slow travel is less stressful too and you get to see places that you would never have seen otherwise.
- **C** Instead, it's about connecting to the local culture and the people who live there.
- **D** Read travel books and novels set in the places you want to go, to get a flavour of the location.
- E Consequently, it's important to make the most of your time and enjoy all the activities you do.
- **F** It all started when a well-known burger chain opened in Rome.

(paragraph A) ____

(paragraph B) ____

(paragraph B) ____

(paragraph C) _____

(paragraph D) _____

(paragraph E) ____

(paragraph F) _____

6 off the beaten track (paragraph E) ____

G For a start, an important positive factor is that you'll save money.

4 Find words and phrases 1–8 in the article and match them to the correct meaning a–h.

- a) doing something you decided to do exactly
- **b)** an annoying problem or situation
- c) recognising the good or special qualities of a person, place or thing
- d) good at thinking of new and original ideas or methods
- e) far away from places people usually visit
- f) the speed at which something happens or is done
- g) making something better or more enjoyable
- h) extremely angry or shocked

- 🗆 🗙

When you go on holiday, is your journey just an annoying inconvenience to get you there? Have you ever been too busy thinking about the next place you're going to visit to enjoy where you are? Or do you ever return from a holiday exhausted from too much sightseeing? If so, you might want to consider slow travel.

www.gosl....

B

C

Slow travel is part of the slow movement, based on the idea that it is better to slow down the pace of life. 1 Carlo Petrini, an activist and food writer, was so outraged by the growth of fast-food culture, he created a movement that was all about preserving traditional dishes and preserving the plants, animals and farming from different regions – and he called it 'slow food' as a protest against 'fast food'. Over time, the use of the word 'slow' was applied to other areas in a similar way, such as slow cities, slow television and even slow education, and together these form the slow movement.

What exactly is slow travel? It's certainly not about doing everything at a snail's pace or using the slowest form of transport. 2 The idea is that you experience life in any place you visit as if you were from there - if you were slow travelling, you might rent a place to stay, explore on foot or by local transport, shop in neighbourhood markets and eat typical food from the area. In other words, you really get to know one or a few places, rather than seeing only a little of many different places. Slow travel is a mindset a way of thinking – it is about appreciating and making the most of every moment of your stay.

D

Ξ

F

The benefits are multiple. 3 Why? Transport, especially flights and renting a car, is one of the biggest expenses on a holiday and using alternatives brings the costs down. Also, staying in an apartment or house means you can eat in and enjoy the pleasure of local shopping. Another advantage is that you'll meet more local people who can tell you interesting places to go and give great advice. In addition, since you won't be sticking to a tight schedule, you'll have time to explore in depth and make plans as you go along.

0

The benefits don't end there. 4 Getting off the beaten track and finding unexpected treasures, such as a beautiful square or a wonderful little restaurant that aren't in any guidebooks, are half the fun of going to new places. You're far more likely to remember these enriching experiences for years to come than visiting yet another museum, café packed with tourists or city filled with sightseers, just because all the travel books say they are the best places to go. Finally, slow travel is more environmentally friendly. 5

So how do you go about it? Before you go away, you should definitely do your research beforehand carefully. That doesn't mean deciding what you will do every moment of the holiday! 6 When it comes to accommodation, there are plenty of websites offering house-swaps or rooms in people's houses, as well as places to rent. Be inventive about the transport you choose and avoid planes and fast trains where possible to give you an opportunity to connect to the landscape - for example, you could do a bike tour or travel around by donkey. Above all, choose experiences over sights - you won't regret it!

GRAMMAR 1 Reported speech

→ Student's Book, page 116 → Grammar reference, Student's Book, page 159

1 Each sentence contains a mistake. Find the mistake, cross it out and write the correct word(s) after each sentence.

- 1 No-one told to me I needed a visa to enter the country. _____
- 2 Sia asked me do I like going on adventure holidays.
- **3** He said that he had visited the history museum the week previous.
- **4** I asked them where were they flying to.
- **5** She said that she has been walking for hours.
- **6** We asked a local when would the festival start.
- 7 Carrie asked me if I thought would it rain later.
- 8 He told me I must pay for the extra luggage.

2 Complete the sentences with the words in the box in the correct form.

apply | drive | explore | give | help | not go | steal

- 1 Carl told us ______ to the water park by bus as it would be too slow.
- 2 A kind stranger offered ______ us find our hotel so we wouldn't get lost.
- **3** At the police station, the man admitted ______ the tourist's passport.
- 4 Our tour guide encouraged us ______ the city on foot, so we did.
- 5 The shopkeeper refused ______ me a discount on the souvenirs I wanted.
- 6 My friend insisted _____ me to the airport for my flight.
- 7 The travel agent reminded me ______ for my visa at the embassy.
- **3** Read the first sentence and complete the second sentence using reported speech and the verb in brackets in the correct form.

1	'Kim is on the ferry at the moment,' Matt said to me. (inform)
	Matt on the ferry
2	'I will send you a text tomorrow,' said Pia to Ben. (promise)
	Piaa text to Ben
3	'You have won our travel competition. Well done!' she said to me. (congratulate)
	'She travel competition.
4	'Get off this bus now!' shouted the driver to the boys. (order)
	The driver
5	You should buy travel insurance before your trip,' Kade's mum said to him. (advise)
	Kade's mumtravel insurance before
6	'I didn't leave my litter on the beach yesterday,' said Elena. (deny)
	Elena on the beach
7	'I'm going to the Louvre this morning,' he said. (announce)
	He to the Louvre
8	'OK, we'll sell you our camping equipment,' they said to us. (agree)
	They camping equipment.
11	VOCABULARY Topic vocabulary Phrasal verbs Word patterns
_	→ Student's Book, page 117 → Vocabulary reference, Student's Book, pages 167–168
1	Complete the sentences with the words in the box.
	-
	arrived commuters entrance excursions fare fees flight gate got journey
	passengers platform reached reception ride route tickets travel trips voyage
1	As soon as we to the hotel, we asked at about any interesting day we could go on to the nearby islands.

2 While the ______ were waiting at the departure ______, they were informed that their ______ to Paris would be delayed.

11

- 3 The road had been damaged in a storm and the city bus had to take a longer ______. This meant that some of the ______ on the bus ______ at work late.
- _____ our destination after a four-hour train ______ , our friends were waiting for us on 4 When we _____ the
- 5 The taxi left us at the ____ ____ to the airport. The ______ was only €20 because it was a short _____ from our hotel.
- 6 This area depends on ______ and tourism. Visitors spend money on accommodation, food, entry _____ for museums, _____ to performances and sporting events and much more.
- 7 I love cruises! You can relax on a sea ______ to exotic locations and when you arrive, there are different you can go on before you get back on the ship and head to the next destination.

2 Match to make sentences. Use the words in italics to help you.

- **1** When the rain started, we *made* _____
- **2** If the weather improves, we'll *get*
- **3** Liam asked me if I could *pick* _____
- **4** After a good breakfast, we set ____
- **5** Andy's friends and family *saw*
- 6 I forgot my passport, so I *turned* _____
- 7 I packed my bags and then *checked*
- 8 If you want, I can *drop* _____

3 Choose the correct words.

- 1 There's no point in / to buying a bus pass that is valid from / for a week if we are only here for a few days.
- 2 The receptionist warned us **about** / **for** pickpockets at tourist sights that are crowded in / with people and advised us not to get separated **on** / **from** our tour guide.
- 3 I couldn't do anything about / for the rain, but it was really annoying as I had been looking forward **on** / **to** my Barcelona trip for ages.

- a) him *off* at the airport.
- **b)** *out* of the hotel.
- c) *out* on our hike.
- d) away for a few days.
- e) you *off* at the station.
- f) him *up* from the airport.
- g) for the nearest café.
- h) round and went home.
 - **4** The strike by airport staff interfered in / with our travel plans and I couldn't help getting upset **at** / **about** it because it ruined our holiday.
 - **5** If you're keen **to** / **on** visiting foreign countries, there are apps you can download that are very useful for / from travellers.

GRAMMAR 2 Indirect questions

 \rightarrow Student's Book, page 119 \rightarrow Grammar reference, Student's Book, page 160

1 Choose the correct words.

- 1 Could you tell me when the museum **open** / **opens**?
- 2 Do you know whether the flight is delayed / if it's delayed the flight?
- 3 I'm / I'd be grateful if you could tell me where the bus station is.
- 4 I wonder if you could tell me why **the bank is** closed / is the bank closed.
- 5 Would you mind telling me when starts the music festival / the music festival starts.

2 Match to make sentences.

- 1 Could you tell
- 2 Do you know _____
- **3** Do you have
- 4 Would you mind _____
- 5 I would like to know _____
- 6 I'd be grateful if ____
- 7 I wonder if you could _____
- 8 Would it be possible ____

- 6 Could you let me know if I can / can I leave my bike here?
- 7 Can you tell me when **will my room** / **my room** will be ready?
- 8 Would / Could it be possible for you to show me the timetable?
- 9 I am / was wondering if there is a café near here.
- **10** Could you ask the manager **whether the tour** has / has the tour been booked?
- a) when the last train leaves?
- b) for me to use your phone?
- c) me where the nearest bank is, please?
- d) show me the travel guides.
- e) any idea how much the entry fee is?
- f) where the taxi rank is.
- g) you could change my booking.
- h) telling me the time, please?

LISTENING | Sentence completion

→ Student's Book, page 118

1 Look at the beginnings and endings of the sentences in Exercise 2. Find words or phrases there that have a similar meaning to these words.

- 1 essentials _
- 2 take the trouble _____
- 3 arguments _____
- 4 photograph _____
- 5 set down _____
- 6 make your way _____

- 7 gadget _____
- 8 put a stop to _____
- **9** functions _____
- 10 connected _____
- **11** exchange information _____
- **12** tracking ______

2 ⊂10)14 Listen to an interview about apps for travellers. Match sentence beginnings 1–8 with sentence endings A–J. There are two extra sentence endings you do not need.

- 1 Everyone has a device that is able to _____
- 2 Citymapper is an app that helps travellers to _____
- **3** The Duolingo app is designed to ____
- 4 Carly thinks people should make an effort to _____
- **5** Only the Google app has the ability to _____
- 6 The currency app doesn't require you to _____
- 7 Using the Splittr app allows you to ____
- 8 By following your route, LiveTrekker works to _____

- A communicate in the local language,
- **B** be online in order to work.
- C play travelling games.
- ${\bf D}\,$ connect to the internet.
- **E** prevent disagreements about money.
- **F** teach the basics of a language.
- **G** keep a record of your trip.
- ${\bf H}$ navigate public transport services.
- ${\bf I}~$ save money while travelling.
- J read from a visual image.

SPEAKING Interview

→ Student's Book, page 120

1 Complete the texts with the words and phrases in the box.

a difficult | hard | honest | see | sure about | tempted | the kind of person | thought about

- A Let's ______. I think it's great to sail across the sea. Once when I was travelling to an island I saw some dolphins and that was really exciting and unexpected. On the other hand, if the sea is rough, you'll probably feel sick.
- **B** I haven't really ______ it, but I suppose I would. I'm sure it would be very comfortable and everything would be high quality. There would probably be great facilities too, like a swimming pool and a spa.
- **C** That's ______ question because there are so many places I want to travel to. Here in Europe, I'd like to go to the Scandinavian countries because I want to see the Northern Lights. I'm also interested in the different cultures of South America.
- **D** It's not something I've done, but I'm not really keen on the idea. I'm ______ who likes to be comfortable on holiday, and that means sleeping in a bed and having my own bathroom.

- **E** I'm not ______ that. I mean, you can go camping or stay at a youth hostel and still have an enjoyable time. They don't cost much at all, so you can spend your money on other things like souvenirs or day trips.
- F Well, I'd be ______ to say no, because I'm sure I would miss my own country, but I've never lived anywhere else, so I can't compare. Who knows? Maybe I'll travel to another country one day and like it so much that I decide to stay there.
- **G** It's ______ to say because there are so many fantastic cities in Spain. But if I had to choose one, I would say Barcelona. I think it's a very interesting place to explore. The architecture is unique, the weather is generally warm, and the food is great.
- H I love to travel, but to be _______
 I do think it has some negative effects, especially on the environment. Travelling by plane creates a huge carbon footprint, and that's terrible for the atmosphere. There are other problems associated with tourism, but I believe that's the main one.

2 Match the questions with the replies in Exercise 1.

- **1** What is the most interesting city to visit in your country? Why?
- **2** Do you think you need to spend a lot of money to have a good holiday? Why?
- 3 What are some good and bad points about travelling by boat? _____
- **4** Which country would you most like to visit? Why? _____
- **5** Do you think tourism can be harmful? How? _____
- 6 Would you like to stay in a luxury hotel? Why? ____
- 7 Could you live in another country for the rest of your life? _____
- 8 Have you ever been camping? If so, did you enjoy it? If not, would you like to try it? Why? _____

3 Look at text A in Exercise 1 again and answer the questions.

- 1 What is the speaker asked to talk about?
- 2 Does the speaker answer the question fully?
- 3 What phrase does the speaker use to give himself time to think? ______
- **4** Does the speaker mention a personal experience? What is it? ____
- 5 What phrase does the speaker use to introduce a contrasting idea?

•			
11	USE OF ENGLISH Word format	ion Sentence transfo	ormation
	→ Student's Book, page 121		
	Look at the gaps in the sentences and decide if (WP), reported speech (RS) or direct speech (D		o (PV), a word pattern
1	'Have you read this travel guide?' I asked Jessica.		
	I asked Jessica	travel guide. <u>RS_</u>	
2	I didn't enjoy myself at the market because there we	re too many people.	
	I didn't enjoy myself at the market because it		people
3	Abby said the passengers had been waiting there to b	poard the ferry.	
	'The passengers	to board the ferry.'	_
4	The tour group left their hotel early to see the sights.		
	The tour group	early from their hotel to	o see the sights
2	Complete the sentences in Exercise 1 with thes maximum of five words.	se words and any other w	ords you need. Use a
1	if 2 crowded	3 had	4 out
3	Complete the second sentence so it has a simila word given. Use two to five words, including the	6	o not change the
1	I can't wait to sail to the Caribbean!		FORWARD
	Ito the Car	ribbean!	
2	'If I were you, I would go to Pamplona,' Juan said to m	ne.	ADVISED
	Juan Pamp	lona.	
3	We took a taxi to the airport after we had paid our ho	otel bill.	CHECKED
	We took a taxi to the airport after we		

4 'Do not leave the area!' the police officer said to us. ORDERED The police officer ____ the area.

