

OXFORD

oxford
exam
support

Oxford Exam Trainer

для підготовки до іспитів

B2



Helen Weale

Consultant: Alla Yurchenko

Ukraine

OXFORD
UNIVERSITY PRESS



Oxford Exam Trainer

для підготовки до іспитів

B2

🔊 Аудіозаписи доступні для завантаження:
www.oup.com/elt/oxfordexamtrainer



Helen Weale

Consultant: Alla Yurchenko

Oxford Exam Trainer

Oxford Exam Trainer розроблений із метою допомогти учням підготуватися до тестування з англійської мови. Із 2018 року екзамен також включає екзаменаційні завдання з розуміння мови на слух (аудіювання). Це видання *Oxford Exam Trainer* відповідає рівню B2 згідно з Загальноєвропейськими Рекомендаціями з мовної освіти.

Загальноєвропейські рекомендації для рівня B2

Учень на рівні B2

- розуміє основні ідеї тексту як на конкретну, так і на абстрактну теми, включаючи й технічні (спеціалізовані) дискусії.
- вміє спілкуватися з носіями мови з такою мірою швидкості та спонтанності, що не завдає труднощів жодній зі сторін.
- вміє чітко, детально висловлюватися на широке коло тем, виражати свою думку з певної проблеми, наводячи різноманітні аргументи за і проти.

Теми

Підручник містить 12 розділів. Вони відповідають усім темам, що вивчаються в старшій школі. Кожний урок розділу навчає різним аспектам певної теми:

1 Особистісна сфера

Повсякденне життя та проблеми, із якими ми зустрічаємося (розділи 1 та 2), Сім'я та взаємовідносини (розділ 1), Індивідуальність (розділ 2), Повсякденні справи (розділ 7), Здоровий спосіб життя (розділ 7), Дружба і кохання (розділ 1), Взаємовідносини з друзями та однокласниками (розділ 1), Хобі (розділ 9), Дозвілля (розділи 9 та 10), Особистісні пріоритети (розділи 4 та 5), Плани на майбутнє, Вибір професії (розділ 5).

2 Життя в суспільстві (Публічна сфера)

Навколишнє середовище (розділи 3 та 12), Життя в англійськомовних країнах (розділ 4), Подорож (розділ 8), Культура та мистецтво в Україні й Великій Британії (розділ 9), Спорт в Україні та Великій Британії (розділ 10), Література в Україні й Великій Британії (розділ 9), Засоби масової інформації (розділ 9), Молодь і сучасний світ (розділи 1 та 2), Люди та навколишнє середовище (розділи 3 та 12), Одяг (розділ 2), Покупки (розділ 6), Їжа й дієта (розділ 7), Науковий та технічний прогрес, видатні діячі науки (розділ 11), Україна в світовій спільноті (розділ 2), Свята в Україні й Великій Британії (розділ 8), Традиції й звичаї в Україні та Великій Британії (розділ 9), Видатні особистості в історії й культурі України та Великої Британії (розділи 9 та 11), Історична та культурна спадщина України й Великої Британії (розділи 9 та 11), Музеї й виставки (розділ 9), Кіно та телебачення (розділ 9), Права людини (розділ 2), Міжнародні організації (розділ 2).

3 Освітня сфера

Освіта (розділ 4), Шкільне життя (розділ 4), Шкільні предмети (розділ 4), Система освіти в Україні й Великій Британії (розділ 4), Іноземні мови в повсякденному житті (розділ 4).

Кожний розділ починається з презентації й тренування тематичної лексики. У кінці підручника знаходиться двомовний глосарій (список слів), в якому слова згруповані за розділами.

Кожний розділ *Oxford Exam Trainer* містить як мінімум одне завдання з читання, два завдання для сприйняття на слух, одне завдання з використання мови та одне екзаменаційне завдання з письма.

Український екзамен не включає екзаменаційну частину з говоріння. Але в кінці кожного розділу *Oxford Exam Trainer* є урок із говоріння з повною розмовною практикою за темою розділу, який може використовуватися в класі або для самостійної роботи. Цей матеріал може допомогти підготуватися до шкільних розмовних тестів. Також він забезпечує хорошу практику для учнів, які збираються скласти міжнародні екзамени з англійської мови. Розмовний банк у кінці підручника включає найбільш корисні вирази і фрази відповідно до мовного рівня й сфер використання.

Також у кінці *Oxford Exam Trainer* ви знайдете повний зразок екзамену, який може використовуватися як пробне тестування під час підготовки до іспиту. Ми бажаємо вам легкої підготовки та успішного складання екзамену!

Автори й Oxford University Press, Жовтень 2019.

	Vocabulary	Reading	Use of English
1 Family and relationships page 6	Family and society Housework and repairs Relationships Conflicts	What are friends for? Multiple-choice Collocations with <i>get</i>	The right time to get married? Grammatical multiple-choice cloze TV dads Lexical multiple-choice cloze Language review: infinitive and gerund (-ing form)
2 People and society page 14	Attitudes and behaviours Celebrations Social issues and charity Politics	When is trade really fair? Gapped text Collocations with <i>take</i>	Perfectionism: an obstacle to happiness? Grammatical multiple-choice cloze A very angry man Lexical multiple-choice cloze Language review: past tenses review; <i>used to</i> and <i>would</i>
Exam Practice Extra Units 1–2, pages 22–23			
3 Home page 24	Urban and rural living Buying and renting a home Ecologically-friendly living	Unusual homes Matching (specific)	Manchester: the capital of the north Grammatical multiple-choice cloze Intelligent homes Lexical multiple-choice cloze Language review: perfect tenses
4 School page 32	Education system Life and traditions at school and college Extracurricular activities Exams Higher education	Student life Matching (general)	Living and learning on an island Grammatical multiple-choice cloze Mobile phones and learning Lexical multiple-choice cloze Language review: <i>would rather</i> , <i>would prefer</i> , <i>had better</i>
Exam Practice Extra Units 3–4, pages 40–41			
5 Work page 42	Employment Looking for a job The job market	A career on TV Multiple-choice Phrasal verbs and collocations with <i>draw</i>	Job interviews Grammatical multiple-choice cloze Remote working Lexical multiple-choice cloze Language review: the causative
6 Money page 50	Money Banking Retail and advertising The world of business	A winning advert? Multiple-choice Purpose and contrast	New shopping trends Grammatical multiple-choice cloze The history of Harrods Lexical multiple-choice cloze Language review: inversion
Exam Practice Extra Units 5–6, pages 58–59			
7 Healthy living page 60	Healthy eating Symptoms and illnesses Healthcare Alternative therapies Addictions	Staying healthy Matching (specific)	Kids pumping iron Grammatical multiple-choice cloze Junk-food generation? Lexical multiple-choice cloze Language review: reported speech
8 Travel and tourism page 68	Types of travel Tourism Urban transport Traffic management and road safety	Across the ocean Multiple-choice Phrasal verbs with <i>run</i>	Coping with traffic Grammatical multiple-choice cloze Travel with a purpose Lexical multiple-choice cloze Language review: participles
Exam Practice Extra Units 7–8, pages 76–77			
9 Culture and free time page 78	Media and the press Film Creative arts: literature and art Performing arts: theatre and music	The Icarus Girl Gapped text Using <i>since</i> to connect ideas	A photo exhibition Grammatical multiple-choice cloze Edinburgh Fringe Lexical multiple-choice cloze Language review: past modals
10 Sport page 86	Sports venues Doing sports Sports results Sports events Extreme sports	Sports advertisements Matching (general) Dependent prepositions and phrasal verbs	The Olympic Games Grammatical multiple-choice cloze Sport for all, and all for sport Lexical multiple-choice cloze Language review: conditionals review, mixed conditionals
Exam Practice Extra Units 9–10, pages 94–95			
11 Science and technology page 96	Science Technology Technical problems Information technology	DNA: the blueprint of life Gapped text	To infinity and beyond Grammatical multiple-choice cloze Radio waves Lexical multiple-choice cloze Language review: future perfect and continuous
12 Nature and environment page 104	Climate Extreme weather Flora and fauna The environment	We bought a zoo! Multiple-choice	Water: our most precious resource Grammatical multiple-choice cloze Reducing your carbon footprint Lexical multiple-choice cloze Language review: the passive with the infinitive and the -ing form
Exam Practice Extra Units 11–12, pages 112–113			