5 We didn't need to use the GPS because I knew the way. POINT _____ the GPS because I knew the way. There 6 Jake told me he hadn't seen Tom the day before. SEE Ί_

_____,' Jake said to me.

WRITING A letter / An email				
→ Student's Book, pages 122–123 → Writing reference, Student's Book, page 171				
 Complete the exam advice. Before you start writing, read the exam t and underline the key points. This will help you to o your ideas. If you are asked questions, make sure you a them all and include r information. 	←→ -□ To: Carlos Subject: Where to go? Hey Carlos! It was great to hear from you. It sounds like you had a fantastic birthday – I bet your party was really cool. I can't believe you got a ticket for The Amazons concert – lucky you!			
 2 Read the email and underline examples of the following: 1 three examples of informal words or phrases 2 three examples of informal grammar and punctuation 	So, you asked me to suggest good places to go on your next trip to Britain. Well, if I were you, I'd definitely go to London. There's loads to do there and the street markets are really cool. I know you're into history, so you should go to Stonehenge. And definitely go and see a Shakespeare play in Stratford. You'll love it!			
 3 Rewrite the sentences using the words given to make them more informal. 1 You should go to the museum. CHECK OUT 	I've got to give a short talk (in Spanish – gulp!) next week about my visit to Spain. I'm a bit nervous, but at least I've got lots of photos to show everyone. Can we do a video chat on Sunday? Then I can practise and you can correct my Spanish! Haha! ©			
2 There are a lot of things to see in the city. LOADS	Oh, did I tell you I'm going mountain biking with some friends on Saturday? Can't wait! Tell you all about it when we talk on Sunday			

3 I have to arrive at the café in half an hour. **GET**

4 I'm going to the coast next weekend – I am looking forward to it!

- 5 I'm surprised you saw a tarantula!
- **6** It's a cool place to relax.

4 Read the information in the box and complete the paragraph plan with your notes and any useful words or phrases. Then write your email. Write 140–190 words.

promise!Bye for now!

Sarah

You've received this email from your friend Sarah.

I'm going to visit your country next summer! Can you suggest some good places to visit? Also, what activities can you do there? Any ideas or suggestions would be great – thanks!

Write your email.

Part	Purpose	My ideas (including useful words and phrases)
Paragraph 1	greeting – ask Sarah how she is, tell her your news and/or comment on something she wrote in her last email	
Paragraph 2	answer her questions	
Paragraph 3	add other information you want to tell her about	
Other paragraph(s)	finish the email	

WAIT

BELIEVE

CHILL OUT

PROGRESS CHECK

1	Complete the sentences with the words in the b not need.	ox	es. There are some extra words you do
1	arrive get reach	4	fare fee ticket
	As soon as we at the airport, let's ask someone about the quickest way to to the city centre.		Grant didn't have enough money for his, but he got on the bus anyway. Unfortunately for him, an inspector asked to see his !
2	flights routes trips voyages	5	entrance gate reception
	Whenever Giles goes on business, his assistant arranges his and all of his accommodation.		We had a miscommunication! I was waiting for Sophia at the to the airport, but she thought our meeting point was the departure
3	excursions journeys rides travel	6	commuters passengers platform
	They say that broadens the mind and it's true. I've learnt a lot about other cultures on my around the world.		The announcement about the train cancellation greatly annoyed everyone waiting on the, not just the on their way to work.
2	Choose the correct word or phrase to fill each g	ap	
1	Lena that the temple was the best sight	she	had ever visited.
	a) said me b) told me	C) told to me
2	I wonder tell me where the ticket office :	is.	
	a) whether do youb) you could	C) if you could
3	We to the airport two hours before his fl	igh	t.
	a) advised him to get b) advised him getting	C) advised him get
4	Could you show me ?		
	a) where are the maps b) where the maps are	C) are where the maps
5	'Did they really accuse?' asked Tara.		
	a) him of stealing b) him to steal) him stealing
6	a) Could b) Can) Would
7	They assured me they would call	C	, would
-	a) the day followingb) following day	c	the next day
8	Do you have any idea how long?		
	a) is the bus rideb) the bus ride is	C) the bus ride
<u> </u>		_	
CU	mulative progress 1 2 3 4 5 6	/	8 9 10 11 12
3	Write one word in each gap to complete the tex	t.	
Tŀ			o (4) a a a a a a a a a a a a a a a a

Tour directors have enviable jobs. Unlike tour guides job it is to show visitors around a (1) place of interest for an hour or two, a tour director gets to accompany the group for an entire tour. From meeting them upon arrival at the airport to seeing them (2) ____ ____ when they leave, and everything in between, the tour director is the person the scenes who makes sure the trip (3) goes smoothly. When people are on holiday, their aim

tour director, the

_ priority is safety, which is why (5) they warn tourists (6) ____ _ problems they may encounter. Tour directors need excellent interpersonal skills in order to (7) _ the message across about safety without sounding too annoying It's a delicate balancing (8) _ but if you are calm, efficient and professional, it could be the right job for you.



Achieve the impossible

READING Multiple matching

→ Student's Book, pages 124–125

1 Look at the numbers in bold in the article. What do these numbers represent?

- **1** 22 _____ **2** 2014
- 3 9_____
- 4 2012
- **5** 24 ______ **6** 15,000 ______ **7** 400 _____

2 Extracts 1–6 are from the questions in Exercise 3. Match them to the phrases with similar meanings (a–f).

- 1 has achieved a lot for human rights _____
- 2 had a serious medical condition _____
- 3 a business in the cosmetics industry _____
- **4** overcome a physical problem _____
- **5** accomplished a lot in their studies _____
- 6 lived in terrible circumstances _____

- a) did very well at school and university
- b) grew up in very bad conditions
- **c)** has considerably improved conditions that everyone in society should have
- d) a company that sells products for the body
- e) succeeded in dealing with a difficulty with their body
- **f)** was very ill

3 Read the article again. For each question, choose from the people A–D. The people may be chosen more than once.

Which person

has achieved a lot for human rights in their country?	1	worked extremely hard to overcome a physical problem?	6
had a serious medical condition as a child?	2	set up an organisation to help children in need?	7
won an award for their work to improve people's lives?	3	has accomplished a lot in their studies as well as with their career?	8
has won an international sports award?	4	lived in terrible circumstances as a child?	9
started their own business in the cosmetics industry?	5	encourages young people to collect money to help others?	10

4 Find words or phrases in the article which match these definitions.

1	not willing to let anything prevent you from doing something	(paragraph A)
2	give someone the enthusiasm to do or create something	(paragraph A)
3	tried to achieve political or social change by persuading the government to do something	(paragraph B)
4	made a law start to work and be used	(paragraph B)
5	someone who represents an organisation	(paragraph C)
6	damage done inside the bones that go down the middle of a person's back	(paragraph C)
7	children whose parents have died	(paragraph D)
8	a medical operation in which a new organ is put into someone's body	(paragraph D)

Read about four young people who have succeeded and made a difference.



Dipa Karmakar



In India, a country where many women still have traditional roles, a girl wanting to be a gymnast was a very unusual ambition – but this did not stop Dipa Karmakar. Luckily, her parents allowed her to pursue her dream and she

worked hard at it, determined to succeed and never missing practice. Fifteen years later, the 22-year-old made headlines when she became the first female Indian gymnast ever to qualify for the Olympics – and the first Indian to qualify for over 50 years. To get there, she had won the National Championships and then a bronze medal at the **2014** Commonwealth Games, where she became one of only five gymnasts ever to successfully complete the Produnova, an extremely difficult and dangerous gymnastic move. Considering her first gym had no proper equipment and flooded in the rainy season, she has come a long way. Not only that, she graduated from university and is now studying for a Masters in Political Science. Dipa hopes she will inspire other young women to follow their dreams.

Francesco Clark

At the age of **24**, Francesco Clark's life changed forever when he had an accident which left him paralysed from the neck down. After two and a half years of tough physical therapy, sometimes for up to seven hours a day, and surgery to help regrow the nerves in his spine, Francesco was lucky enough to recover the use of his arms. However, he developed a painful skin condition. Unable to find a cream to help, he and his father, a doctor, began experimenting with plants and oils. They created some wonderful products that worked and Francesco then decided to set up his business, Clark's Botanicals, to sell them. It did well, but Francesco wanted to do more. He became an ambassador for the



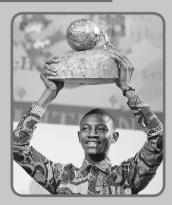
Christopher & Dana Reeve Foundation, an organisation that supports people living with spinal cord injuries and funds research into cures. His role as ambassador involves giving talks and raising money. Francesco wrote a book, *Walking Paper*, about his life to share his story of hope.

Abraham Keita

Abraham Keita was only **nine** years old when he became a member of the Children's Parliament in Liberia, and since then he has fought for justice for children who are the victims of violence. Now, the 17-yearold's dream is that his country becomes a place where the rights of children are

B

D



respected and he has repeatedly campaigned for changes in the law. Finally, the Children's Law was passed in **2012**, making Liberia one of the first African countries to adopt laws for children. In 2015, Abraham won the International Children's Peace Prize for his work. This is a remarkable achievement for a boy who was only a year old when civil war broke out, whose father was killed when he was five and who grew up in the slums in conditions of poverty, violence and disease. Abraham is now working to make sure the 2012 law is implemented and that young people know about their rights. He also pushes for free primary and secondary education for all children.

Kendall Ciesemier

When 11-year-old Kendall Ciesemier saw a TV programme about AIDS orphans in Africa, she decided to sponsor a child, Benite, through an international programme. Although she was suffering from liver disease, Kendall was determined to do more. Soon after, she had liver transplant surgery and asked her family and friends not to buy her gifts, but to donate money to the children in Africa instead. This raised enough money to sponsor a village in Africa – but it didn't stop there. Children across America heard about her effort and started their own

fundraisers, raising a total of \$15,000. This encouraged Kendall to start her charity, Kids Caring 4 Kids (KC4K), to give young people a global vision and inspire them to raise money to help vulnerable children. Its achievements so far include building an orphan-care centre and a community centre and providing school supplies, medical care, water wells and over 400 bikes.



GRAMMAR 1 Inversions

 \rightarrow Student's Book, page 126 \rightarrow Grammar reference, Student's Book, page 160

1 Choose the best word or phrase to complete each sentence.

- 1 _____ do people realise how serious global warming has become.
- a) Only b) Not only c) Little
 2 ______ before had we seen such committed young activists.
 - a) Never b) Rarely c) Hardly
- 3 _____ do people make such selfless decisions to help others.
- a) Not only
 b) Seldom
 c) No sooner
 4 ______ when they saw the damage did they realise what had happened.
 - a) Hardly b) Little c) Only

2 Match to make sentences.

- 1 Only when you acknowledge ____
- 2 No sooner had they launched the campaign _____
- **3** Hardly had the door closed when _____
- 4 Never will you know ____
- 5 Little did I know then what _____
- 6 Rarely have I come across _____
- 7 Not only did we visit the rainforest, _____

- 5 _____ can you help, but you can let others know about the issue too.
- a) Not only b) Only c) Little
- 6 _____ had they left the area to find safety when the hurricane hit.
- a) Only b) Hardly c) Never
- 7 ______ will you meet such a truly inspirational young person.
 a) Hardly b) Not only c) Rarely
- 8 _____ had the money been raised than it was sent to the flood victims.
 - a) Not only b) No sooner c) Never
- a) the consequences would be.
- **b)** they began congratulating me.
- **c)** a problem that I can't solve.
- d) a problem can you solve it.
- e) but we saw the animals too.
- f) than it went viral.
- g) what it means to be hungry.

3 Each sentence contains a mistake. Find the mistake, cross it out and write the correct word(s) next to each sentence. For some items there is more than one correct answer.

- 1 Seldom does fall the temperature below 40 $^\circ$ C in the hottest months.
- 2 Not only the winners get an award, but they also meet the President.
- **3** Hardly the app had been created when it was bought by a big tech company.
- 4 Little they didn't realise the extreme danger they had put themselves in.
- 5 Not only has the animal organisation received so much media coverage.
- 6 Only when their habitats are saved these species will be able to survive.
- 7 No sooner had the boat left the harbour and the weather turned nasty.
- 8 Never we learnt the identity of the person who had started the fire.

VOCABULARY | Topic vocabulary | Phrasal verbs | Idioms

→ Student's Book, page 127 → Vocabulary reference, Student's Book, page 168

1 Complete the text with the words in the box. There are two extra words you do not need.

achieve | earned | effort | failed | famed | infamous | job | lose | miss | succeed | unknown | work

Danny had a goal and he was determined to (1) ______ it. What he wanted to do was start his own tech company. It would mean quitting his (2) ______ at a computer software business where he (3) ______ a pretty good salary. He had given it a lot of thought and realised it was an opportunity that he did not want to (4) ______. Sure, it would be hard (5) ______ to set up on his own, but he knew that if he made the (6) ______ and gave it some time, he could (7) ______. His role model was Albert Einstein, the (8) ______ scientist. Like Danny, Einstein had (9) ______ his first university entrance exam, but later got in with excellent marks. After graduating, Einstein tried to find a teaching position at a university, but he was still (10) ______ and had no luck. Later, of course, he won a Nobel Prize. Danny drew inspiration from Einstein's life story and eventually he too found success.

2 Choose the correct words.

- 1 A gas leak **set** / **sparked** off the explosion that destroyed the building.
- 2 Heavy rain led to flooding, which **cut** / **roped** off the area for days.
- **3** I checked my emails, uploaded some photos and then **finished** / **logged** off.
- **4** After the long race, Eric **shaved** / **wiped** the sweat off his face with a towel.

3 Complete the sentences with the words you did not use in Exercise 2 in the correct form.

- 1 I was going to have some orange juice after the game but someone had already ______ it off.
- 2 The fire brigade ______ off the street to prevent curious onlookers from entering the site.
- **3** Pedro decided to ______ off all of his hair because it made his head hot!
- 4 Kelly's comments about the lack of equality ______ off a spirited debate.

4 Complete the sentences with the words in the box. There are some extra words you do not need.

anger | brain | hair | head | letter | nerve | sight | temper | track | vision | way | word

- 1 You said you would help us. You have to keep your ______ !
- 2 Losing your _____ won't solve anything, so please stay calm.
- **3** My advice is to keep ______ of your goals and to stay focused.
- 4 Our discussion was so interesting that I lost ______ of time.
- 5 Cary didn't go bungee jumping because he lost his ______.
- **6** The coach told me to keep my _____ and not commit any fouls.

GRAMMAR 2 Cleft sentences

→ Student's Book, page 129 → Grammar reference, Student's Book, page 160

1 Choose the correct words.

- 1 The thing / What surprised me was that the ruins weren't protected.
- 2 It wasn't until / was only when I signed up that I received the newsletter.
- **3** What impresses people about the Colosseum **is** / **is that** its size.
- **4** The length of the bridge is **what** / **that** surprises most people.
- 5 The reason **why** / **which** it was built was to make the city more impressive.
- 6 What **do I admire** / **I admire** most about him is his range of knowledge.
- **2** Read the sentence in italics and then put a cross next to the sentences (a-f) that are incorrect.

The view will take your breath away.

- a) The thing that will take your breath away is the view.
- **b)** It will take your breath away is the view.
- c) The view is what will take your breath away.
- **d)** The view that will take your breath away.
- e) What will take your breath away is the view.
- f) What the view will take your breath away.

ence as a cleft sentence, using
aunched in June. IT
unched.
they needed our help. REASON
r help.
o punish polluters. WHAT
polluters.
ned up the beach. DID
when I watched the news. ONLY
hat I found out about it.
notice the colours are bold. IS
song most of all at
WHAT
urovision.
I realised how bad the
UNIL
ne problem was.
song most of all at WHA urovision. I realised how bad the UNTI

- → Student's Book, page 128
- **1** Look at the sentences in Exercise 2 and find adverbs that mean the same as 1–6.
- 1 more than anything = ____
- **2** totally = _
- 3 immensely = _____

2 Choose the correct words.

- 1 Our visit to the playwright's place of birth was **greatly** / **quite** nice.
- 2 The house was beautiful, but I was **particularly** / **completely** impressed with the gardens.
- **3** We **mainly** / **completely** forgot it was a public holiday and the museum was closed.