Listening	Writing	Speaking
Communal living True/false	Picking up a friend from the airport Informal email Asking a friend for a favour	Teenagers: rebelling and conforming Conversation Generations living together Debate Different families Picture description
The way men and women think Multiple-choice (listening for detailed understanding)	Suitable role models for teenagers Formal letter Responding to an article (1)	Family celebrations, national holidays Conversation Charities Debate Consumer society Picture description
Decorating your bedroom True/false	Renting a property Formal email Arranging an appointment	Environmental living Conversation Buying or renting Debate Historic town areas Picture description
Extracurricular courses Multiple-choice (listening for specific information)	Bullying at school Blog post Making suggestions	School traditions Conversation Exams Debate Different ways of revising Picture description
Turning a hobby into a job Multiple-choice (listening for detailed understanding)	Enquiring about a job Formal email Requesting information	Finding a job Conversation Part-time jobs Debate Different jobs Picture description
Shopping on the high street or online True/false	How to save money Forum post Suggesting and giving advice	Managing money Conversation Taxation Debate Methods of paying Picture description
Living with a disability Multiple-choice (listening for detailed understanding)	Coping with exam stress Magazine article Describing past events	Addictions Conversation Becoming a vegetarian Debate Different ways to stay healthy Picture description
Eco-tourism Multiple-choice (listening for detailed understanding)	Problems on holiday Formal letter Making a complaint	Where, why and how we travel Conversation Low-cost airlines Debate Ways of commuting Picture description
Ways of using leisure time True/false	Going to a concert with a friend Informal email Making an invitation	Museums and art galleries Conversation The Internet and free time Debate Mass media Picture description
People's attitudes to sport Multiple-choice (listening for specific information)	A memorable sporting experience Blog post Describing an important event	Extreme sports Conversation Professional sports Debate Different roles of sport in our lives Picture description
Future technological developments True/false	Technology at school Formal letter Responding to an article (2)	Popular gadgets and apps Conversation Modern technology Debate Eco-friendly inventions Picture description
The future of the world Multiple-choice (listening for detailed understanding)	Reducing plastic pollution Forum post Suggesting solutions	Natural disasters Conversation Nuclear energy Debate Endangered species Picture description

VOCABULARY

Family and society

- 1 Work in pairs. Describe the pictures (1–2). What is the relationship between the people in each picture?



- 2 Fill in the gaps (1–10) in the article with words or phrases from the box.

birth rate breadwinners childbirth childcare
divorce rates households nuclear family offspring
registered partnership single-parent families

WHAT IS A 'TYPICAL FAMILY'?

The British find it hard to define. It seems that the conventional model of a(n) ¹ _____ (a married couple with children) is not the only option people choose. Many people simply live together with a partner for a time before moving on to a different relationship. And even those who decide to live with a partner often prefer a(n) ² _____ (also referred to as a civil union) to a legal marriage contract. Also, the number of ³ _____ (mothers or fathers raising kids alone) has tripled in the past 30 years.

Britain also has one of the highest ⁴ _____ in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are the ⁵ _____, earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing ⁶ _____.

The average age of first-time mothers in the UK is now 29 – compared to 26 in the 1970s – and women are having fewer ⁷ _____. This in turn has led to a decline in the ⁸ _____, which is now averaging 1.8 children per couple. With rates of ⁹ _____ and marriage down, and divorce and single-person ¹⁰ _____ up, is Britain at risk of becoming a nation of loners?

- 3 Work in pairs. Discuss the questions.

- 1 Are family trends similar in Ukraine?
2 Who usually takes care of children in Ukrainian families? Do you think this is changing?

Housework and repairs

- 4 Complete the questions (1–6) with the correct words (a, b, c or d).

- 1 Do you _____ your bed every day?
a clear b do c take d make
- 2 Who _____ the windows in your home?
a cleans b clears c shines d polishes
- 3 How often do you help _____ the house?
a order in b settle for c tidy up d make up
- 4 How willing would you be to help _____ a new bookcase?
a assemble b install c gather d fix
- 5 Would you be prepared to _____ a leak in the roof?
a complete b fix c renovate d recover
- 6 Have you ever _____ any painting or decorating jobs? What did you do?
a gone b made c taken d done

- 5 Work in pairs. Ask and answer the questions in exercise 4.

Relationships

- 6 Match the words from the box with their definitions (1–8). Use each word only once.

acquaintance close friend colleague ex fiancée
mate next of kin sibling

- 1 an informal word for a friend _____
2 someone that you know, but aren't very close to _____
3 someone's former wife, husband or partner _____
4 someone that you know very well _____
5 someone that you work with _____
6 a brother or sister _____
7 a woman who is engaged to a man _____
8 a formal word for someone's closest living relative or relatives _____

- 7 Write sentences using the words from exercise 6.

*Oksana Shutko is my step-sister's colleague.
Passports usually contain information about a person's next of kin.*

8 Complete the sentences (1–8) with phrases from the box.

broke up close relationship drifted apart
in a relationship in common keep in touch
settle down ups and downs

- I _____ with my cousins through social media.
- Tina phones her mum every day. They have a _____.
- We used to be inseparable, but gradually _____.
- Don't cheat _____. It's better to be honest.
- When is Elsa going to _____ and get married?
- Even though we have our _____, I still love you.
- Jake and his girlfriend recently _____ after a big fight.
- I have a lot _____ with my grandmother.

Conflicts

9 Match the words in bold (1–7) with their definitions (a–g).

- How would you react if a friend **broke a promise** you'd asked them to keep?
 - What would you do if they **threatened** to tell a secret you'd told them?
 - Have you ever **accepted the blame** for something you didn't do? If yes, why?
 - In what type of situations, if any, do you like people to **leave you alone**?
 - How much does it bother you if someone **makes fun of you**?
 - How important do you think it is to **obey** rules at home?
 - How would you react if a friend wanted to **punish** you by not talking to you?
- a laugh at somebody or make other people laugh at them, usually in an unkind way
b stop annoying or talking to somebody
c make somebody suffer because they have done something wrong
d say that something is your fault
e not do what you said you would definitely do
f do what you are told to do
g tell someone you will cause trouble if they don't do what you want

10 Work in pairs. Take turns to ask and answer the questions in exercise 9.

11 Choose the correct word to complete the sentences (1–5).

- To avoid conflicts with others in society, it is important to **conform/confirm** to rules.
- My parents got into a big **argument/contest** about housework, which they didn't resolve.
- Ross didn't invite Martha to his party, which **accused/offended** her.
- Our school has a new policy to deal with **bullying/cheating** in the playground.
- Robert and I **brought up/fell out** with each other over a misunderstanding.

12 Look at the picture. Describe the situation. Use any suitable words from exercises 1–11 to say what you think is happening and what the people are saying to each other.



13 Work in pairs. Take turns to answer the questions.

- How close are you and your family? Who are you closest to? Why?
- What's the best age to have children? Why?
- Do you do housework at home? If yes, what do you do? Who does the most in your family?
- What's more important: having a lot of friends or having just one or two? Why?
- How important is it to you to spend time with your extended family? How often do you see each other?
- Have you ever had a big disagreement with a friend? What happened?