- 4 rather = _____
 5 especially = _____
- **5** especially = _____
- 6 primarily = _____
- **4** What I admire **most** / **quite** about his writing are his wonderful characterisations.
- 5 The people on our tour were particularly / mainly Spanish, with a few French as well.
- **6** I would **greatly** / **most** appreciate it if you could lend me your biography of Picasso.

3 ⊂ 10)15 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- **1** You hear a news report about an animal. What is most surprising about Ginger?
 - A She was unable to see at the time.
 - **B** She saved the lives of all of her kittens.
 - **C** She will recover completely from her injuries.
- **2** You hear two friends talking about a presentation. How did the girl feel during the presentation?
 - \mathbf{A} nervous
 - **B** confident
 - C relieved
- **3** You overhear a girl talking on the phone about a documentary. What concerned her most about the experiment?
 - A It was a crazy thing for the man to do.
 - **B** He developed serious health issues.
 - **C** It greatly altered the man's personality.
- **4** You hear part of a programme about famous women. What is the main difference between Marie Curie and Cleopatra?
 - A They were leaders in very different fields.
 - **B** Curie's contribution made a lasting impact.
 - C Cleopatra's personal life was quite dramatic.

- 5 You hear a boy telling a friend about a project he worked on. What did he enjoy most about it?
 - A being made to feel welcome
 - **B** feeling like a hero
 - **C** making the children happy
- **6** You hear part of an interview with an art historian. What does she find particularly interesting about Pablo Picasso?
 - A his influence on other artists
 - **B** his dislike of authority
 - ${\bf C}\,$ his response to being punished
- 7 You hear two friends talking about sports. What does the boy find most exciting about racing events?
 - A the speed involved
 - **B** the unpredictable outcome
 - ${f C}\,$ the records that are broken
- 8 You hear a tour guide talking. What is she mainly doing?
 - ${\bf A}$ preparing them for something
 - ${\bf B}\,$ reminding them about something
 - C recommending they do something

_

SPEAKING Discussion

→ Student's Book, page 130

1 Complete the conversations with the words and phrases in the box.

Can I just say | I think you mean | So what you're saying is | Sorry, but I don't get your point Sorry, do you mean | Sorry to interrupt, but

- **1 A:** I think ambition is a positive quality because it can help you to achieve success.
 - **B:** ______ if you treat people badly in order to become successful, then ambition isn't such a great quality to have.
- 2 A: It's so easy to become a celebrity these days that I think fame has no real value now.
 - B: ______ that being famous isn't special.

- **3** A: If you're successful at work, it has an effect on other areas of your life.
 - B: that it has a positive influence?
- 4 A: I think most people measure success according to their income.
 - that I think success B: means different things to different people?

2 Choose the next logical comment for each of the conversations in Exercise 1.

- A You're right about that. Not everyone thinks in the same way, but for the majority, I think money is the most important thing.
- **B** Well, what I'm trying to say is you shouldn't try to do something you aren't capable of or that you don't have the talent for.
- **C** Exactly. If anyone can achieve it and without much effort or talent - it just isn't exceptional anymore.
- **D** I see what you mean. So, I suppose it would be better to say that it can be good or bad, depending on how you use it.

- 5 A: Some celebrities behave very badly, and that's not good because kids copy them.
 - **B**: they're not good role models, don't you?
- 6 A: If your goals are unrealistic, it's impossible to become successful.
 - . Would you mind B: explaining it?

- E Yes, that's the phrase I was looking for. Young people look up to celebrities and want to be like them, so they have a responsibility to behave.
- F Generally speaking, yes, but not always. I mean, it could make your friends jealous, for example, if they weren't successful too.

Conversation 1	
Conversation 2	
Conversation 3	
Conversation 4	
Conversation 5	
Conversation 6	

USE OF ENGLISH | Word formation | Multiple-choice cloze

→ Student's Book, page 131

1 Write one word in each gap to complete the sentences.

- _____ and began 1 The captain lost his _ shouting at the sailors.
- 2 Stefan promised to join the campaign and he kept his
- **3** Due to the earthquake, the town had been off for a week.
- _ had the explorers landed than **4** No they saw the native people.
- 5 It was ____ ____ when he finished the book that he left his room.
- 6 What amazes me is ____ _____ it took them so long to find the island.
- 7 It's easy to track of time when you're with your friends.
- 8 He _ his head under pressure and won the championship game.

2 Read the text below and choose the correct word to fill each gap.

NAVIGATORS OF THE OCEANS
The early pioneers of ocean voyages were a brave lot. (1) they did was sail to locations that they had no prior knowledge of. It must have been quite scary for them, but they did not lose their (2) They relied on skill, courage and determination. They kept (3) of their goal to find new lands and new trading routes. (4) did they realise what their voyages of exploration would lead to. They (5) off global trade in many goods and the spread of knowledge.
In 1519, Ferdinand Magellan's expedition was the first to successfully sail around the globe. The reason (6) he was sent on the expedition by the King of Spain was to find a westward route to the so-called Spice Islands. Magellan and his sailors discovered much more. They observed several species of unusual animals. (7) before had such animals been seen by Europeans. Also, it wasn't (8) this voyage that people realised the need for an international date line.

1 A That	B What	C This	D It	5 A set	B sparked	C carried	\mathbf{D} made
2 A emotion	B sight	C temper	D nerve	6 A for	B which	C why	D how
3 A looking	B vision	C sight	D ahead	7 A Hardly	B Seldom	C Not	\mathbf{D} Never
4 A Little	B Hardly	C Rarely	D Only	8 A until	${f B}$ only	C when	D since

→ Student's Book, pages 132–133 → Writing reference, Student's Book, page 170



Complete the exam advice with the words in the box.

facts | features | final | reaction | recommendation

In a good review you should:

- ${f 2}$ include your opinion of the place or a personal
- **3** describe any important ______ about the place, e.g. size, admission price, what exactly you can do.
- **4** try to balance the good and bad points and make a ______ in the ______ paragraph.

2 Look at Mark's fact file below and then, using the model review opposite, rewrite the sentences to make them more interesting.

	-
Place	Yorkshire Sculpture Park – an open- air art gallery Work by British and international artists
Location	near Wakefield, England – stunning scenery
Positives	Variety of art on show – over 100 works on display, these change regularly
	modern art
	Children love running around.
Facts	open 10 am–5 pm
	Admission is free (though you pay for the car park – £8 for whole day – well worth it).
	Over 400,000 visitors a year. Also has an incredible underground gallery.
	great facilities – excellent restaurant, a café and shop and a lovely picnic area
Negatives	The weather! If it is rainy it can get very muddy.
	There can be queues to get in to the car park – better to pay online before you go.
Who for	Anyone who enjoys art and walking. A great day out for the whole family, and not too expensive.

- 1 The Yorkshire Sculpture Park is an open-air art gallery. (one of the most amazing)
- 2 It is in the countryside near Wakefield. (set in)
- 3 There is a huge variety of modern art. (best thing / 100 works / change)

The Sea Organ

- A One of the most amazing feats of engineering in the world is the Sea Organ at Zadar in Croatia. It is an elegant set of marble steps covering 35 pipes which make music using the wind and waves. My family and I visited it last month.
- B What is most impressive about the organ is its size – it's 70 metres long – and the fact the seven main pipes vary in length as you walk along, to create beautiful ever-changing music. It's certainly an incredible experience.
- **C** The music is fascinating to listen to and it really does give you a feeling of the movement of the sea and it's greatfun to watch people's reactions to the sounds. I really felt a connection with nature through this art. The views, especially at sunset, are stunning too.
- D My only criticism of this fascinating installation is that it is a bit strange at first as there is nothing to see but the steps themselves. Once you get used to this, you'll love this experimental musical instrument. Overall, I'd highly recommend visiting it. It's ideal for anyone who loves art, music and nature.
- 4 There is a café, restaurant, shop and a picnic area. (great facilities / including)
- 5 If it rains, it can be muddy. (only criticism)
- **6** It's a great day out for the whole family. (**highly recommend**)
- **3** Read the information in the box and write your review. Use the information in Exercise 2 or write about an interesting place you've visited. Write 140–190 words.

You see this advert in a travel magazine.

Reviews wanted!

Have you visited anywhere you think people would enjoy? Perhaps it's a feat of engineering, an art installation or a famous building or park. We want your reviews. Tell us what you liked about the place, any negative features and why you would recommend it and who for. We will include the best reviews in our magazine!

Write your review.

_I knew he

1 Choose the correct words.

- The writer was famed / infamous / unknown for his extensive knowledge of world history and different cultures.
- 2 It took hundreds of people and a massive **effort** / **job** / **work** to repair the damaged caused by the hurricane.
- 3 If you discover a new element, you will **achieve** / **earn** / **succeed** a place amongst the greatest scientists.
- **4** I don't know why he **failed** / **lost** / **missed** to impress the judges; I thought his performance was excellent.
- 5 After finding the information he had been looking for online, Cameron finished / logged / set off and went to bed.
- 6 Having spilt coffee all over the novel she was reading, Bella quickly shaved / sparked / wiped it off with some tissues.
- 7 The floods cut / finished / roped off the rural community from the rest of the area and no help could arrive.
- 8 Don't be distracted by things that aren't important and always keep head / sight / word of your goals.
- 9 Ian had said he would come rock climbing with us, but he lost his nerve / temper / track and stayed in the car.

- **2** Complete the second sentence so that it has a similar meaning to the first sentence.
- 1 He had never attempted to climb a mountain. Never ________ to climb a mountain.
- **2** I looked at the results and then realised what I'd discovered.

It ______ I looked at the results that I realised what I had discovered.

- 3 He can draw and compose music too. Not ______ he can compose music too.
- 4 They sailed the world looking for new trade routes. The ______ that they wanted to find new trade routes.

5 It's not often that you find such talented artists. Seldom _____

such talented artists.

- 6 I noticed that the ruins were in excellent condition. What ______ the ruins were in excellent condition.
- 7 She wrote her novel and it became an instant success. No_______it

became an instant success.

8 I didn't know he was a great designer until I saw his collection.

was a great designer.

Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

3 Write a form of the word in capitals in each gap to complete the text.

Who was Hedy Lamarr?

On what would have been her 101st birthday, Google honoured glamorous Hollywood actress Hedy Lamarr with a Google Doodle. But what (1) _____ had earned her this? What is (2) ______ to many people is that Lamarr was not only a movie star, but an important (3) ______ too. Though remembered (4) ______ for her beauty on the silver screen, she spent her nights developing _____ system during a secret (5) World War II. What she invented was the ancestor _____ technologies we use today, of the (**6**) including Bluetooth and Wi-Fi. That is a very (7) ______ feat for someone who did not have a university education. In later life she found Hollywood increasingly shallow and it was a world she never fully embraced, despite her fame and fortune. What she really sought was deeper (8) in life.

ACHIEVE KNOW

It

INVENT PRIMARY

COMMUNICATE

WIRE

IMPRESS

SATISFY

(1) 1 hour and 15 minutes for this paper

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Tenpin bowling

Unlike other sports, the nature of bowling allows for social interaction to occur during the match. It's a fun, noisy activity and can be a great way for friends to (4) out together. It's also a competitive sport that millions of people around the world are (5) on. Many of them are members of bowling leagues and they (6) part in tournaments.

In the 1930s, a British anthropologist **(7)** primitive items that resembled balls and pins in the grave of an Egyptian boy from 3200 BC. Could this actually be **(8)** that the ancient Egyptians played a form of bowling more than 5,000 years ago?

1	Α	frequently	В	relatively	С	commonly	D	regularly
2	Α	competitor	В	spectator	С	viewer	D	opponent
3	Α	succeed	В	participate	С	involve	D	experience
4	Α	carry	В	stick	С	hang	D	knock
5	Α	interested	В	keen	С	concerned	D	attracted
6	Α	have	В	do	С	give	D	take
7	Α	discovered	В	produced	С	created	D	developed
8	Α	data	в	facts	С	evidence	D	support

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

The Great Barrier Reef

The Great Barrier Reef, (9) stretches 2,300 kilometres along the east coast of Australia, is the world's largest living ecosystem. It is a major tourist destination and is especially popular (10) divers, who marvel at the beauty and range of its coral and tropical fish.

Despite the (11)	that it has existed for thousands of years, the reef is no	ow (12)
danger of extinction. Accordin	g to scientists, this is due to a process known as 'blead	hing'. While the reef
has experienced bleaching ev	ents in the past, the current event is by (13)	the biggest.

Turn over >

For questions **17–24**, 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**.

The driverless car

Driverless cars are here. What began as an (17)idea from the world	CONVENTION
of science fiction is now being developed by major companies.	
One day, they could conceivably replace (18) cars. There are many benefits to vehicles without drivers. Firstly, they could (19) improve road safety by increasing accident (20) Over 90% of car accidents are due to human error, but driverless cars are programmed to only do an action if there is no possibility whatsoever of an accident.	TRADITION SIGNIFICANCE PREVENT
If the new technology becomes mainstream, it will (21)	REVOLUTION ABLE DEPEND

For questions **25–30**, 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 **two** and **five** words, including the word given. There are two marks for each answer.

23	Felipe lost his job because he was late to the office every day.
	SACK
	Felipe late to the office every day.
26	The two pictures look exactly the same to me.
	TELL
	Ithe two pictures.
27	I only spoke to the manager because I wanted a refund.
	HAVE
	Ito the manager if I hadn't wanted a refund.
28	We need to find a way to solve the problem.
	COME
	We need toa solution to the problem.
00	
29	Charlotte says her friend wrote the book while he was still a teenager.
29	Charlotte says her friend wrote the book while he was still a teenager.
29	
	WAS
	WAS Charlotte says the book
	WAS Charlotte says the book
	WAS Charlotte says the book while he was still a teenager. Most people believe that the city is more dangerous than the countryside. AS
	WAS Charlotte says the book while he was still a teenager. Most people believe that the city is more dangerous than the countryside. AS
	WAS Charlotte says the book while he was still a teenager. Most people believe that the city is more dangerous than the countryside. AS

Turn over >

You are going to read a text about a teenager called Natasha, who went on an adventure holiday. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Natasha's big adventure

When my dad proposed going to France for the summer, I was ecstatic! I've always loved all things French – the fashion, the food, the language. I imagined myself strolling through the parks and charming neighbourhoods of Paris, visiting medieval castles or swimming in the South of France. He said it was my 16th birthday present and everything had been booked. I couldn't believe it! It was much better than the new phone I thought I was getting. Then he gave me a leaflet and my heart sank.

It seemed I was going on a trekking adventure holiday in the Alps. Suddenly, I wasn't so enthusiastic. The fact is, I get grumpy when it's time for PE class at school and look for any excuse not to go to the gym. So why did my parents think I would be thrilled about huffing and puffing around France? My mum pointed out that it would be good for me to get out in the fresh air. She suggested I look up the details of the holiday online, and read what other teenagers had said about their experience.

To be honest, it looked much better than I had expected! Teenagers from all around the world took part and there wasn't one negative comment. Over the next few weeks, I found out more about the programme and when it was time to leave for my adventure, I was actually looking forward to it.

From London, I flew to Geneva in Switzerland where I met my group at the airport. We got to know each other on a train ride to Chamonix in the French Alps. We were quite an international bunch – North and South Americans, Europeans, and a girl from Japan – Yoko – who barely spoke English, but who became my closest friend and roommate during the holiday. Chatting, laughing and drinking fantastic hot chocolate, everyone quickly felt at home. It was the first of many wonderful memories I would have of that trip.

The following morning, after a delicious breakfast, I laced up my hiking boots, checked my backpack, and set out hiking with my group. Our leader, Amanda was an experienced hiker, and showed us some really cool survival skills like how to build a shelter and make a fire to cook over. I didn't quite get the hang of the fire though, at least not that time, but I had fun trying. With all the effort, we had worked up quite an appetite. A picnic seemed like a great idea and I devoured everything in my lunch pack, even the fresh fruit, which is unusual for me.

Over the next two weeks, we walked through forests and plains filled with wildflowers. In the evening we camped under the stars or stayed in small huts that are dotted on the hills and only accessible to walkers. They were fairly basic, with bunk beds, but it was really fun to be away from the comforts of home. There was no Wi-Fi of course, and some people were a bit upset about that at first, but I didn't mind not having access to social media. In fact, I got so used to it that when I returned home, I spent much less time online.

It was the best experience of my life. I gained confidence in dealing with new circumstances, not knowing anyone. The stunning outdoors became my home, and the people that I shared so much with became my family and lifelong friends. I learnt that if you don't push yourself and try new activities, you will never know the true extent of your abilities. It all contributed to making it the best and most memorable summer ever. And now, whenever my parents make a suggestion, I'm not so quick to dismiss it!

- 31 What do we learn about Natasha in the first paragraph?
 - A She had asked to go on holiday to France.
 - **B** She received a new phone for her birthday.
 - **C** Her actual birthday present was disappointing.
 - **D** Her holiday was still being planned.
- 32 How does Natasha feel about physical activity?
 - **A** She only does it at school during PE.
 - **B** She isn't particularly keen on it.
 - **C** She prefers it in the fresh air.
 - **D** She would be thrilled to do it in France.
- **33** When Natasha met the other teenagers
 - A they set off for their destination.
 - **B** it took a while for them to get friendly.
 - **C** some were enjoying a hot drink.
 - **D** they spoke highly about the programme.

34 What happened on the first day of the hike?

- **A** Natasha learnt how to make a fire.
- **B** The group had to survive outdoors.
- **C** Physical activity made them hungry.
- **D** The group cooked their own meal.

35 What did Natasha enjoy about the huts?

- A They could only be reached on foot.
- **B** They had bunk beds to sleep in.
- **C** There were many of them on the hills.
- **D** They lacked modern technology.

36 How did the holiday change Natasha as a person?

- **A** She learnt to handle unfamiliar situations.
- **B** She was able to bond closely with the group.
- **C** She appreciated the beauty of her surroundings.
- **D** She realised her parents were usually right.

You are going to read an article about the effects of social media on language. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one extra sentence which you do not need to use.

Social media and language

Social media and the technologies we use to access it have become influential drivers in the evolution of language. From *selfie* to *unfriend*, and *tweet* to *hashtag*, they are having a huge impact on the words we use. Because so much of the written language we see these days is on the screens of our devices, language is now changing through our use of this technology. **37** The combination of this informal communication and the huge audience of social media can bring about rapid change in language.

Social media can do this in a few ways. First, by introducing completely new words such as *photobomb* and *woot*. **38** It used to be journalists and writers who came up with popular words and terms, but now you no longer have to be published in the old-fashioned ways to bring word trends to the attention of the world. Social media has made it possible for you or me to contribute to the evolution of language. An example of this is selfie, which was the Oxford Dictionaries 2013 Word of the Year, and its earliest use was found on an Australian internet forum.

Facebook has done more than most platforms to offer up new meanings for common words such as friend, like, status, and profile. **39** For example, a *troll* is no longer just a character from Norse myth, but someone who makes offensive comments online; a *sock puppet* is no longer just a puppet made from an old sock, but a fake online persona.

Social media has also made us briefer in our communications. *Textspeak, txt-speak, textese, chatspeak, txt, txtspk, txt lingo, SMSish, txtslang, txt talk* ... or whatever you choose to call it, is the shortened form of language that characterises text messages. It consists of abbreviations such as 2moro for tomorrow, acronyms like *IDK* for 'I don't know', and emoticons. They help to speed up a real-time typed conversation. **40** And on Twitter they help you to get as much message as possible in 140 characters.

Adults generally feel they are out of the loop with all this. Some of them are concerned that the constant use of this informal medium by young people can lead to an equally casual attitude to grammar and spelling. **41** These are the kinds of people who often object to the use of foreign words in their native language.

But the truth is that language is not static; it is dynamic and changes with each new era. 42 Social media is playing its role in the long history of language evolution. And it is doing so in a very democratic way by making it possible for anyone to make a contribution.



- A Some new meanings which appear on social media also reflect its unpleasant side.
- **B** Other people are just language snobs who feel that a language should not change at all.
- **C** Italian replaced Latin and what you hear on the streets of London today is not what Shakespeare spoke.
- **D** When we communicate on our computers, tablets and smartphones, our language is personal and informal.

- **E** They're also practical on mobile phones they make it more convenient to type with tiny keys.
- **F** Paying attention to discussions in your social networks can be a great way to keep up with these changes.
- **G** Or, it can take existing words and give them a new identity, like *wall* and *page*.

Turn over >

You are going to read an article about four teenagers and their predictions for the technology of the future. For questions **43–52**, choose from the teenagers (**A–D**). The teenagers may be chosen more than once.

Which teenager	
says we will be forced to introduce new technology?	43
mentions something that will work to keep you healthy?	44
suspects the reasons why progress hasn't happened?	45
thinks this technology will be able to identify individuals?	46
says clever technology needn't be complicated.	47
believes we need to get rid of something?	48
imagines a technology that could prevent you from doing something?	49
says new technology will protect people?	50
believes that a device will think for us?	51
thinks the idea wouldn't benefit everyone?	52

Teenage travellers

Four young people talk about visiting other countries.

A Amelia

There's a lot of crime these days, especially with burglars breaking into homes to steal anything they can sell, like computers and phones. We were robbed last year and my new tablet was



taken. So I think there'll be developments in crime detection, prevention and personal safety. I believe we have the technology already and it just needs to be applied. Perhaps it can be done with wearable devices like watches or biometric sensors on walls and in furniture that are able to recognise eyes, fingerprints, voices and even heartbeats. With these, homes will know who is there and whether the person in the room is you, your family or a thief. If it turns out that there are burglars, the house will alert the police or security and by using facial recognition might even be able to say who they are.

B Sam

I hope that governments and industry invest in clever and effective ways to deal with our environmental problems. One is pollution and climate change caused by the energy sources



we use. We already have advanced solar technology to heat buildings and water, and to power devices in our homes and workplaces. There are also electric cars, but we need to do much more to make solar the main source of energy on the planet. If we can do that – and I think we can – it will mean an end to petrol for transport use and coal burning to generate electricity. What I don't understand is why it hasn't happened already. Is it because the big car manufacturers, the mining and oil companies are against that kind of progress? Are they putting pressure on governments not to support research?

C Becca

The first mobile phones were used to make calls and send texts, but now they do so much more. I think that in the future the smartphone and its apps will develop to the point where it will manage



every aspect of our lives. It will know if you forgot to lock any doors or windows, or if you have left lights or appliances on. Not only will it warn you if you have forgotten to do something, but it will also do it for you remotely. It could also monitor your health, manage your diet, measure your stress and the amount of time you sleep, and alert your doctor if something is not right. It could be embarrassing though if you're out with friends and you order a burger with fries – it might start ringing loudly like an alarm!

D Max

I think transport is going to change dramatically. It will have to because there will be millions or billions more people on the planet. I predict that there will be smarter ideas for mass public



transport. Scientists and engineers will find ways to move more people, more quickly and conveniently. The elevated bus that the Chinese are developing is an example. It's a very simple idea – a bus that allows traffic to pass under it while it's moving. The bus runs on tracks and is two metres above the road so that two lanes of cars can pass underneath. It will be able to carry around 1,400 passengers and will help to reduce traffic jams in China's biggest cities. I've seen videos of it being tested and it looks incredible. It won't be suitable or even necessary in every city, but in those that have very high populations, it would be ideal.

Turn over >

OPTIMISE PRACTICE TEST

Writing • Part 1

() 1 hour and 20 minutes for this paper

You **MUST** answer this question. Write your answer in **140–190** words, in an appropriate style.

1 In your English class you recently had a discussion about ways to improve your English. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Some people go abroad to improve their English. What are the advantages of studying abroad?

Notes

Write about:

- 1 speaking the language every day
- 2 learning about the culture
- 3 (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words, in an appropriate style. Put the question number in the box at the top of the answer sheet.

2 You have received this email from an English-speaking friend.

$[\leftarrow] \rightarrow]$		×
To:	Jo	
Subject:	Help!	

Can you help me with a class project? I have to write about festivals. Can you tell me about your favourite festival in your country? When do you celebrate it? What do you do? It'll be really useful information for my project. Just explain why it's your favourite.

Write soon, Nick

Write your email.

3 You have seen this notice in an English-language magazine called *Film World*.

For your homework, your teacher has asked you to write an essay outlining your opinion on the following statement.

Reviews needed!

Have you seen a film recently? If so, could you write a review of the film you saw? Include information about the actors who played in it, the story, and if it was entertaining. Would you recommend this film to other people?

The best reviews will be published in next month's magazine.

Write your review.

4 You have seen this announcement in an English-language website for young people.

Stories wanted

We are looking for stories for our English-language website for young people. Your story must **begin** with this sentence:

Annie opened the door to leave and outside was a big box with a red ribbon around it.

Your story must include:

a card
 a surprise

Write your **story**.

5 You have been asked by the editor of a school magazine to write an article on the following topic.

There are a large number of reality TV shows on these days. Does reality TV set a bad example for teenagers?

Write your article.

Turn over >

OPTIMISE PRACTICE TEST

Listening • Part 1

() approximately 40 minutes for this paper

 $(\mathbf{A}, \mathbf{B} \text{ or } \mathbf{C})$. You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**). You will hear the recording twice.

- 1 You hear a woman talking about her bookshop. What does she say about teenagers?
 - A They used to have different tastes.
 - **B** Most of her customers were teenagers.
 - C They preferred to buy books online.
- 2 You hear a girl talking about a film she watched. What did she dislike about it?
 - A the special effects
 - B the humour
 - **C** the plot
- 3 You hear two friends talking about an environmental problem. What do they agree about?
 - **A** the size of the environmental problem
 - **B** the responsibility of the individual
 - C the ways of tackling the problem
- 4 You hear a drama teacher talking about acting classes. What is the most important thing students can learn?
 - A acting without feeling foolish
 - B mastering different techniques
 - C becoming more sure of themselves
- 5 You hear a teacher talking about a science project. Why is she talking to her class?
 - A to encourage continued involvement in the project
 - **B** to inform them about reactions to the project
 - **C** to remind them about a future project
- 6 You hear two friends talking about a job interview. How does the girl feel?
 - A nervous about being interviewed for the job
 - **B** concerned about answering questions
 - **C** worried that she hasn't got any experience
- 7 You hear part of an interview with a young actor. What is he doing?
 - A describing his working day
 - **B** complaining about his life
 - **C** promoting his new series
- 8 You hear a girl telling a friend about sailing. What usually happens when she's on her boat?
 - A She observes the birds in the sky.
 - **B** There is dangerous weather.
 - C Sea creatures get close to her.

10^{10} 16 You will hear a student called Katy Jenkins talking about her re- Emperor penguins she saw there. For questions 9–18 , complete the ohrase. You will hear the recording twice.	
During her cruise in Antarctica Katy saw wildlife that included (9)	
	seals and penguins
Katy says that the Emperor penguin is (10)	
	penguin species
Katy was told that the penguins are protected from the cold winds a	nd the water by layers of
	(11)
Katy said she didn't understand how the penguins were kept (12)	
	by the cold air
Penguins that are being chased by seals need to be able to (13)	
	out of the water quickly
Penguins walk in a funny way because they have (14)	on a tall and
	top-heavy body.
Katy says that in Antarctica the daily temperature in December is on	ly about
	Celsius
Katy explains that one reason why the male penguins huddle is to p	rotect the
	(16)
Katy was interested in the huddling behaviour, but was only able to s	soo it on a
Aaty was interested in the hudding behaviour, but was only able to s	(17)
	store of here
Katy was surprised to learn that the penguins' survival could be thre	atened by (18)

OPTIMISE PRACTICE TEST

Listening • Part 3

(1)¹⁶ You will hear five short extracts in which people are talking about holidays. For questions **19–23**, choose from the list (**A–H**) what each speaker says about their holiday. Use the letters only once. There are three extra letters which you do not need to use. You will hear the recording twice.

Α	The destination wasn't very impressive.	
В	Boredom ruined the holiday for me.	
с	Some of the sights were completely fake.	Speaker 1 19
D	The place was full of history.	Speaker 2 20
E	If only I hadn't been so careless.	Speaker 3 21 Speaker 4 22
F	A change of accommodation was necessary.	Speaker 5 23
G	I wish I'd taken more photographs.	
н	It turned out to be surprisingly enjoyable.	

Listening • Part 4

 10^{10} You will hear an interview with a teenager called Jessica Bale, who's talking about music. For questions **24–30**, choose the best answer (**A**, **B** or **C**). You will hear the recording twice.

24 What is true about Jessica's family?

- A They worked as professional musicians.
- B Her parents played concerts at their university.
- **C** They taught her to play an instrument.

25 What is Jessica's favourite genre of music?

- A pop
- B rock
- C classical

26 What are Jessica's plans for the future?

- A She will continue her education.
- **B** She is going to become a musician.
- **C** She plans to teach music.
- 27 Jessica says it is hard to become successful
 - A if you don't have big dreams.
 - **B** unless you continue to improve.
 - **C** if you only promote yourself online.
- 28 According to Jessica, what negative effect does fame have on musicians?
 - **A** They don't worry about paying bills.
 - **B** Too many people want to meet them.
 - **C** Their music isn't as good as it was.

29 Why does Jessica say that music piracy is stupid?

- A It is against the law to download music.
- **B** Something harmful could be attached to a file.
- **C** It is common among younger computer users.
- 30 Jessica mentions Beyoncé because
 - A her work is devalued by piracy.
 - **B** she suffers less than other musicians.
 - **C** she isn't affected by pirated downloads.

Turn over >

OPTIMISE PRACTICE TEST

Speaking • Part 1

() 2 minutes

The examiner will ask you some questions individually.

People you know

- Who are you closest to in your family? Tell us about him/her.
- Do you prefer to spend time with your friends or your family? (Why?)
- How many brothers and sisters do you have? (What do they do?)
- Tell us about your favourite teacher.