Multiple-choice

1 Look at the pictures (1–4). Match the expressions from the box to each picture.

co-operation emotional support
having fun shared experiences

2 Work in pairs. Talk about what you think is most important in a good friendship. Use the expressions from exercise 1 or your own ideas.

3 Read the first paragraph of a text about friendship. Choose the correct answer (A, B, C or D).

The most important people for many teenagers are ...

- A people in their family.
- B friends of their family.
- C a boyfriend or girlfriend.
- D their teenage friends.

WHAT ARE *friends* FOR?

To many teenagers, their most important relationship is not the one they might have with a boyfriend or girlfriend. It's their relationship with their friends. Indeed, most teenagers prefer to spend more time with their friends than with their family. But what does friendship mean?

There is a poem in Sanskrit, the classical language of India, which says that friendship must consist of the following elements: giving, taking, sharing secrets, knowing where your friends are, and giving and sharing food with them. This ancient definition seems like a very apt description. Shared interests and opinions are essential. It isn't easy to get on with someone who can't stand your taste in music or fashion.

Most of us have friends – but it's likely that only a few of them can be described as close friends. Robin Dunbar, a British professor of evolutionary psychology, believes that the maximum number of people we can have in our social group at one time is 150. Many of these are casual friends or *acquaintances*. We don't meet them very often, but we might invite them to a big party, for instance. But – according to Dunbar – we don't normally have more than five close friends.

So who is a best friend? It is someone who's there for you when you're feeling miserable – to give you advice when you want it and to just listen when you need someone to talk to. It might be someone you have known all your life, or someone you've recently met.



It might be someone you only see once a year, but when you do get together it feels like you saw him or her only last week. But can you have a best friend of the opposite sex? In theory, the answer should be yes, but in practice, things can get complicated!

These days, social networking sites offer many opportunities to get to know people online. These are usually people who are into the same things as you are (such as music and films), and can give you advice about the different issues you face. For some people, especially those who aren't so self-assured, making friends online is easier. Online friends aren't going to be as demanding as your friends from the real world might be. Moreover, if you get bored with a conversation online, or if someone's messages are getting on your nerves, you can just ignore them. On the other hand, it may not be realistic to expect your online friends to give you real support when you need it – so a balance of online and real-world friends is probably ideal!

EXAM STRATEGY

- Find and underline the part of the text which contains information about each question.
- Decide which options are definitely incorrect. Then read the relevant part of the text again carefully to decide which of the remaining options is the correct answer.

4 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- What does the Sanskrit poem describe?
 - Why friendships were different in the past.
 - Why sharing a meal is important.
 - What the history of friendship is.
 - What every friendship should have.
- What does the word *acquaintances* in paragraph 3 mean?
 - people you do not know well
 - people you are related to
 - people you are very close to
 - people you work with
- What should a true friend do, according to the text?
 - Hide your secrets from other people.
 - Always be ready to give you advice.
 - Be there to help you whenever you feel miserable.
 - Enjoy the same kind of music as you.
- According to the text, what is **NOT TRUE** about a best friend?
 - You might have known them for a long time.
 - It isn't important to have grown up with them.
 - It's essential that you see them frequently.
 - You don't need to see them regularly.
- What does the author say about online friends?
 - They are easier to make if you aren't confident.
 - You have to share the same hobbies with them.
 - They will never judge you, even if you're boring.
 - They are harder to ignore than friends in real life.

5 Work in pairs. Do you agree with the definition of friendship from the text?



Words in context

6 Match the words (1–6) from the text with their definitions (a–f).

- | | | |
|---|--------------|-----|
| 1 | essential | ___ |
| 2 | complicated | ___ |
| 3 | demanding | ___ |
| 4 | miserable | ___ |
| 5 | apt | ___ |
| 6 | self-assured | ___ |
-
- | | |
|---|--|
| a | expecting a lot of attention from others |
| b | suitable or appropriate |
| c | difficult to understand or deal with |
| d | permanently unhappy |
| e | having a lot of confidence in themselves and their abilities |
| f | completely necessary, extremely important |

Collocations with *get*

7 Complete the sentences with the appropriate form of *get* and a word or phrase from the box.

bored complicated on my nerves on with to know

- Martha keeps singing the same song. She's really _____!
- When Tim's sister fell in love with his best friend, things quickly _____.
- I don't understand why Lily and Dan _____ each other so well – they are so different!
- If you didn't complain all the time, I wouldn't _____ and stop listening.
- Did they _____ each other at university?

8 Work in pairs. Look at the pictures below and discuss how friendships are changing, and what you think about this.



LANGUAGE REVIEW

infinitive and gerund (-ing form)

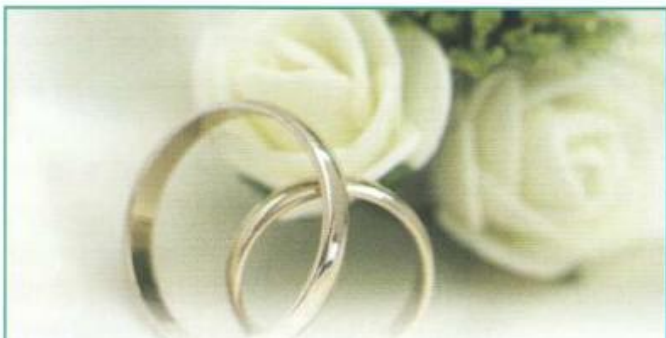
1 Complete the sentences with the correct form of the verbs in brackets: the infinitive or gerund.

- Do you mind _____ (turn) off the music?
I'm trying _____ (get) some sleep!
- _____ (live) as part of a community is important to help you avoid _____ (feel) lonely.
- My dad has never forgotten _____ (meet) my mum for the first time, but he did forget _____ (buy) her an anniversary present this year.
- If you want _____ (get) the author's autograph, it will mean _____ (queue) for at least an hour.

Grammar reference pages 114–116

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).



The right time to get married?

Nowadays, young people are waiting longer than ever before ¹ to get married. While there is ² perfect age to marry, it is often not until people reach thirty that they are able to make such a big commitment. Delaying marriage until their thirties ³ people more time to develop personally and professionally. As a result, by the time they marry, they ⁴ to provide financial stability for their partners and children. Also, because they are emotionally more mature, they may also find it ⁵ to reach a compromise when it is necessary in their relationship.

- | | | | |
|-------------|---------------|-------------|---------------|
| 1 A decide | B decided | C to decide | D deciding |
| 2 A no | B not | C never | D none |
| 3 A allowed | B had allowed | C allows | D is allowing |
| 4 A can | B are able | C have | D need |
| 5 A easily | B easiest | C easier | D the easiest |

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole text first without filling in the gaps to find out what it is about. Then read it again and choose the correct answer.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The earliest portrayals of dads on TV were simplistic, sticking to the image of what an ideal father might be ¹. The dads of the 1950s worked full-time, while mums stayed at home to ² up the children. Jim Anderson from the sitcom *Father Knows Best* returned from his job, took off his jacket and rolled up his sleeves to solve all the problems ³ home. The roles of dads started to change as feminism gained popularity and women began to be seen as strong and independent working mothers. And in the 1970s these shows were ⁴ by new ones that mirrored changes in society. Suddenly, blended families and work-from-home dads appeared on the screen. Male ⁵ started taking responsibility for providing emotional support at home, ⁶ if they could not hope to get it right all the time. Then, the late 1980s featured the rise of the idiotic dad. Homer Simpson in *The Simpsons* was the first of many ⁷ dads who needed more looking ⁸ than his children. After moving from wise dads to clueless dads, today's TV fathers are beginning to find a ⁹. With cutting-edge shows and reality television, we are getting a more realistic ¹⁰ of fatherhood. Now, TV series show dads who are breadwinners, nurturers and great dads!