Things you like

- How do you like to spend the weekend?
- Do you play a sport? (Why do you enjoy it?)
- What kind of music do you listen to? (Why do you like it?)
- What do you like to watch on TV? (Why?)

Places you go to

- Where do you like to go out? (Why?)
- Of all the places you have visited, which is your favourite? (Why?)
- Tell us about your school.
- Where would you like to go for a summer holiday? (Why would you like to go there?)

Speaking • Part 2

(\) 4 minutes

You will do this part of the exam in pairs. Each of you will take turns to answer questions about some photographs.

Student A

Look at these photos that show people learning in different situations. Compare them and say **what you think might be difficult for the people about trying to learn in these situations.** Talk for about 1 minute.

What do you think might be difficult for the people about trying to learn in these situations?





Student B

Which activity would you prefer to learn? Talk for about 30 seconds.

Student B

Look at these photos that show people holidaying in different situations. Compare them and say **what you think the people are enjoying about spending time in these places**. Talk for about 1 minute.

What do you think the people are enjoying about spending time in these places?





Student A Which holiday would you find more enjoyable? Talk for about 30 seconds.

Turn over >

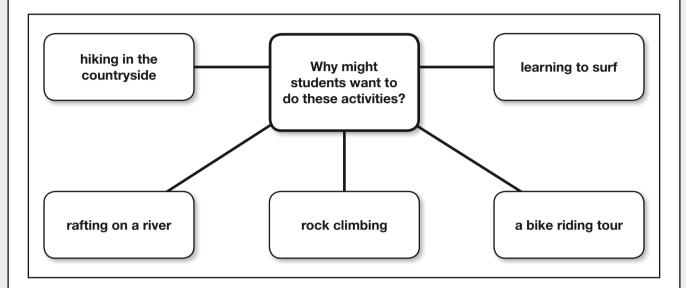
OPTIMISE PRACTICE TEST

Speaking • Part 3

(\) 4 minutes

You will do this part of the exam in pairs. This task has two parts.

I'd like you to imagine that your school is going to organise an activity weekend to encourage their students to become more active. Here are some ideas for the activities and a question for you to discuss.



First, talk together about **why each of the options might be a good activity for students**. Talk for about 2 minutes.

Now you have about 1 minute to decide which two activities would be the most enjoyable.

(\) 4 minutes

Speaking • Part 4

You will do this part of the exam in pairs. Answer the following questions together.

- Do you think activities like these would be popular with students? (Why / Why not?)
- How important do you think it is for young people to be active? (Why?)
- Why do you think some people don't like physical activity?
- What kinds of outdoor activities are popular in your country?
- What do you think attracts people to extreme sports?
- Do you think young people in your country get enough exercise? (Why / Why not?)

UNIT 1

Pages 4–5

READING

Exercise 1

1F**2**B**3**D**4**G**5**C**6**A**7**E

Exercise 2

- A <u>Not only that</u>, but <u>it</u>'s great for reducing stress, keeping the brain active and improving <u>your</u> strength and flexibility.
- **B** <u>It</u>'s a valuable skill too, and <u>one</u> which could lead to a great career or allow <u>you</u> to earn some money.
- **C** <u>It</u>'s basically treasure hunting in places of interest or natural beauty.
- **D** The idea of <u>this</u> is for <u>you</u> all to try <u>ones you</u> don't have or haven't used for ages.
- **E** <u>They</u> are a fantastic opportunity to get experience of taking part in live shows.
- **F** <u>This</u> involves learning a skill that everyone will find useful.
- **G** <u>They</u> often have the best information about free and cheap events in <u>your</u> area.

Exercise 3

$1 \ \mathrm{D} \ 2 \ \mathrm{G} \ \ 3 \ \mathrm{C} \ \ 4 \ \mathrm{A} \ \ 5 \ \mathrm{E} \ \ 6 \ \mathrm{B}$

Exercise 4

accessible 2 the earth
 competitive 4 a must 5 swap
 outlet 7 venues 8 enhancing

Page 6

GRAMMAR 1

Exercise 1

Singular countable nouns: friend, idea, internet, theatre Plural countable nouns: actors, courses, film-makers, films Uncountable nouns: accommodation, advice, fear, jeans,

leisure, shopping

Nouns that can be countable and uncountable: paper, wood, gym, tea, glasses, experience, exercise

Exercise 2

1 a 2 - 3 - 4 - 5 the 6 a 7 a 8 the 9 an 10 - 11 the 12 an

Page 6

VOCABULARY

Exercise 1

screenplay 2 broadcast 3 cast
 audience 5 satellite 6 producer
 programme 8 sitcom 9 series
 channel 11 flop 12 demand

Exercise 2

1 a 2 c 3 b 4 b 5 c 6 a 7 b

Exercise 3

1 do 2 have 3 make 4 take 5 making 6 take 7 do 8 have (also possible 'take') 9 take (also possible 'have') 10 do 11 take (also possible 'have') 12 have

Page 7

GRAMMAR 2

Exercise 1

1 a 2 b 3 b 4 c 5 a 6 b 7 a 8 c

Exercise 2

1 a little 2 Both / Both of 3 a few 4 neither of 5 every

Exercise 3

- 1 wasn't / was not much information
- 2 either of us
- 3 only a few minutes
- 4 a few of the actors

Page 8

LISTENING

Exercise 1

- a) possible you need a noun here that collocates with 'go on'
- **b)** not possible the gap needs to contain a type of material
- c) possible you need an adjective here
- d) possible you need a noun that can go with 'depend on'
- e) not possible the gap should contain a comparative form

Exercise 2

Students' own answers

Exercise 3

camping holiday 2 supportive
 days 4 plastic 5 annoying
 safe 7 next summer 8 decide
 motivation 10 less important

Page 8

SPEAKING

Exercise 1

three 2 average 3 often
 general 5 least 6 routine 7 ever
 involve 9 twice 10 normal
 On 12 quite

Exercise 2

1 a 2 b 3 a 4 a 5 b 6 a

Exercise 3

Students' own answers

Page 9

USE OF ENGLISH

Exercise 1

satisfy, satisfaction, satisfying, satisfactory

educate, education, educational, educated

impress, impression, impressive **create**, creation, creativity, creative **depend**, dependence, dependent **act**, activity, action, active

- -, ability, **able**
- -, **health**, healthy
- unsatisfying, unsatisfactory, uneducational, uneducated, unimpressive, uncreative, independent, inactive, unable, unhealthy
- 2 Yes. Nouns with *-ion* (satisfaction, education, impression, creation, action) and *-ity* (activity, ability). Adjectives with *-ive* (impressive, creative, active).

- 1 activity 2 ability 3 independence
- **4** impressive **5** satisfaction
- 6 creativity 7 healthier 8 education

Page 10

WRITING

Exercise 1

1 fairly informal 2 should 3 an opinion

Exercise 2

- 1 Have you ever wanted a hobby you could take with you anywhere? Why are podcasts so great? So, why not give it a go?
- 2 It's great fun when you get into it! It's as easy as that! ... you won't regret it! You'd be amazed at what you can find! ... you won't want to stop!
- 3 download one of the many free apps, Take (my advice), Check out (the most popular podcasts online)
- 4 first of all, secondly, finally

Exercise 3

1 get into 2 dip into 3 check out 4 get going

Exercise 4

Suggested answers

- **1** Do you want a hobby that you can do anywhere? If so, then you should think about running. It's fun when you get into it.
- **2** You don't need much equipment - just running shoes. Take my advice and buy them at a specialist sports shop - it's the best thing to do!
- 3 Why is running so great? Well, first of all, it's free! Secondly, vou can do it alone or with a couple of friends. It can be tricky when you start, but you'd be amazed at how quickly you get fit!
- 4 So, why not give it a go? Check out the many online sites to find good local running routes. It's lots of fun once you get going!

Page 11

Progress check

Exercise 1

1 overcame 2 sitcoms 3 act out

- 4 trailer 5 flop 6 chill out
- 7 comes out / is coming out 8 cast

Exercise 2

1 some **2** the **3** None **4** a bit of 5 All of 6 – 7 Every 8 a little

Cumulative progress

Exercise 3

1 a 2 c 3 c 4 d 5 a 6 a 7 b 8 c

UNIT 2

Pages 12-13

READING

Exercise 1

1 E 2 C 3 F 4 B 5 G 6 D

Exercise 2

1 a 2 a 3 b 4 b 5 a 6 b

Exercise 3

1 C 2 D 3 A 4 A 5 B 6 A

Page 14

GRAMMAR 1

Exercise 1

1 knew 2 want 3 didn't / did not / couldn't / could not complete 4 doesn't / does not care 5 aim 6 freeze 7 left 8 Did you forget 9 don't / do not see 10 looks / is/'s looking 11 Do you recognise 12 see

Exercise 2

- **1** used to think
- 2 would do
- 3 is not / isn't used to teaching
- 4 got used to wearing
- did not / didn't use to teach 5
- he is / he's getting used to 6
- 7 Did you use to be 8
 - are used to working

Page 14

VOCABULARY

Exercise 1

1 licence 2 qualifications 3 revise **4** ✓ **5** lecturer **6** coach

7 undergraduate 8 🗸

Exercise 2

- 1 came up with, look up
- speak up, ended up 2
- 3 dig up, used up
- 4 creep up behind, hurry up
- 5 caught up with, set up

Exercise 3

1g 2d 3j 4b 5h 6c 7a 8e 9 i 10 f

Page 15

GRAMMAR 2

Exercise 1

- 1 had had 2 haven't met
- 3 had already left 4 hadn't brought
- **5** Have they begun **6** have spoken
- 7 had drawn 8 have studied
- 9 Had they prepared

Exercise 2

1 just **2** for **3** By the time **4** already **5** ever **6** since **7** yet

8 Once 9 been 10 Up to that point

Page 16

LISTENING

Exercise 1

Agreement: I can't see why not. I know! Me neither! Mine too. No doubt about that. Oh, yes, totally! Sounds good to me. Disagreement: I can't see why not. Oh, I wouldn't say that. Partial agreement: I wouldn't go that far. Yes, to some extent, I suppose.

Exercise 2

- 1 Me neither 2 Not at all
- **3** You can't be serious **4** Mine too

Exercise 4

1 C 2 A 3 A 4 B 5 C 6 B 7 A 8 B

Page 17

SPEAKING

Exercise 1

1 absolutely 2 Neither 3 a point **4** too

Exercise 2

1 disagree 2 right 3 don't 4 suppose

Page 17

USE OF ENGLISH

Exercise 1

1 got used to 2 didn't use to 3 enjoy 4 being 5 weren't used to 6 working

Exercise 2

- **1a)** 's / is nothing wrong with
- **1b)** need to concentrate on finding
- 2a) is experienced in teaching
- 2b) succeeded in passing
- **3a)** was criticised for not encouraging
- 3b) are interested in learning

Exercise 3

- 1 had read the book before
- 2 has decided against going
- 3 isn't / is not used to teaching
- **4** paying attention to
- 5 used to be

Page 18

WRITING

Exercise 1

- 1 In my opinion, In my view, It seems to me, I would argue that
- 2 as, because, for example, that is, this is why, since, such as

Exercise 2

He disagrees.

Exercise 3

- 1 Apprenticeships are a good thing for young people because they can learn practical skills.
- 2 They can be more independent since they also earn money. / Since they also earn money, they can be more independent.
- 3 Not all young people want to go to university, some want to start working or learn in a different way. This is why apprenticeships are a great solution.

- **4** I would argue that doing an apprenticeship is a good idea as you get the qualifications you know employers want.
- 5 You get into employment quicker if you do an apprenticeship. In my opinion, this means that there is more opportunity to progress in your career.

Exercise 4

Suggested answers

It seems to me that apprenticeships are good for employers too. They offer many benefits, such as being a fantastic way to attract people with new ideas to the company. This is why they are an excellent way to recruit new staff, and they mean you get the skilled workers you need for the future. I would argue that since they can be adapted to specific roles in the company they give great flexibility to employers. Furthermore, since learning can be done in the workplace, there are no disruptions or interruptions.

Page 19

Progress check

Exercise 1

had never seen 2 used to
 hasn't driven 4 Have you bought
 use to take 6 hated 7 has been
 get used to 9 had spoken 10 left

Exercise 2

- 1 licence, passed, ended up
- 2 interested in, degree, lecturers, undergraduates
- 3 certificate, dig it up, succeeded in
- 4 wrong with, graduates

Cumulative progress

Exercise 3

- **1** mathematical **2** logically
- 3 unable 4 inability 5 difficulty
- 6 Creative 7 impressive
- 8 existence

UNIT 3

Pages 20-21

READING

Exercise 1

- 1 the percentage of the world's population without access to safe drinking water
- 2 the age Elif was when she succeeded in making a bioplastic
- 3 the percentage of carbon emissions caused by deforestation
- 4 the percentage of families in developing countries with no access to electricity
- 5 the (least) number of hours the battery lasts
- 6 the number of tons of banana peel thrown away every day in Thailand
- 7 the size in km² of the Tembé territory
- 8 the amount of dollars raised by Topher White's crowdfunding

Exercise 2

1 D 2 C 3 A 4 C 5 B 6 B 7 A 8 D 9 B 10 C

Exercise 3

- $1 \ {\rm intrigued} \ 2 \ {\rm experimentation}$
- 3 moulded 4 loggers 5 alert
- **6** sustainable **7** prompted
- 8 access 9 running costs

Page 22

GRAMMAR 1

Exercise 1

- 1 hadn't been working
- 2 was working
- 3 has it been doing
- 4 You're always looking
- 5 has been charging
- 6 had been wondering
- 7 weren't using
- 8 isn't working

- 1 's/has been making
- 2 'm/am working
- **3** were doing
- 4 Have you been waiting
- 5 are/'re flying
- 6 had/'d been studying



Exercise 3

- **1** had/'d been surfing
- 2 has/'s been developing
- 3 Were they delivering
- 4 am/'m not using
- 5 have not / haven't been getting
- **6** was following
- 7 are not / aren't serving
- 8 had you been writing

Page 22

VOCABULARY

Exercise 1

- 1 develop, create
- 2 discover, invent
- 3 manufacture, produce
- **4** appliances, machine
- 5 engines, motors
- 6 remote control, tools

Exercise 2

1 c 2 f 3 a 4 b 5 e 6 d

Exercise 3

speed 2 performance 3 priority
 definition 5 award 6 time
 secret 8 speed 9 tech
 powered

Page 23

GRAMMAR 2

Exercise 1

1 much 2 widest 3 the nicest 4 less expensive

Exercise 2

1 more 2 least 3 than 4 as 5 much

Exercise 3

1 better 2 long as 3 harder

- 4 the most advanced 5 higher than
- 6 (much) more common
- **7** the most serious **8** the best

Page 24

LISTENING

Exercise 1

1 wonder 2 sure 3 keen 4 appeal 5 surprised 6 tend

1d2f3a4c5b6e

Exercise 2

1 D 2 G 3 B 4 H 5 E 6 A 7 C 8 F

Exercise 3

1 D 2 G 3 B 4 E 5 A

Page 24

SPEAKING

Exercise 1

1 D 2 C 3 C 4 C

Exercise 2

1 far 2 whereas 3 as 4 stressed 5 easier 6 less

Page 25

USE OF ENGLISH

Exercise 1

1 drum 2 push/carry 3 carrying 4 switch 5 brought 6 think

Exercise 2

1 in 2 on 3 out 4 into 5 out 6 up

Exercise 3

1 C 2 A 3 B 4 C 5 D 6 A 7 D 8 B

Page 26

WRITING

Exercise 1

positive 2 weight
 recommendation

Exercise 2

1 B 2 D 3 A 4 C

Exercise 3

Suggested answers Your notes

Paragraph 1

Portable Bluetooth Speaker – had it for two months. Have used it with my PC, tablet and phone and sound is superb!