- | | | | |
|--------------|------------------|-------------|-------------|
| 1 A as | B like | C for | D such |
| 2 A make | B raise | C bring | D take |
| 3 A in | B around | C on | D at |
| 4 A taken | B made | C opened | D replaced |
| 5 A actors | B characters | C directors | D producers |
| 6 A even | B perhaps | C despite | D just |
| 7 A impolite | B understandable | C immature | D unclear |
| 8 A to | B round | C through | D after |
| 9 A harmony | B balance | C peace | D calm |
| 10 A view | B look | C approach | D belief |

LISTENING

True/false

1 Work in pairs. Discuss the questions.

- 1 How well do you know your neighbours?
- 2 Do you think you could ask your neighbours for help if you needed it?

EXAM STRATEGY

Understanding the situation and the relationship between the speakers can be helpful in interpreting a listening text. Listen carefully for clues like how people address each other, whether they use formal or informal language, or what expressions they use.

2 1.02 Listen to the beginning of a conversation. Who is Emma talking to? Choose the most likely answer (A, B, C or D). What helped you decide?

- A a neighbour
- B a teacher
- C a radio interviewer
- D another student

3 EXAM TASK 1.03 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|-----|-----|
| 1 Emma wants to find out how her grandmother's community has changed. | ___ | ___ |
| 2 Emma says there are advantages and disadvantages to living in a close community. | ___ | ___ |
| 3 Emma describes online friendships as natural. | ___ | ___ |
| 4 Not all of the people at Synchronicity share the same living space. | ___ | ___ |
| 5 It is very unusual for people to live in communes in the USA. | ___ | ___ |

4 Complete the sentences with words from the box. The words all appeared in the recording.

business common sense space

- 1 In villages, people often know too much about everyone else's _____.
- 2 Going through a crisis together often inspires a strong _____ of community.
- 3 It's _____ knowledge that Jess and Sam are going out together.
- 4 Ben is freelance, but he rents an office _____ with two friends.

5 Work in groups. Describe the pictures (1–3), then discuss the questions.

- 1 Do you feel like part of the community where you live? Why?/Why not?
- 2 If you could organize an event to bring your community together, what would it be?



Informal email: asking a friend for a favour

1 Work in small groups. Discuss the questions.

- Do you ever ask your friends to do you a favour? What do you usually ask them to do for you?
- Which favours do you most frequently ask for? Number them 1–4, where 4 is the most frequent.

lend you money or clothes _____
 speak to someone for you _____
 give you a lift _____
 meet you at a bus or train station _____

2 Match the sentence beginnings (1–4) with the correct endings (a–d).

- Would you mind talking to one of my friends _____
 - Could you possibly meet _____
 - If you have time, could you send me _____
 - Do you think you could lend me _____
- a the links you mentioned?
 b who is quite unhappy and anxious?
 c a couple of jumpers during my visit?
 d us at the bus station?

3 Work in pairs. Read the exam task below and the email written by Ivan, an exam candidate. Discuss the questions.

- Does Ivan's email include all the information needed?
- What information does he include in addition to the points in the list?

EXAM TASK You are staying in London and have received this email from your English friend Ben. Write an email of at least 100 words to another friend in which you:

- say why you can't have Ben to stay,
- ask your friend to put him up for the night,
- describe Ben.

I'm coming to London on Monday 4th October because I've got an interview the next day, and I was wondering if I could stay with you that night. I'm happy to sleep on the sofa! If it isn't OK, just say, and I'll ask somebody else.

Ben

Hi Aleks,

I was wondering if you could do me a big favour. My friend, Ben, is coming to London on Monday. He's asked if he could stay the night, but my brother's staying with me then, so there won't be any room for Ben. Could he stay the night with you? He's a really nice guy – and he would be very happy to sleep on the sofa!

I know your flat's small, so it's fine if you don't have room.

Ivan

4 Work in pairs. Write a fuller description of Ben. Describe his personality and habits.

5 Read Ivan's email again. Find and underline one indirect question. Now put the words in the correct order to make indirect questions.

- you / I / they / arriving? / when / be / Could / will / ask

- some / you / was / advice. / if / wondering / give could / me / I

- would / whether / ask / come / me. / I / to / with wanted / you

- let / you / can / Could / know / if / help? / you / me

EXAM STRATEGY

Use expressions like those in exercise 2 to make your request more polite.

6 EXAM TASK You have received the following email from your English friend, Joanna. Write an email of at least 100 words to another English friend in which you:

- explain why you can't meet Joanna at the airport,
- ask if your friend could meet her,
- describe Joanna.

Hi,

Sorry I haven't been in touch recently. I've been so busy! I'm coming to Kyiv on Saturday 1st August and I'm staying for a week in a youth hostel in the city centre.

I was wondering if you might be able to meet me at the airport and come with me to the hostel. My flight gets in at 6.40 p.m. If you can't, no problem.

Joanna

Writing bank page 146

7 Check your work.

- Have you written about all three points in the task?
- Have you given enough detail in your description of Joanna?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about teenagers, parents and grandparents.

- 1 Describe one of your parents or grandparents. Is he or she strict or easy-going with you? Give some examples of how he or she behaves towards you.
- 2 Do you always obey your parents' rules? Why?/Why not? What happens if you disobey them and your parents find out?
- 3 Have you ever had an argument with one of your parents or grandparents? What was the argument about? What happened?
- 4 'Teenagers would hate it if there weren't any rules to break.' Do you agree? Why?/Why not?
- 5 If you have your own children, which rules will you have for them when they are your age? Why have you chosen these rules?
- 6 'Always following the rules means that you never have to think for yourself.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

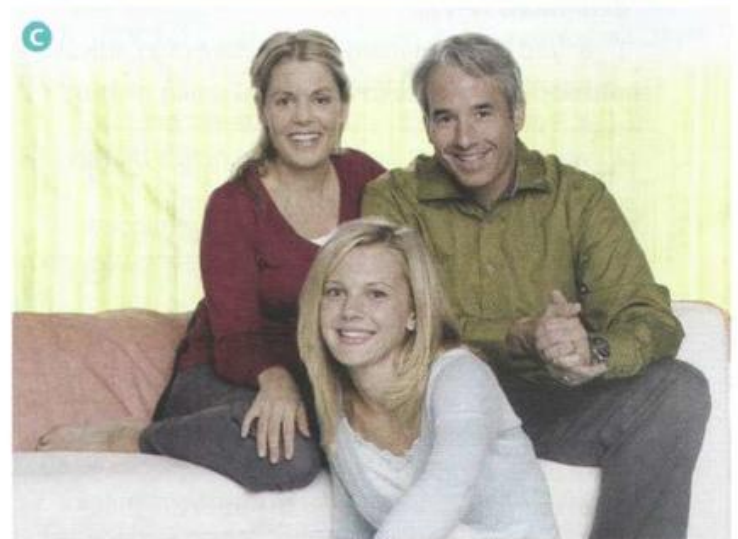
The best way to live as a family is for grandparents, parents and children to live together.

- relationships between family members
- number of people in the home
- housework and home repairs

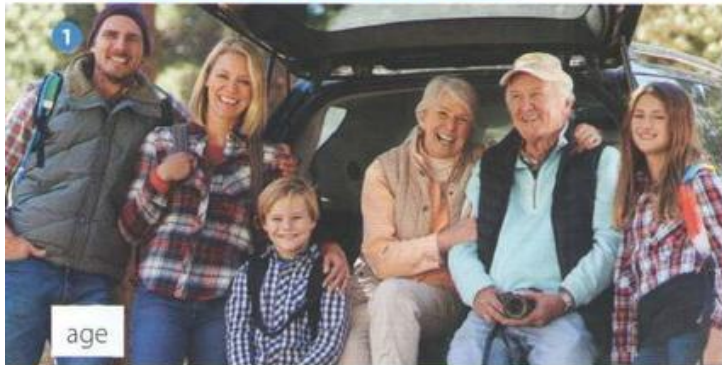
Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–C). Take turns to compare the pictures and talk about the different families.



VOCABULARY



age



body shape



race



social background



wealth



gender

Attitudes and behaviours

1 Work in pairs. Look at the pictures (1–6) and answer the questions.

- 1 What influences people's impressions of another person?
- 2 How fair are these impressions?

2 Match the correct words (a or b) with their definitions (1–7).

- 1 a fixed idea that many people have of a particular type of person or thing
a equality b stereotype
- 2 willing to accept behaviour and beliefs that are different to your own
a broad-minded b narrow-minded
- 3 judging people on the basis of their ethnic background
a nationalism b racism
- 4 the unfair treatment of people, especially women, because of their gender
a ageism b sexism
- 5 behaving carefully to avoid offending the feelings of other people or cultures
a regard b respect
- 6 an unreasonable dislike for a person or group
a preference b prejudice
- 7 concerned with reducing suffering and improving life for others
a humanitarian b upbringing

3 Complete the sentences (1–6) with verbs from the box.

bring fit look rebel stand take

- 1 At what age do you think young people should _____ on the responsibilities of an adult? Why?
- 2 In what ways might students change their behaviour to _____ in with others at school?
- 3 How can writing petitions and organizing protests _____ about changes in society?
- 4 Do you always _____ up for yourself when someone treats you unfairly? Why?/Why not?
- 5 Why is it important to _____ at things from other people's point of view?
- 6 Can it be a good thing for teenagers to _____ against authority? Why?/Why not?

4 Work in pairs. Ask and answer the questions in exercise 3.

Celebrations

5 Fill in the gaps (1–6) in the text with words from the box.

anniversary celebrate decorate festive
reception tradition



Our family has a long-running ¹_____. Each year we all come together to ²_____ my grandmother's birthday. In the morning, we ³_____ the house with her favourite flowers: lilies-of-the-valley. The mood is really ⁴_____ as the day also happens to be both my parents' wedding ⁵_____ and my own birthday. Grandma loves this day! She's already looking forward to the elegant ⁶_____ we're planning for her 100th birthday next year.

Social issues and charity

6 Choose the correct word to complete the sentences (1–8).

- Some **elderly** people move to *care/caring* homes when their families can't look after them.
- Are you going to *donate/present* any money to charity this month?
- Some British schools support talented children from *underprivileged/undeserving* backgrounds, whose families can't afford **tuition fees**.
- This organization is *advertising/campaigning* to raise awareness about **child trafficking**.
- The government has introduced new social *reforms/rules* to address **unemployment**.
- We are currently *funding/raising* money to build a new **homeless** shelter.
- Will Sam *offer/volunteer* as a teaching assistant at the primary school this year?
- Corporate *encouragement/sponsorship* is a major source of revenue for many charities.

7 Work in pairs. Discuss the questions.

- What charities do you know in Ukraine? What do they do?
- Look at the words in bold in exercise 6. What do you think are the most important social issues affecting Ukrainians? Why?

Politics

8 Match the words in bold in the sentences (1–6) with their definitions (a–f).

- Deputies will strongly **oppose** these plans.
 - Our discussion **focuses** on three main issues.
 - No one was **persuaded** by the arguments put forward by the president.
 - The main **objective** of this health policy is to improve public hospitals.
 - Education is a top **priority** for our government.
 - Two politicians will **face** tough questions in the TV interview today.
- make somebody do something by giving them good reasons for doing it
 - accept and deal with something that is difficult or unpleasant
 - disagree strongly with somebody's plan, policy, etc. and try to change it or prevent it from succeeding
 - give attention, effort, etc. to one particular subject, situation or person rather than another
 - something that you think is more important than other things and should be dealt with first
 - something that you are trying to achieve

9 Do you know the answers to these questions about Ukraine? Discuss in pairs.

- Who's currently the head of state in Ukraine?
- Is there a coalition government, or a single party in power?
- Who leads the government?
- How many Deputies of Verkhovna Rada were elected in the last general election?
- Which political parties form the Opposition in Verkhovna Rada?
- Who is the mayor of your town or city?
- In the last election, where was your local polling station?
- How old do you have to be to vote in a general election?

10 Work in pairs. Take turns to answer the questions.

- Do you know anyone who's been a victim of discrimination? What happened? How did the person deal with the situation?
- What steps do you think could be taken to eliminate prejudices?
- Which special occasions do your family celebrate together? What do you usually do?

- Would you prefer to donate money or do voluntary work to support a good cause? Why?
- Do you think it is important to vote in elections? Why?/Why not?
- How does Ukraine benefit from membership in international organizations? How do you personally benefit?

Gapped text

1 Work in pairs. Look at the pictures (1–6) and discuss the question.

Which information is most important to you when buying clothes, and which is least important? Why?



price



brand name



working conditions



quality

2 Read the article ignoring the gaps. What is fair trade?

EXAM STRATEGY

After filling in the gaps, read the whole text and check:

- that it is logical and easy to understand,
- that the missing sentences match the text before and after the gaps grammatically.

3 EXAM TASK Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A feed, clothe and provide healthcare
- B including bananas, cotton, sugar and tea
- C from selected independent shops
- D by fair-trade groups in India and Nepal
- E before deciding to spend their money
- F take all the profits for themselves
- G and purchased on the high street
- H and investment in community projects



where it was made



care instructions

When is trade really fair?

Do you ever pause to wonder, before you purchase a new T-shirt or a pair of jeans, about the people who harvested the cotton – their working conditions and rate of pay? An increasing number of people around the world are questioning such issues ¹ _____. Consequently, the clothing industry is beginning to take note, with manufacturers producing and shops selling a wide range of fair-trade items.

So, how exactly can we define fair trade? Essentially, 'fair trade' is the label given to products when the producers have received a price that is adequate to ² _____ for themselves and their families. Moreover, it is expected that their working conditions meet a high standard of health and safety regulations. However, all too often, under normal trade conditions, companies that form the link between the producers and the consumers ³ _____. The producers are left with an income they can scarcely survive on and have to put up with unsatisfactory working conditions.

Initially, fair-trade clothing was only available ⁴ _____ and websites. Now, an expanding range of fair-trade items can be routinely found ⁵ _____. Fair-trade clothes have become more fashionable, too. Companies like People Tree produce high-fashion items aimed at 16–24-year-olds. 80% of their products use 100% organic and fair-trade cotton, and are handmade ⁶ _____. The aim is to create clothes for teenagers that were produced fairly, but look amazing at the same time.



4 Read the text again. Choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|-------|-------|
| 1 The number of fair-trade clothes on sale is decreasing. | _____ | _____ |
| 2 A 'fair-trade' label will only be awarded if consumers pay an acceptable price for goods. | _____ | _____ |
| 3 Only specialized shops tend to sell fair-trade clothing. | _____ | _____ |
| 4 Fair-trade clothes aren't just an ethical choice, they're also a fashion statement. | _____ | _____ |

5 Work in pairs. Discuss the questions.

- 1 How important do you think clothing brands are? Give reasons for your answer.
- 2 Would you buy a cheap pair of jeans if you didn't know whether the producers received a fair deal for making it? Why?/Why not?

Words in context

6 Match the words from the text (1–5) with their definitions (a–e).

- | | |
|---------------------------------------|-------|
| 1 harvest | _____ |
| 2 adequate | _____ |
| 3 regulations | _____ |
| 4 unsatisfactory | _____ |
| 5 organic | _____ |
| a not good enough | |
| b pick and gather crops | |
| c produced without using chemicals | |
| d official rules made by a government | |
| e acceptable in quality or quantity | |

Collocations with take

7 Find the phrase *take note* in the article. What does it mean? Complete the sentences (1–5) with a word or phrase from the box and the verb *take*.

action an interest for granted note the pressure off

- 1 Do Tim's parents _____ in his schoolwork?
- 2 Recruiting new staff would _____ the team.
- 3 The players didn't _____ of what the coach said and lost the game.
- 4 It's time we stopped talking about this – we need to _____.
- 5 Most people nowadays _____ paid holidays _____.