Paragraph 2

One positive feature – very light and compact design, easy to put in your bag, so you can take it anywhere – great for going on holiday, travelling to school/work, days out ... strong, variety of colours. Although it's small, it gives loud sound.

Paragraph 3

Unfortunately, one of the minuses – you can't control the volume, so tricky to use where you might bother other people. Also you have to switch off Bluetooth when changing to another device or it won't work.

Paragraph 4

To sum up – I'd recommend it, especially if you need something for travelling.

Page 27

Progress check

Exercise 1

- 1 high, engines, top
- 2 came up with, remote control
- 3 coming on, develop, manufacture
- 4 figure out, tools
- 5 machine, carrying out
- 6 appliance, plugged in

Exercise 2

- 1 have / 've been learning
- 2 Were you watching
- 3 had / 'd been driving
- 4 isn't / is not studying
- 5 The most expensive
- 6 more reliable than
- 7 aren't / are not as good
- 8 the worst

Cumulative progress

Exercise 3

1 as 2 take 3 interested 4 carry5 would 6 many 7 both 8 as

UNIT 4

Pages 28-29

READING

Exercise 1

1 C 2 E 3 A 4 F 5 D 6 B

1 b, c **2** a, b **3** a, b **4** b, c **5** a, b

123

Exercise 2

6 a, c 7 a, b 8 b, c

Exercise 3

- **1** He helped the poor.
- 2 It was very daring.
- 3 A film.
- 4 Their popularity.
- 5 Their motivation.

Page 30

GRAMMAR 1

Exercise 1

won't 2 finishes 3 has tested
 Is he going to 5 have gone
 Shall 7 are making 8 arrive

Exercise 2

1 going, will 2 does, Shall 3 has, soon 4 is, have 5 are, until

Exercise 3

- 1 correct 2 correct
- 3 will have been working
- 4 will be examining 5 correct
- 6 will have released

Page 30

VOCABULARY

Exercise 1

trial 2 accused 3 innocent 4 jury
 evidence 6 guilty 7 judge 8 fine
 imprisonment 10 victim
 verdict 12 justice

Exercise 2

1 b 2 e 3 h 4 c 5 f 6 d 7 a 8 g

Exercise 3

1 rate 2 youth 3 correct 4 correct 5 hate 6 correct 7 correct 8 scene 9 petty

Page 31

GRAMMAR 2

Exercise 1

cut 2 don't / do not go 3 works
 use 5 don't / do not start
 'll / will arrest 7 'll / will feel
 won't / will not charge
 finding 10 scream

Exercise 2

1 a 2 b 3 a 4 b 5 a

Page 32

LISTENING

Exercise 1

1 c 2 f 3 a 4 e 5 d 6 b

Exercise 2

fans 2 realistic 3 end
 approach 5 solve 6 frightening
 unhappiness 8 mysterious

Exercise 3

1 F 2 T 3 T 4 T 5 F 6 F 7 T 8 F

Page 32

SPEAKING

Exercise 1

1 a 2 c 3 b 4 a 5 b 6 c

Exercise 2

1 A 2 B 3 B 4 A 5 B 6 A

Exercise 3

Asking for agreement or an opinion: Don't you agree? What's your opinion? What do you think?

Introducing your view: As I see it, It's hard to say, but ..., Personally, In my opinion, I'd say that, To my mind, I don't think it matters if

Exercise 4

Conversation 2

The speakers have discussed what the crimes are (theft and graffiti), and have compared them to decide which is worse. The speakers in Conversation 1 have only discussed graffiti, and have gone off on a tangent by discussing punishments.

Page 33

USE OF ENGLISH

Exercise 1

1 a 2 c 3 b 4 c 5 a 6 b

Exercise 2

- 1 as long as
- 2 will/'ll have been investigating
- 3 in case you need
- 4 unless you want to go
- 5 provided that you are / you're

Page 34

WRITING

Exercise 1

1 formal 2 opinion, examples 3 finish, first

Exercise 2

1F2T3F

Exercise 3

- 1 To my mind, It seems to me that ... As far as I'm concerned, in my view
- 2 such as, for example
- 3 In conclusion
- 4 Dear Editor, Yours truly,

Exercise 4

Suggested answers

Paragraph 1 agree with the writer – useful measures (I was interested to read the article in ... In my view ...)

Paragraph 2

talks by crime victims proven to be effective in stopping criminals reoffending – help young people understand the effect, e.g. being afraid to go out, insomnia – good deterrent

(such as ... because of this ... To my mind)

Paragraph 3

more job opportunities – cheaper than sending people to prison! Lack of employment drives some people to crime. Not just job opportunities – other positive things, e.g. places for young people to go, vocational training (For instance, ... In my opinion, ... As far as I'm concerned, ...)

Paragraph 4

society needs new ways to prevent young people from becoming criminals – prisons not working (To conclude, ... It seems to me, ...)



Page 35

Progress check

Exercise 1

- 1 evidence, guilty, victim, judge
- 2 rate, Youth, wave, petty
- 3 held up, made for, got away with, let her off

Exercise 2

will not 2 going to find out
 leave 4 will have been writing
 will be watching 6 unless

7 don't find 8 put 9 Provided 10 if

Cumulative progress

Exercise 3

1 A **2** C **3** D **4** B **5** D **6** B **7** C **8** A

UNIT 5

Pages 36-37

READING

Exercise 1

1T 2F 3F 4T

Exercise 2

1 D 2 F 3 A 4 E 5 G 6 B 7 C

Exercise 3

1 D 2 F 3 C 4 A 5 G 6 B

Exercise 4

treating 2 integral 3 incidents
 desirable 5 gracious 6 asset
 envious 8 opponents

Page 38

GRAMMAR 1

Exercise 1

shouldn't 2 shouldn't have been
 you're not allowed 4 must
 don't have to watch 6 could

Exercise 2

- 1 could (also possible 'can')
- 2 couldn't
- 3 should have
- 4 will be able
- 5 allowed
- **6** may (also possible 'can')
- 7 need

- 8 isn't allowed
- 9 to
- **10** can
- 12 mustn't (also possible 'can't')
- **13** can't (also possible 'couldn't')
- 14 don't have to

Exercise 3

1 able 2 could 3 have 4 should

Page 38

VOCABULARY

Exercise 1

1 course 2 beat 3 track 4 pitch 5 draw 6 court 7 win 8 rink

Exercise 2

1 racket 2 competitors 3 rod 4 viewers 5 cue 6 stick 7 referee 8 spectators

Exercise 3

1 c 2 f 3 j 4 d 5 h 6 a 7 e 8 g 9 b 10 i

Page 39

GRAMMAR 2

Exercise 1

1 b 2 a 3 c 4 b 5 c 6 a

Exercise 2

- 1 must be
- 2 might not have known
- 3 should have been leading
- 4 must have been
- 5 ought to be

Page 40

LISTENING

Exercise 1

- 1 sports 2 Best Teen Blog
- **3** subscribers **4** show
- **5** soap opera, singing contest **6** presenters

Exercise 2

 $1 \verb"C" 2 \verb"B" 3 \verb"A" 4 \verb"B" 5 \verb"C" 6 \verb"A" 7 ""C" 6 ""A" 7"""C" 6 ""A" 7"""C" 6 """A" 7"""C" 6 """A" 7"""C" 6 """A" 7"""C" 6 """A" 7"""C" 7"""C" 7"""C" 7"""C" 7"""C" 7"""C" 7"""C" 7"""C" 7""C" 7"""C" 7""C" 7""C"$

Page 40

SPEAKING

Exercise 1

1 e 2 g 3 f 4 b 5 d 6 a 7 c

Exercise 2

1 must 2 could 3 can't 4 have been 5 be 6 Maybe

Exercise 3

 must be watching 2 seem to be enjoying 3 may have been riding
 could have lost 5 might have been competing 6 must be

Page 41

USE OF ENGLISH

Exercise 1

succeed, success, successful
benefit, benefit, beneficial
protect, protection, protective,
protected

value, value, valuable challenge, challenging

- 1 protect
- 2 benefit, value, challenge
- 3 successfully, beneficially, protectively, valuably, challengingly
- 4 successfully, beneficially

Exercise 2

- 1 confidence 2 achievement
- 3 winner 4 unexpected
- **5** unfortunate **6** challenging
- 7 successfully 8 valuable

Page 42

WRITING

Exercise 1

1 formal, exclamation marks

1 request for **2** consider

3 would argue 4 In fact 5 propose

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6 Because of 7 look forward to

- 2 complete 3 set phrases
- **4** paragraph

Exercise 3

- 1 ... do not want/wish ... For this reason, ...
- 2 I am writing in response to ...
- **3** I would like to put forward a few ...
- 4 Please let me know ... regarding ...
- 5 Yours sincerely,
- 6 My final suggestion is to propose ...

Exercise 4

1 b 2 c 3 a

Suggested answer

My first suggestion is to propose a dance club. Dancing is great exercise and I have spoken to many students who would love to learn popular dance styles such as Salsa and Hip Hop. Because of this, I'm sure it would be a popular club as it would definitely be of interest to many students. In addition, it would be easy to set up in the hall.

Secondly, I would argue that team sports do not appeal to everyone. For this reason, I would like to suggest a dodgeball club. This would mean we had a fun activity that appeals to even 'non-sporty' students who might otherwise not be interested in exercising.

Finally, I would like to suggest that as we already have an after-school football club, volleyball should be offered as it would be good to have another team sport as an alternative.

Page 43

Progress check

Exercise 1

1 c 2 b 3 c 4 d 5 b 6 a 7 d 8 a

Exercise 2

- 1 shouldn't 2 can't 3 may
- 4 don't have to 5 needn't
- 6 allowed to 7 ought to
- 8 will be able to

Cumulative progress

Exercise 3

126

1 with/of 2 score 3 differences 4 of 5 allowed 6 to 7 used 8 take

UNIT 6

Pages 44-45

READING

Exercise 1

1 Josie 2 Simon 3 Robbie 4 Grace

Exercise 2

1 b 2 a 3 c 4 b 5 a 6 c

Exercise 3

- 1 T Increasingly, though, people prefer ...
- 2 F Probably the hardest thing ...
- **3** F The training is quite ...
- **4** T I love music, and ...
- 5 F I work freelance and ...
- 6 T It cost £875 but ...
- 7 F It's a brilliant way ...
 8 F I've got my first ...

Exercise 4

- 1 ratings 2 promoting 3 job satisfaction 4 relate (well) to 5 deadlines 6 initiative
- 7 get (my) big break
- 8 focusing on

Page 46

GRAMMAR 1

Exercise 1

1 b 2 b 3 c 4 b 5 c 6 a 7 c 8 b

Exercise 2

- 1 helping, to help, help
- 2 find, finding, to find
- 3 sending, to send, send
- 4 to look, looking, look
- 5 go, going, to go

Page 46

VOCABULARY

Exercise 1

- 1 resigned, bonus
- 2 on strike, wages
- 3 retired, salary
- 4 off sick, tips
- 5 unemployed, on maternity leave

Exercise 2

1 b 2 d 3 a 4 e 5 c 6 h 7 g 8 f

Exercise 3

- 1 went abroad, got a placement
- 2 getting ready, went bankrupt
- 3 got fired / got the sack, went quiet
- 4 went missing, got upset / went crazy
- 5 got lost, got the impression

Page 47

GRAMMAR 2

Exercise 1

1 c 2 a 3 c 4 b 5 a 6 b

Exercise 2

1 i 2 c 3 f 4 b 5 g 6 e 7 h 8 a 9 j 10 d

Page 48

LISTENING

Exercise 1

programme 2 increase 3 difficult
 train 5 win 6 foreign 7 shop
 give a job to

Exercise 2

- 1 youth employment
- 2 than over
- 3 qualification > qualifications
- 4 to give to
- 5 work > job
- 6 rather > prefer

Exercise 3

- **1** university **2** fifty/50
- **3** qualification **4** well
- 5 earn money 6 employer
- 7 unemployment 8 holidays
- 9 manager 10 benefits from

Page 48

SPEAKING

Exercise 1

1 Let's 2 working 3 suggest 4 move 5 Why

Exercise 2

working in a shop 2 tutoring
 dog walking 4 working as a waiter 5 babysitting



Exercise 3

1 5 (babysitting) **2** 1 (working in a shop), 2 (tutoring) **3** 3 (dog walking), 4 (working as a waiter)

Page 49

USE OF ENGLISH

Exercise 1

1 intend 2 get 3 suited 4 focus 5 drop 6 lead 7 imagine 8 adjust

Exercise 2

1 with 2 at 3 on 4 to 5 of 6 in 7 off 8 or

Exercise 3

1 D 2 A 3 C 4 A 5 B 6 C 7 D 8 A

Page 50

WRITING

Exercise 1

- Hope that helps! You don't need any special training!
- 2 Cheers, Dan Dear Maria,
- **3** I was glad to hear that ... Thanks for your letter.

Exercise 2

1 F 2 T 3 F 4 T

Exercise 3

Suggested answers

- You meet new people outside your social circle.
 You improve your people skills.
 You show future employers you are motivated and responsible.
- 2 a) working in a restaurant: easy to do, learn new skills, e.g. time management
 b) monitor in a cummon common common

b) monitor in a summer camp for kids: get experience of working as part of a team, fun

3 work in a hotel, work in tourist information

Exercise 4

Suggested answer

You mentioned you're thinking of applying for a summer job. That sounds great! I reckon having work experience shows future employers you're motivated and responsible. Plus, you'll meet lots of new people outside your social circle and improve your people skills.

I live in a town on the coast that's popular with tourists. Some of my friends work in restaurants. It's popular because it's easy to do and you learn new skills such as time management. There are also a lot of summer camps for kids and they're always looking for people to help. It's a great way of getting experience of working as part of a team, and it's fun too.

Page 51

Progress check

Exercise 1

- 1 copy in, get, upset
- 2 resign, get, salary
- 3 lay off, go, on strike
- 4 get ahead, burn out, getting
- 5 bonus, went, sack

Exercise 2

1 fancy 2 getting 3 worked 4 in order 5 prefer 6 giving 7 show 8 attending 9 to work 10 be

Cumulative progress

Exercise 3

protection 2 employment
 apprenticeship 4 unfairly
 complaint 6 relationships
 guilty 8 imprisonment

UNIT 7

Pages 52–53

READING

Exercise 1

Students should tick: 1, 4, 6

Exercise 2

1 C 2 G 3 E 4 A 5 F 6 D

Exercise 3

1g2d3a4e5h6c7b8f

Page 54

GRAMMAR 1

Exercise 1

myself 2 ourselves 3 itself
 herself 5 themselves 6 yourself
 himself 8 yourselves

Exercise 2

1 There's 2 It 3 it 4 there 5 it
6 one 7 it 8 one 9 anyone
10 something 11 anywhere
12 Somebody

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VOCABULARY

Exercise 1

1 illustration 2 conductor
 3 exhibition 4 set 5 choreographer
 6 abstract 7 auction 8 stage

Exercise 2

1d 2a 3f 4b 5e 6c

Exercise 3

1 act 2 part 3 scenes 4 act 5 stage 6 canvas

Page 55

GRAMMAR 2

Exercise 1

However 2 many 3 such
 spite 5 too 6 Although (also possible 'though') 7 even 8 so
 much/far 10 despite 11 though
 much/far 13 enough

Exercise 2

- 1 it was such an awesome
- 2 in spite of the fact
- 3 far too big to fit
- 4 even though he did not / didn't
- 5 is talented enough to become

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LISTENING

Exercise 1

1 c 2 e 3 a 4 f 5 b 6 d

Exercise 2

Why don't we 2 How on earth
 I can't get 4 I wish they wouldn't
 You should try 6 Could you do

Exercise 3

1 B 2 A 3 C 4 B 5 C 6 A 7 C 8 B

Page 56

SPEAKING

Exercise 1

1 T 2 C 3 T 4 T 5 C 6 C 7 T 8 C

Exercise 2

- 1 as, I wouldn't mind
- 2 If I had to choose, go for, reason why, interested in
- 3 Although, I'd rather, I'd prefer

Exercise 3

Students should tick both statements

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USE OF ENGLISH

Exercise 1

1 b 2 b 3 a 4 a 5 b

Exercise 2

- 1 grown on me
- 2 in spite of
- 3 made the costumes herself
- **4** was such a boring
- 5 has been found

Exercise 3

- 1 far too expensive
- 2 draw up
- 3 such a small/low number of
- 4 despite the fact that

Page 58

WRITING

Exercise 1

1 one or two 2 attention 3 short 4 feel 5 title 6 vary 7 plot

Exercise 2

- Focus is on one character (Gina). She is made believable by involving us in her dreams.
- 2 Drama added by the second sentence (Was this really where her life would change forever?) – it's possible her life will change, but we don't know why or how.
- 3 Could it be real? It would be worth a fortune!
- 4 Gina is 'devastated', the market is in an area of town that is 'run-down' and 'unfamiliar'.
- **5** The title suggests the story could either turn out well or not.
- 6 Direct speech ('It's yours for just £15'); different tenses ('would change''was hoping''she'd dreamt''strode'); exclamation mark ('It would be worth a fortune!')
- 7 Plot contrast between the bad news at the bank, to the possible 'treasure'; Ending – we still don't know if it is going to be a real Alexander Calder necklace.

Exercise 3

Suggested answers

- **1** Sarah is an art student.
- 2 It is her birthday. Yes.
- 3 The package was delivered to her house but she doesn't know who it is from.
- 4 The painting shows Sarah painting an unfinished picture. There is a note inside saying 'Do what you love.'
- **5** Sarah decides to enter a local art competition.
- It's a competition for local artists in different age groups. Sarah works hard to paint a portrait of her grandmother.
- 7 Sarah wins second prize and decides to study art at university.
- 8 'Do what you love.'

Exercise 4

Suggested answer

When Sarah opened the package and saw the painting inside, she couldn't believe her eyes. Birthdays usually involved a few cards and maybe a present or two, but nothing like this! It was a painting ... and it showed Sarah painting an unfinished picture of a beautiful old woman. There was no card to say who the gift was from, but the note inside the package said, 'Do what you love.'

What Sarah loved more than anything was painting. She had heard about a local art competition, and the anonymous gift made Sarah decide she would enter.

Inspired by the art she had been given, Sarah started to paint a picture of her elderly grandmother. It was difficult and took a long time, but Sarah was proud of the end result, and rightly so. The painting won second prize in the art competition! Not only that, but it helped Sarah to make an important decision. She decided to go and study art at university.

Sarah's birthday gift had an important influence on her life, but Sarah still doesn't know who the mysterious gift came from.

Page 59

Progress check

Exercise 1

- 1 stage 2 hard act to follow
 3 turned out 4 grew on
 5 played a part 6 choreographer
- 2 7 exhibitions 8 masterpieces
 9 illustrations 10 abstract
 11 installations
 - 12 behind the scenes

Exercise 2

There 2 yourself 3 anywhere
 one 5 something 6 far too
 Despite 8 However 9 such a
 too many 11 old enough 12 so

Cumulative progress



UNIT 8

Pages 60-61

READING

Exercise 1

1 D 2 A 3 C 4 B

Exercise 2

1 B 2 D 3 A 4 B 5 C 6 C 7 A 8 D 9 B 10 D

Exercise 3

edible 2 impact 3 stage
 promotes 5 benefit from
 refuge 7 stimulating 8 released

Page 62

GRAMMAR 1

Exercise 1

1 would happen 2 hadn't been 3 went 4 Had 5 had locked 6 didn't burn 7 have been 8 have filmed

Exercise 2

- 1 we protected, wouldn't / would not have died out
- 2 you were, would/'d know what was
- 3 hadn't / had not destroyed, would have
- 4 had/'d realised, would have got
- 5 not gone (also possible 'been'), wouldn't / would not have seen
- 6 would/'d be, had told

Exercise 3

- If the ship hadn't / had not hit a reef, it wouldn't / would not have torn a hole in it.
- 2 Had the crew not been tired, the accident wouldn't / would not have happened.
- **3** If a storm hadn't / had not hit the area, the oil wouldn't have spread widely.
- 4 Had the oil not covered the coastline, thousands of animals wouldn't / would not have died.
- 5 If all of the oil had gone, many Alaskan beaches wouldn't / would not still be polluted.
- 6 If we could remove it, the beaches would be clean again.

Page 63

VOCABULARY

Exercise 1

warming 2 effect 3 energy
 waste 5 footprint 6 change
 layer 8 development

Exercise 2

1h 2a 3c 4e 5d 6f 7g 8b

Exercise 3

1 of **2** by **3** to **4** by **5** from **6** to

Page 63

GRAMMAR 2

Exercise 1

1 invested 2 do 3 bought 4 shared 5 leave 6 could

Exercise 2

wouldn't / would not waste
 hadn't / had not struck
 didn't / did not leave
 had/'d started
 6 could go

Page 64

LISTENING

Exercise 1

1 c 2 e 3 a 4 b 5 d

Exercise 2

1 D 2 G 3 A 4 H 5 F 6 B 7 E 8 C

Exercise 3

1 G 2 D 3 F 4 A 5 B

Page 64

SPEAKING

Exercise 1

1f2c3h4a5d6g7b8e

Exercise 2

1 more importantly 2 And there's another thing 3 The good thing about 4 Having said that 5 as well as 6 This is why 7 In addition 8 Apart from that

Page 65

USE OF ENGLISH

Exercise 1

1 ADJ 2 ADV 3 ADJ 4 ADJ 5 N 6 V 7 N 8 N

Exercise 2

- 1 unrecognisable 2 industrially
- **3** observant **4** futuristic
- 5 conservation 6 tightened
- 7 coverage 8 affordability

Exercise 3

- 1 genetic 2 biologically 3 threaten
- **4** sustainability **5** unpredictable
- 6 storage 7 dominant
- 8 preservation

Page 66

WRITING

Exercise 1

1 should 2 specific 3 is

Exercise 2

- 1 F (The writer uses phrases to directly address the reader and connect with them, e.g. If you're anything like me ... Perhaps you also ... In my experience ...).
- 2 T (The writer says that a school garden 'supports the development of life skills').
- **3** F (The second main point is that school gardens 'help students learn about the world they live in' and makes them aware of 'the importance of food choices, personal health and wellbeing').

- Many students don't get enough exercise so driving to school is not a good idea.
- 2 Students could use other forms of transport, such as cycling, walking or using a scooter to get exercise.
- 3 Car shares are a good idea due to the fact that they reduce the number of cars on the road.
- **4** Car shares are good for the environment because they also reduce pollution.

Exercise 4

Suggested answers Paragraph 1

Care about the environment, concerned too many students travel to school by car (If you're anything like me ... Have you ever noticed that ...)

Paragraph 2

Students could use other forms of transport and get exercise at the same time – walk, cycle, scooter (The first thing we should consider ... For example ...)

Paragraph 3

Reducing the number of cars is good for the environment – less pollution. One option is car shares. Another option is public transport. (Because ... These include ... Such as ...)

Paragraph 4

Encourage all students not to come to school by car (To summarise, ... So, I would encourage ...)

Suggested answer

End travelling to school by car! If you're anything like me, you care about the environment. Have you ever noticed that too many students travel to school by car? One important question is how can we reduce this?

The first thing we should consider is that not coming to school by car gives students the opportunity to get exercise at the same time, which is a good idea. For example, they could walk, cycle or use a scooter instead. Not only will this be good for the environment, it will help them get fit and stay healthy.

Another great way to reduce the number of cars on the road is to organise car shares. Alternatively, students can use public transport, such as buses or trains. Both of these are good ideas because they reduce traffic pollution so they benefit the environment.

To summarise, reducing the number of students who come to school by car is good for the environment. So, I would encourage all students to use other forms of transport or car shares.

Page 67

Progress check

Exercise 1

- 1 ozone layer 2 protected from
- **3** exposed to **4** do away with
- **5** global warming **6** Climate change
- 7 die out 8 carbon footprint
- 9 renewable energy 10 harmful to
- 11 run out 12 waste of
- 13 throw away 14 chopped down

Exercise 2

- 1 hadn't / had not thrown away
- 2 wouldn't / would not take / hadn't / had not taken
- 3 started
- 4 would happen
- 5 had/'d thought
- 6 planted
- 7 watched
- 8 were
- 9 could swim
- 10 had/'d developed

Cumulative progress

Exercise 3

1 there 2 out 3 run 4 working 5 worse 6 toxic 7 so 8 existed

UNIT 9

Pages 68-69

READING

Exercise 1

a 4 **b** 2 **c** 6 **d** 5 **e** 1 **f** 3

Exercise 2

1 D 2 D 3 B 4 A 5 A 6 B

Exercise 3

sparked 2 illusion 3 restricted
 justified 5 identify with
 comforting 7 realities 8 eager

Page 70

GRAMMAR 1

Exercise 1

1 a 2 b 3 b 4 c 5 a 6 a 7 b 8 c

Exercise 2

- 1 Have (you) been bitten
- ${\bf 2} \quad {\rm to} \ {\rm be} \ {\rm developed}$
- 3 can be taught
- **4** was started
- 5 is held
- 6 are given / will be given
- 7 will be instructed
- 8 have been published
- 9 are encouraged / will be encouraged
- 10 is judged / will be judged
- **11** are presented / will be presented
- 12 are being accepted

Page 70

VOCABULARY

Exercise 1

science 2 tragedy 3 graphic
 critic 5 novelist 6 editor
 crime 8 legend

Exercise 2

1 c 2 f 3 a 4 d 5 g 6 b 7 e 8 h

Exercise 3

1 tell 2 ✓ 3 ✓ 4 tell 5 speaks 6 telling 7 say 8 ✓ 9 ✓ 10 Speak 11 told 12 ✓ 13 tells

Page 71

GRAMMAR 2

Exercise 1

- 1 got 2 deleted 3 delivered
- 4 cleaned 5 signed 6 will have 7 published 8 had

- 1 We have had the books delivered to our home.
- 2 They are having/getting the catalogues printed today.
- **3** He had his subscription to the magazine cancelled.
- 4 I am going to have/get my article published in a newspaper.
- 5 The journalist had her laptop stolen.
- 6 I will get/have my autobiography written by a ghostwriter.

Page 72

LISTENING

Exercise 1

1 NS 2 NS 3 F 4 NS 5 F 6 F

Exercise 2

1 F 2 T 3 NS 4 T 5 NS 6 T 7 NS 8 F

Page 72

SPEAKING

Exercise 1

- 1 Not yet, but I'd like to go one day.
- 2 Unfortunately, the story was very confusing.
- **3** I'd say crime fiction is my favourite.
- 4 I've got a few actually.
- **5** I think I was disappointed more than anything else.
- 6 Looking back now, I would say yes.

Exercise 2

- 1 Have you ever met a famous person?
- 2 Could you tell me what happened?
- 3 I couldn't believe
- 4 How did you feel?
- 5 I felt excited
- 6 What did you do?
- 7 Unfortunately
- 8 I felt nervous
- 9 Looking back now
- **10** What can you tell me about him?

11 I was really surprised

Page 73

USE OF ENGLISH

Exercise 1

1 c 2 b 3 c 4 a 5 b 6 a 7 c 8 b

Exercise 2

1 B 2 D 3 C 4 A 5 D 6 B 7 C 8 A

Page 74

WRITING

Exercise 1

1 picture 2 feels, adverbs 3 direct speech 4 dramatic

Exercise 2

Students should underline:

- 1 showed, hadn't expected, was taking, 've broken
- 2 expert, chilly, glorious, scared, tricky ...
- 3 smoothly, really, crossly, hard, wildly, hardly, shakily
- 4 'Stop there!''You can do this!'
- 5 ... but then disaster struck. Would I make it to the top?

Exercise 3

Suggested answers

Title

The Door Paragraph 1

Alone in the library, looking for a book to help with school project on the 60s. Saw a door that had never noticed before.

(dusty, bored, surprised, rapidly ... Have you ever had a strange experience? I have!)

Middle paragraphs

Went through the door. Felt a bit nervous and intrigued. Met a lady, dressed in clothes from the 60s. She told me all about life in the 60s, the best music ... She suggested I dress up in 60s clothes to present my project.

(beautiful, quietly ...)

Final paragraph

Left, closing the door behind me. And sat down at a desk, fell asleep. When I woke up, couldn't find the door again. Was it all a dream? Then I noticed I was wearing a necklace that the lady had been wearing ...

(couldn't believe my eyes, disappointed, shocked, slowly ...)

Page 75

Progress check

Exercise 1

playwrights 2 legends 3 tragedies
 fantasy 5 novelist 6 graphic
 read 8 put 9 get 10 tell 11 brings
 say

Exercise 2

1 hasn't been 2 has had 3 get it
4 can only be 5 is believed 6 had
7 as 8 being sold

Cumulative progress

Exercise 3

- 1 variety 2 global 3 unknown
- **4** apparent **5** professional
- 6 lonely/alone 7 poorly 8 warnings

UNIT 10

Pages 76-77

READING

Exercise 1

1 F 2 T 3 F 4 F

Exercise 2

1 B 2 C 3 D 4 B 5 A 6 A

Exercise 3

funding 2 donate 3 shortage
 affect 5 leading 6 breakthrough
 tackle 8 impact

Page 78

GRAMMAR 1

Exercise 1

1 where $2\checkmark 3$ why 4 which/that 5 whose $6\checkmark 7$ which $8\checkmark$

Exercise 2

1 which/that 2 why 3 where 4 which/that 5 when 6 who/that 7 whose

Exercise 3

1 which 2 which/that 3 - 4 where 5 who/that 6 whose 7 -

Page 78

VOCABULARY

Exercise 1

cashpoint 2 PIN 3 discount
 credit cards 5 cash 6 till
 change 8 receipt 9 refund 10 bill

Exercise 2

1 switch 2 slept 3 put 4 press 5 carrying 6 started/picked 7 pick 8 decide

Exercise 3

1 make 2 getting 3 made 4 make 5 went 6 making 7 does 8 make

Page 79

GRAMMAR 2

Exercise 1

sold 2 lost 3 Wanted 4 spoken
 Looking 6 Installed 7 Bought
 8 Having

Exercise 2

- 1 Bought online, the watch was a cheap copy.
- 2 Reduced in the sales, the T-shirts quickly sold out.
- **3** The person serving us didn't know how to use the till.
- **4** The police spoke to the people selling at the market about theft.
- **5** Unable to find the receipt, Jane couldn't get a refund.
- 6 Having tried on the boots / the boots on, he bought them.