LANGUAGE REVIEW

past tenses review • used to and would

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

Ellie got an unexpected surprise while she ¹ _____ (read) her local newspaper last night. She ² _____ (find) a photo of a girl she ³ _____ (go) to primary school with. In the photo, the girl ⁴ _____ (wear) a pilot's uniform. What Ellie ⁵ _____ (discover) in the article astonished her. Lisa, the girl from her school, ⁶ _____ (fly) racing planes for years and she ⁷ _____ (already win) several trophies. The Lisa that she ⁸ _____ (know) was so shy she ⁹ _____ (sit) in the back of the classroom, hardly saying a word to anyone. How things ¹⁰ _____ (change)!

Grammar reference pages 116–117

Grammatical multiple-choice cloze

EXAM STRATEGY

If the word fits in the gap grammatically, you still need to check if it completes the whole sentence in a logical way.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Perfectionism: an obstacle to *happiness*?

According to a recent study, perfectionism ¹ _____ be an obstacle to happiness. Canadian researchers in psychology ² _____ the claim that perfectionists are ticking emotional time bombs ³ _____ unrealistic desire to be perfect is a cry for help. The most common type of this disorder is when the person wants to become the best in something, although he or she ⁴ _____ the skills to do this. Another type of perfectionism ⁵ _____ by people who think that everyone should be perfect – including their family!

- | | |
|----------------------|--------------------|
| 1 A need | B should |
| C may | D ought |
| 2 A be made | B would make |
| C making | D have made |
| 3 A whose | B which |
| C who | D that |
| 4 A isn't possessing | B hasn't possessed |
| C doesn't possess | D didn't possess |
| 5 A displays | B is displayed |
| C been displayed | D displaying |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



A very angry man

A 56-year-old man entered a polling station on Monday, ¹ _____ a ballot box and ran out. Then he put the box on the street, ² _____ over it in his van and drove away. Police arrested him a few minutes later, but did not confirm whether he was the ³ _____ man who threw a ballot box in the river on election day in 2000. On that ⁴ _____, the man was released without being charged. Monday's incident occurred as people in the Nova Scotia town of New Glasgow were ⁵ _____ up to vote in Monday's national election. 'The box was as ⁶ _____ as a pancake,' said Dana Doiron, a spokesperson for Elections Canada. Despite the ⁷ _____, local election officials managed to reconstruct the box and no ballots were lost. New Glasgow police chief Lorne Smith said the man would be ⁸ _____ with theft and damage to property. When asked by a police officer why he had done it, the man said he was trying to ⁹ _____ justice for his community. Lorne Smith told Reuters, 'We believe it was ongoing ¹⁰ _____ with the federal government that brought about such a reaction,' declining to give further details.

- | | | | |
|----------------|----------------|--------------|---------------|
| 1 A caught | B held | C grabbed | D gained |
| 2 A ran | B broke | C jumped | D fell |
| 3 A exact | B similar | C same | D different |
| 4 A occasion | B circumstance | C situation | D case |
| 5 A staying | B lining | C stepping | D moving |
| 6 A round | B hot | C good | D flat |
| 7 A damage | B hurt | C injury | D harm |
| 8 A threatened | B accused | C charged | D responsible |
| 9 A look | B find | C hunt | D seek |
| 10 A conflicts | B contests | C challenges | D wars |



Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 In what ways, if any, are boys brought up differently to girls?
- 2 Do you think men and women usually have different interests? What interests do they share or not share?
- 3 How true is it to say that men and women think differently?

2 Complete the vocabulary sets (a–e) with words from the box. There are two words you do not need to use.

brain breadwinner caring decision-maker
education female holiday logical male
rational society stereotype timing

- a Behaviour:
emotional, _____, _____, _____
- b The importance of upbringing:
school, family, _____, _____
- c Biology:
genes, _____
- d Gender:
son, daughter, father, mother, _____, _____
- e Describing gender roles:
generalize, _____, _____, _____

EXAM STRATEGY

- Read the statements and underline the key words that help you decide what information to listen for.
- On the first listening, mark the answers you are sure about.
- On the second listening, check and confirm your answers, and decide about the more difficult questions.

3 EXAM TASK 1.04 Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- 1 What does Speaker 1 say?
 - A She can't think of examples of caring men.
 - B She doesn't believe in stereotypes about male and female behaviour.
 - C She suggests that women are not good decision-makers.
- 2 What does Speaker 2 NOT accept?
 - A That male and female brains are biologically the same.
 - B That men and women behave in a different way.
 - C That men and women think in the same way.
- 3 According to Speaker 3, why do men and women think differently?
 - A The reason isn't clear.
 - B It's because they are different genetically.
 - C It's a combination of genes and upbringing.
- 4 According to Speaker 4, why do girls do more housework?
 - A Because they think housework is important.
 - B Because their brothers expect them to do it.
 - C Because mothers ask girls to help more at home.
- 5 According to Speaker 5, what is TRUE about children when they start school?
 - A Boys and girls are clearly different.
 - B Boys and girls learn behaviour from older children.
 - C Unlike girls, boys want to fit in.

4 Work in pairs. Read the statement below. Together find three arguments for and three arguments against the statement.

Women should be given more paid holidays so they can look after their children.

Include these points:

- the cost of childcare
- equality between men and women
- advantages and disadvantages for employers



Formal letter: responding to an article (1)

1 Work in pairs. Discuss the questions.

- 1 Do adults generally have a positive or a negative view of teenagers? Why?
- 2 How is your life different from your parents' lives at your age? Do you have a better time than them?
- 3 How do you spend your free time? What do you spend most time doing? Why?

2 Read the letter and answer the questions (1-3).

Dear Nick,
I am writing in response to your article 'Obsessed with themselves' (23rd July), in which you argued that today's teenagers are so concerned with how they appear on social media that they have no time to think about social issues.

As a 17-year-old, I feel this view does not accurately describe myself or my friends. While most teenagers spend a lot of time on social media, many of us think about social issues in our country and the world. We are very aware of poverty, homelessness, unemployment, social inequality and discrimination, and we do what we can to help.

For example, one of my friends volunteers at a night shelter; another regularly visits an elderly lady to help her with household tasks. I myself volunteer at our local food bank, which supplies emergency food to people.

Finally, I would like to say that at school we study social issues from different perspectives. As a result of this and our experience as volunteers, I believe we have a very good understanding of, and deep concern for, social issues.

Yours sincerely,
Katharine Hill

- 1 Who is the letter to?
- 2 Does the writer use informal or semi-formal language?
- 3 In which paragraph does she say why she is writing?

3 Complete the sentences (1-5) with the correct form of the verbs from the box. There is one verb that you do not need to use.

argue assure challenge emphasize expect focus on recognize

- 1 I feel I must _____ the statement that young people do not respect others.
- 2 In her article of 3rd January, Jane Cole _____ that teenagers should be given more independence.

- 3 I would like to _____ your readers that most teenagers _____ that discrimination of any kind is unacceptable.
- 4 I must _____ the importance of family relationships for young people like myself.
- 5 I _____ that most readers of this newspaper have children or know someone who has.

EXAM STRATEGY

Use semi-formal language when you write to the author of an article. Use full forms (*I am* not *I'm*) and more formal phrases (e.g. *in response to*).

4 EXAM TASK You have read the following article in a newspaper. Write a letter of at least 100 words to the author of the article in which you:

- ▶ explain why you disagree with the author of the article,
- ▶ give an example of a person who is a good role model for you and explain why,
- ▶ mention other people who are good role models for people your age.

30th SEPTEMBER

Celebrities are a bad influence

Ella Stone

What do you do when your teenager starts being rude to everyone, including her classmates? Do you accept this as normal teenage behaviour or not? This is the dilemma I faced a year ago with my daughter.

I worked out that she was copying this behaviour from a female pop star that she thought was cool. She was not the role model I wanted my daughter to have! Pop stars, footballers, film stars and online celebrities all become role models for teenagers, and not all of them are good ones. Many of them talk only about their wealth and show no compassion for others who are less well off. I fear for our young people if this is the kind of person they want to imitate. How will they learn to respect others if their role models do not?



Writing bank pages 150-151

5 Check your work.

- Have you written about all three points in the task?
- Have you stated your response clearly?
- Have you used appropriate semi-formal language?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about people and society.

- Describe a family celebration you have been to recently. What did you enjoy? What did you not enjoy? Explain why.
- If you had a foreign visitor staying with you, which national holiday celebration would you take him or her to? How would you explain it to him or her?
- 'Expensive birthday parties and weddings are a waste of money.' Do you agree? Why?/Why not?
- How did you celebrate your last birthday or name day? Did you celebrate it differently from how you used to? If you did, what did you use to do? If not, why did you celebrate in the usual way?
- How do you feel about the holidays we have recently borrowed from other countries such as Valentine's Day or Father's Day?
- 'We should have fewer national holidays in the winter and more in the summer.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Use the Internet to research charities that help poor people in Ukraine and other countries. Discuss the different ways these charities help people.

The person who has more charities in their list can choose whether to be Student A or B. If you argue for the statement, you are Student A. If you argue against it, you are Student B.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Everyone should donate to charities that help extremely poor people around the world.

- the needs of people living in extreme poverty
- the role of the state in responding to social needs
- the effect of donating money on the person who gives

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–E) of clothes and clothes shopping. Take turns to compare the pictures and say what you think about how we consume things.



LISTENING

True/false

EXAM STRATEGY

Remember that the order of the sentences in the exam task follows the order of the information in the recording. On the first listening, answer the statements you are sure of. On the second listening, focus on the statements that you missed during the first listening. Then check all your answers.

1 Look at the sentences in exercise 2. In what order (1-3) are you going to hear the following information (a-c)?

- 1 ___ 2 ___ 3 ___
 a who took part in the blind dates
 b who Sandra works for
 c what happened at the blind date

2 EXAM TASK 1.05 Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Sandra doesn't work for a charity any more.	___	___
2 Employees weren't asked to submit their personal information.	___	___
3 Less than 50% of the participants were male.	___	___
4 Sandra is a tall woman.	___	___
5 After their blind date, Sandra went out with her partner a few more times.	___	___



USE OF ENGLISH

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

How safe is social networking?

Social networking has changed the way we communicate with each other. We can now connect with people ¹ ___ over the world in an instant. But is it as good as so many people seem to think it is? Personally speaking, I've got nothing ² ___ social networking sites if people use them responsibly. However, when people share too much information about themselves, you may end up with serious privacy ³ ___. This is especially true for younger users, ⁴ ___ pre-teens, who may reveal more than they should. They may often do this ⁵ ___ realizing that everyone can see what they've posted online – not just their friends. Then, there's the whole question of cyber bullying – where people use the sites to spread damaging ⁶ ___ about someone. That ⁷ ___ of behaviour is completely unacceptable. Something should really be ⁸ ___ about this. I know that sites ⁹ ___ you to block someone who behaves inappropriately, but is this enough? If I was a parent, I would do whatever it took to ensure my child's online ¹⁰ ___.



- | | | | |
|--------------|-----------|-------------|-------------|
| 1 A most | B right | C far | D all |
| 2 A against | B towards | C behind | D between |
| 3 A cases | B topics | C themes | D issues |
| 4 A as | B such as | C similar | D same |
| 5 A besides | B without | C otherwise | D except |
| 6 A rumour | B story | C gossip | D tale |
| 7 A kind | B method | C line | D system |
| 8 A done | B made | C proved | D completed |
| 9 A admit | B approve | C allow | D agree |
| 10 A defence | B shelter | C cover | D safety |

READING

Gapped text

EXAM STRATEGY

Pay attention to pronouns and subject-verb agreement when choosing a phrase for the missing section. For example, if the sentence before a gap has the pronoun *they* in it, then you know that the next paragraph should not refer to an *I* or a *she*.

4 Read the first paragraph of the article about Tomoko Sawada. Who does the missing phrase refer to: Robert De Niro or Tomoko Sawada? Why do you think so?

5 **EXAM TASK** Read the text. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

- A not wishing to lose her identity
- B might be thinking under the surface
- C symbolized by their uniforms
- D based solely on how you look
- E dressed up as 400 different people
- F accepting people for who they are
- G lasted twenty weeks or so
- H he gained weight to prepare for

WRITING

Informal letter/email

6 **EXAM TASK** You have received a surprise birthday gift from an English friend who lives in another town. Write an email to your friend in which you:

- ▶ thank him/her for the gift,
- ▶ say what you like about it and what you will use it for,
- ▶ describe how you celebrated your birthday.

Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.



Tomoko Sawada

Tomoko Sawada is the Robert De Niro of Japanese photography. Just as ¹____ his role in *Raging Bull*, Sawada put on five kilograms before starting her 2001 self-portrait series based on formal photos used in traditional Japanese match-making. Then each week she visited a photo booth dressed as a different woman.

Adopting a low-calorie diet, Sawada gradually dropped her weight over the course of the project, which ²_____.

'The easiest way to change other people's impression of you is to change your body type,' she says. The result is a delightfully startling series in which Sawada, 26, appears as thirty different people, from a pig-tailed, docile girl in a green kimono to a stylish modern woman in a black trouser suit.

'Even though you are the same person, other people's opinion of you changes, ³____, and I wanted to ask why,' she says. A chubby girl, Sawada had long felt unattractive and inferior to her thinner friends. She hit a turning point when she started masquerading as different women for an art-school assignment to make self-portraits.

Over three months in 1998 and 1999, she went back a few hundred times to a photo booth outside a subway station in Kobe, where she lives. In this way, she assembled passport photos of herself ⁴____. 'I may have been trying to prove that what's on the surface doesn't matter and what's inside counts,' says Sawada.

She also did a series in which she imitated girls known as *kogyaru*, who dress up in short skirts and platform shoes, with dark make-up and blonde hair. 'Everybody criticized them as a group for looking strange, but ignored what each of them ⁵____,' she says. 'In this society, young women are treated as if their only reason for being is their youthful looks, and that fades very quickly.'

In her current series, 'Costume', Sawada looks at what people's jobs, ⁶____, say about their place in society. So far she's disguised herself as ten different women, including a nun in a habit, a receptionist in a pink uniform and a policewoman.

VOCABULARY

Urban and rural living

- 1 Look at the pictures (1–4). Which type of place do you live in?



- 2 Which of these words would you use to describe each type of place? Complete the table. Some words may fit more than one type of place. Then, work in pairs to compare your ideas.

bustling charming congested industrial peaceful
picturesque provincial quiet remote rural
sprawling traditional trendy urban

city	
town	
village	
country farm	

- 3 Match the words or phrases (1–6) with their definitions (a–f).

- 1 residential — 4 suburb —
2 public transport — 5 outskirts —
3 high-rise — 6 municipal —

- a the system of buses, trains, etc. provided by the government or council for people to use
b the parts of a town or city furthest from its centre
c an area with private housing rather than offices, shops or factories
d connected with the activities of the local government
e a neighbourhood outside the centre where people live
f a very tall building with a lot of floors

- 4 Look again at the places in exercise 1. Which type of place do the words above describe?

- 5 Work in pairs. Discuss which type of place you think is the best place to live and why.