Page 80

LISTENING

Exercise 1

1 a 2 b 3 b 4 b 5 a 6 b 7 b 8 a

Exercise 2

1 C 2 A 3 A 4 B 5 C 6 C 7 B

Page 80

SPEAKING

Exercise 1

1 g, j **2** e, a **3** d, i **4** c, b **5** h, f

Exercise 2

1 I think we should **2** which **3** for **4** make **5** choose **6** To

Page 81

USE OF ENGLISH

Exercise 1

1 P 2 V 3 RP 4 N 5 P 6 RP 7 N 8 V

Exercise 2

1 on 2 doing 3 when 4 card 5 on 6 whose 7 loss 8 got

Exercise 3

1 which/that 2 on 3 where 4 why 5 makes 6 get 7 make 8 go

Page 82

WRITING

Exercise 1

structure 2 first, both sides
 final, different

Exercise 2

question 2 difficult 3 believe
 such 5 instance 6 conclude
 emphasise

Exercise 3

1 sides 2 that/how 3 sum 4 argue 5 said 6 For

Exercise 4

introduce a point: There are two sides to this question, and ... However, I don't see that ... This is a difficult question, and I would argue that ... Having said that ... give an example: For example, ... conclude the essay: To sum up, I believe that ...

Exercise 5

Suggested answer

Nowadays, it is not unusual for teenagers to work part time to earn money. There are two sides to this question – is it a good idea for young people to do this, or should their parents give them an allowance? I would argue that it is a positive thing to do. To begin with, it is important to remember that earning their own money teaches teenagers its value. For example, they are more likely to spend their earnings on essentials, knowing how long it took them to earn the money. I would argue that it helps them to handle money responsibly.

Having said that, it is important that working leaves young people enough time for hobbies and to do their homework. However, I don't see that working a few hours a week is a problem. I believe that it helps young people develop important skills such as time management and organisation.

To sum up, I believe that it is a good thing for teenagers to work part time to earn their own money as long as the hours they work don't interfere with them doing all their homework and other freetime activities.

Page 83

Progress check

Exercise 1

1 a 2 b 3 c 4 b 5 a 6 c 7 b 8 a

Exercise 2

1 having tried 2 which 3 Driven
4 - 5 Made 6 where 7 worn
8 shown

Cumulative progress

Exercise 3

1 C 2 A 3 D 4 B 5 D 6 A 7 C 8 B

UNIT 11

Pages 84-85

READING

Exercise 1

1 C 2 E 3 A 4 F 5 B 6 D

Exercise 2

1 too **2** Instead **3** For a start **4** As a result, Consequently

Exercise 4

1 b 2 f 3 h 4 c 5 a 6 e 7 g 8 d

Page 86

GRAMMAR 1

Exercise 1

- 1 told to me > told me
- 2 do I like > if/whether I liked
- 3 the week previous > the week before/the previous week
- **4** were they > they were
- 5 has > had
- 6 would the festival > the festival would
- 7 would it > it would
- 8 must > had to

Exercise 2

1 not to go 2 to help 3 stealing /
having stolen 4 to explore
5 to give 6 on driving 7 to apply

Exercise 3

- 1 informed me (that) Kim was, at that moment
- 2 promised to send, the next/ following day
- 3 congratulated me on winning their
- 4 ordered the boys to get off the/ that bus / that bus then / at that time
- 5 advised him to buy, his trip
- 6 denied leaving her litter, the previous day / the day before
- 7 announced (that) he was going, that morning
- 8 agreed to sell us their

Page 86

VOCABULARY

Exercise 1

- **1** got, reception, trips
- 2 passengers, gate, flight
- **3** route, commuters, arrived
- 4 reached, journey/ride, platform5 entrance, fare, ride/journey
- f trance, rare, rive/jou
- 6 travel, fees, tickets7 voyage, excursions

- Exercise 2
- 1g2d3f4c5a6h7b8e

Exercise 3

1 in, for 2 about, with, from 3 about, to 4 with, about 5 on, for

Page 87

GRAMMAR 2

Exercise 1

1 opens

- 2 whether the flight is delayed
- 3 I'd be
- **4** the bank is closed
- **5** the music festival starts
- 6 if I can
- 7 my room will
- 8 Would
- 9 was
- **10** whether the tour has

Exercise 2

1 c 2 a 3 e 4 h 5 f 6 g 7 d 8 b

Page 88

LISTENING

Exercise 1

basics 2 make an effort
 disagreements 4 visual image
 keep a record 6 navigate
 device 8 prevent 9 works
 online 11 communicate
 following

Exercise 2

1 D 2 H 3 F 4 A 5 J 6 B 7 E 8 G

Page 88

SPEAKING

Exercise 1

A see **B** thought about **C** a difficult **D** the kind of person **E** sure about **F** tempted **G** hard **H** honest

Exercise 2

1 G 2 E 3 A 4 C 5 H 6 B 7 F 8 D

Exercise 3

- 1 good and bad points about travelling by boat
- 2 Yes
- 3 Let's see
- 4 Yes; seeing dolphins while travelling by boat
- 5 On the other hand

Page 89

USE OF ENGLISH

Exercise 1

1 RS 2 WP 3 DS 4 PV

Exercise 2

- 1 if she had read that
- 2 was crowded with
- 3 have been waiting here
- **4** set out

Exercise 3

- 1 am/'m looking forward to sailing
- 2 advised me to go to
- 3 had checked out
- 4 ordered us not to leave
- 5 was no point in using
- 6 didn't / did not see Tom yesterday

Page 90

WRITING

Exercise 1

1 task, organise 2 answer, relevant

Exercise 2

Students should underline three of the following:

- 1 I bet / really cool / loads / gulp!
- 2 lucky you! / So, ... / Well, ... / Can't wait! / Tell you / promise!

Exercise 3

5

- 1 You should check out the museum.
- 2 There's loads to see in the city. / There are loads of things to see in the city.
- **3** I've got to get to the café in half an hour.

I'm going to the coast next

weekend - I can't wait!

I can't believe you saw a

6 It's a cool place to chill out.

The photos from the concert were

really cool – I can't believe you got

133

tarantula!

Exercise 4

Paragraph 1

Suggested answers

to meet the lead singer!

(Hi, how are you doing? Thanks for your last email, lucky you!) Paragraph 2

Places to visit and activities – Bilbao (lots to see, visit the Guggenheim Museum), Santander (great surfing, cool beaches), a coastal village (eat seafood – delicious)

(loads, tons, you should, what about, another idea)

Paragraph 3

My band is going to take part in a talent contest – nervous, but looking forward to it (can't wait! You'll never guess, I can't believe)

Other paragraph/s

I'd better go now, tea's ready ... got to practise before the concert (I'll write soon and tell you how it went

Bye for now!)

(Suggested answer) Hi Sarah!

How are you doing? Thanks for your email – the photos from the concert were really cool. I can't believe you got to meet the lead singer – lucky you!

So, you asked me about places to visit near me. Well, you should go to Bilbao, there's tons to do there and you must check out the Guggenheim Museum. What about going to Santander? As well as the city, which is really cool, there are some great beaches and the surfing is fantastic! There are loads of little villages where you can eat delicious seafood and chill out.

We're having a talent contest at school next month to raise money for charity. My band is going to be in it – can you believe it? I'm a bit nervous, but it's really exciting too!

I'd better go now as tea's ready and then I've got band practice. We want to be really good! It's great that you can come and visit in the summer – can't wait to see you!

I'll write and tell you how the concert goes.

Bye for now!

Miguel

Page 91

Progress check

Exercise 1

 arrive, get 2 trips, flights
 travel, journeys 4 fare, ticket
 entrance, gate 6 platform, commuters

Exercise 2

1 b 2 c 3 a 4 b 5 a 6 c 7 c 8 b

Cumulative progress

Exercise 3

1 whose 2 off 3 behind 4 have 5 top/main 6 about 7 get 8 act

UNIT 12

Pages 92-93

READING

Exercise 1

- 1 The age Dipa was when she qualified for the Olympics.
- 2 The year Dipa won a bronze medal at the Commonwealth Games.
- 3 The age Abraham was when he joined the Children's Parliament.
- 4 The year the Children's Law was passed in Liberia.
- 5 The age Francesco was when he had his accident.
- 6 The amount of money raised by children in America who had heard about Kendall.
- 7 The number of bikes provided by Kendall's charity.

Exercise 2

1 c 2 f 3 d 4 e 5 a 6 b

Exercise 3

1 B 2 D 3 B 4 A 5 C 6 C 7 D 8 A 9 B 10 D

Exercise 4

- 1 determined 2 inspire
- 3 campaigned 4 implemented
- ${\bf 5}$ ambassador $\,{\bf 6}$ spinal cord injuries
- 7 orphans 8 transplant surgery

Page 94

GRAMMAR 1

Exercise 1

1 c 2 a 3 b 4 c 5 a 6 b 7 c 8 b

Exercise 2

1d 2f 3b 4g 5a 6c 7e

Exercise 3

- 1 does fall the temperature does the temperature fall
- 2 the winners get do the winners get
- 3 the app had been had the app been
- 4 they didn't realise did they realise
- 5 Not only Rarely/Seldom/Never
- 6 these species will will these species
- 7 and than
- 8 we learnt did we learn

Page 94

VOCABULARY

Exercise 1

1 achieve 2 job 3 earned 4 miss 5 work 6 effort 7 succeed 8 famed 9 failed 10 unknown

Exercise 2

1 set 2 cut 3 logged 4 wiped

Exercise 3

1 finished 2 roped 3 shave 4 sparked

Exercise 4

1 word 2 temper 3 sight 4 track 5 nerve 6 head

Page 95

GRAMMAR 2

Exercise 1

1 What 2 was only 3 is 4 what 5 why 6 I admire

Exercise 2

Students should put a cross after sentences: b, d, f

Exercise 3

- 1 It was in June when/that
- 2 The reason (why) they came was
- 3 What we need are
- 4 What the volunteers did was (to)
- 5 It was only when
- 6 What you notice about it is that
- 7 What I enjoyed most (of all) was
- 8 It wasn't until I got there that

Page 96

LISTENING

Exercise 1

1 most 2 completely 3 greatly 4 quite 5 particularly 6 mainly

Exercise 2

1 quite 2 particularly 3 completely 4 most 5 mainly 6 greatly

Exercise 3

1 A 2 A 3 C 4 B 5 C 6 C 7 B 8 A

Page 96

SPEAKING

Exercise 1

- **1** Sorry to interrupt, but
- 2 So, what you're saying is
- **3** Sorry, do you mean
- 4 Can I just say
- 5 I think you mean
- 6 Sorry, but I don't get your point.

Exercise 2

1 D 2 C 3 F 4 A 5 E 6 B

Page 97

USE OF ENGLISH

Exercise 1

1 temper 2 word 3 cut 4 sooner 5 only 6 that 7 lose 8 kept

Exercise 2

1 B 2 D 3 C 4 A 5 B 6 C 7 D 8 A

Page 98

WRITING

Exercise 1

1 features 2 reaction 3 facts 4 recommendation, final

Exercise 2

Suggested answers

- 1 One of the most amazing openair art galleries in the world is the Yorkshire Sculpture Park.
- 2 It is set in stunning scenery near Wakefield in England.
- **3** The best thing is the huge variety of modern art with over 100 works on display that change regularly.
- **4** It has great facilities, including a pleasant café, an excellent restaurant, a shop and a lovely picnic area.
- 5 My only criticism is that if it rains it can be muddy.
- 6 I highly recommend the park as a great day out for the whole family.

Exercise 3

Suggested answer

The Yorkshire Sculpture Park One of the most amazing openair art galleries in the world is the Yorkshire Sculpture Park. It is set in stunning scenery near Wakefield in England. My family and I visited it last year.

The best thing about the park is the huge variety of modern art with over 100 works on display that change regularly. For me, it was fun and exciting to walk around as you don't know what you will discover next. Of course, children love running around it too.

Incredibly, admission is free, although you do have to pay for the car park – at only £8 for the whole day it is great value. The park has great facilities, including a pleasant café, an excellent restaurant and a shop. There's a lovely picnic area too so you can take your own food to reduce costs.

My only criticism of this wonderful site is that if it rains, it can be muddy. However, as there is also a fantastic new underground gallery it doesn't prevent you from enjoying your visit. Overall, I highly recommend the park as a great day out for the whole family.

Page 99

Progress check

Exercise 1

- 1 famed 2 effort 3 earn 4 failed
- 5 logged 6 wiped 7 cut 8 sight
- 9 nerve

Exercise 2

- 1 had he attempted
- 2 wasn't until / was only when
- 3 only can he draw, but
- 4 reason (why) they sailed the world was
- 5 do you find
- 6 I noticed was that
- 7 sooner had she written her novel than
- 8 was only when I saw his collection that

Cumulative progress

Exercise 3

- 1 achievement 2 unknown
- **3** inventor **4** primarily
- **5** communication(s) **6** wireless
- 7 impressive 8 satisfaction

OPTIMISE Practice test

Page 100

Reading and Use of English

Part 1

1 B 2 D 3 A 4 C 5 B 6 D 7 A 8 C

Part 2

9 which **10** with **11** fact **12** in **13** far **14** being **15** warmer **16** unless

Part 3

17 unconventional 18 traditional19 significantly 20 prevention21 revolutionise 22 disabilities23 independent 24 reduction

Part 4

- **25** got the sack for being
- 26 can't tell the difference between
- 27 would not / wouldn't have
- spoken
- 28 come up with
- 29 was written by her friend
- **30** is not as dangerous as

Part 5

31 C 32 B 33 A 34 C 35 D 36 A

Part 6

37 D 38 G 39 A 40 E 41 B 42 C

Part 7

43 D 44 C 45 B 46 A 47 D 48 B 49 C 50 A 51 C 52 D

Page 110

Writing

Part 1

Students' own answers

Part 2

Students' own answers

Page 112

Listening

Part 1

1 A 2 C 3 B 4 C 5 A 6 C 7 B 8 A

Part 2

9 whales 10 the largest
11 feathers 12 warm
13 shoot/jump 14 short legs
15 5/five degrees 16 eggs 17 video
18 climate change

Part 3

19 F 20 H 21 A 22 E 23 C

Part 4

24 C 25 B 26 A 27 B 28 C 29 B 30 A

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Speaking

Part 1

Students' own answers

Part 2

Students' own answers

Part 3

Students' own answers

Part 4

Students' own answers