Buying and renting a home

- 6 Read the steps to take when buying a property. Choose the correct word in each sentence (1–8).

Buying a flat or a house can be a lengthy and difficult process. Here are some steps you can take to make it easier.

- 1 Find out how much you can **borrow/lend**.
- 2 Decide what you are looking for in a(n) **estate/property**.
- 3 Select and register with an estate **agency/office**.
- 4 Scan the newspapers and the Internet. If you see a property you are interested in, arrange a **watching/viewing**.
- 5 Have a(n) **experiment/survey** done on your future house to check its general condition.
- 6 Ask for a **sale/reduction** in price (if any defects were detected).
- 7 Pay a **deposit/saving** to secure the deal.
- 8 Take out a(n) **interest/mortgage** from the bank to finance your purchase.

7 Complete the text with the words from the box.

amenities energy-efficient flatmates housing
maintenance self-contained tenancy



Here are some basic things to check before you sign a contract. Make sure you are getting your money's worth!

- What type of place are you looking for? If you are looking for a quiet property, avoid ¹ _____ estates next to busy roads and motorways!
- What kind of property can you afford? If you have to be careful about how much you can spend, a ² _____ flat with its own entrance and all mod cons is probably more than you can afford.
- Who are you going to live with? If you have to move into shared accommodation, it's important that you choose somewhere both you and your ³ _____ like.
- How close is the property to local ⁴ _____, for example, shops, cafés, parks and public transport?
- What's the landlord/landlady like? Does he/she repair things quickly? Will you have to cover all ⁵ _____ costs?
- Is the place equipped with ⁶ _____ appliances? Unless you want to run up big electricity bills, make sure it is!
- How much will you pay and when? How long is the contract? Does your ⁷ _____ agreement contain all this information?

8 Match the words (1–6) with their definitions (a–f).

- 1 utility bill
- 2 rent
- 3 communal
- 4 renovated
- 5 furnished
- 6 linen

- a having beds, tables, chairs, etc.
- b a document that requests payment for electricity, heating, water, gas, etc.
- c shared by a group of people, especially people who live together
- d sheets, pillowcases, etc.
- e money that you regularly pay so that you can use a house, room, etc.
- f repaired and decorated to look like new

9 Work in pairs. Say if you agree or disagree with the statements. Give reasons.

- 1 A self-contained flat is the best kind of accommodation for a student.
- 2 The owner of a flat should pay for any repairs or work needed on a property.

Ecologically-friendly living

10 Complete the questions (1–7) with words and phrases from the box.

compost electricity energy consumption
energy-efficient heating non-recyclable waste
recycling

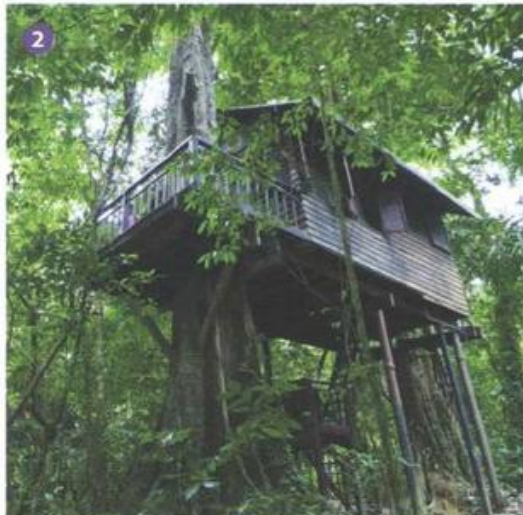
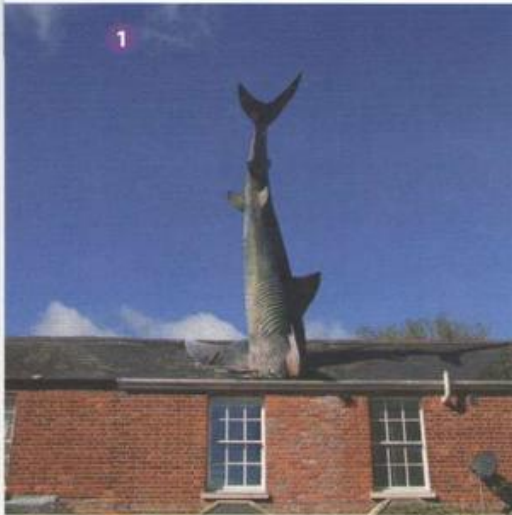
- 1 Is paper, plastic, metal and glass collected from your house, or do you take it to a _____ centre?
- 2 Does your household use _____ from the local grid or do you generate your own power? If you generate your own, how do you do this?
- 3 What type of _____ do you use in your home (e.g. central, gas, electric, coal-fired)?
- 4 On average, how much _____ does your household generate in a week?
- 5 Which types of kitchen waste is it possible to _____? Does your family do this? Why?/Why not?
- 6 In what ways can you reduce _____ in your home (e.g. turn off lights)?
- 7 What _____ appliances do you use, if any?

11 Work in pairs. Ask and answer the questions in exercise 10. How ecologically-friendly is your home?

12 Work in pairs. Take turns to answer the questions.

- 1 What would you miss most if you had to move to a different place (e.g. from the city to the countryside)? Is there anything you wouldn't miss?
- 2 How long have you and your family lived in your current home? Does your extended family live near you? If not, where do they live?
- 3 Is your home typical for your area or is it different in some way? In what kind of accommodation do people in your area usually live?

- 4 What are the advantages and disadvantages of renting a home compared to buying one?
- 5 How would you feel about having to share accommodation with someone who isn't your family?
- 6 What are the most important features that make a home comfortable to live in? Why?



Matching (specific)

- 1 What do you think these pictures have in common?
- 2 Work in pairs. Discuss the questions.

- 1 Which home appeals to you most? Why?
- 2 What things in your house could you easily live without?
- 3 What modern-day comforts couldn't you live without?

- 3 Read the texts quickly. Match the pictures (1–6) to the texts (A–F).

EXAM STRATEGY

- Read the questions from the exam task to see what information you are looking for in the texts.
- The questions are usually paraphrases of the information from the text - they give the same information, but use different words.
- Check that the remaining questions do not match any of the texts.

- 4 **EXAM TASK** Read the texts. Match the choices (1–8) to the texts (A–F). There are two choices you do not need to use.

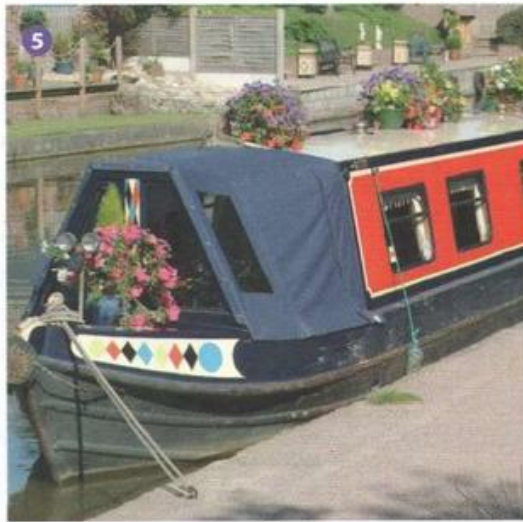
Which home ...

- 1 had its roof removed? _____
- 2 isn't what the owner intended to buy? _____
- 3 only has space for essential items? _____
- 4 lacks natural light inside? _____
- 5 has plenty of facilities, despite being unusual? _____
- 6 isn't suitable for small children? _____
- 7 helped the owner escape an urban environment? _____
- 8 is popular with tourists? _____

A Gina can only get to her home by cautiously walking across a narrow wooden plank. She's been living with her partner Tom and 18-month-old daughter Kyra on a 15-metre canal boat for just over a year. Living on a boat is an exercise in making the most of every centimetre of space. 'It's really hard to keep it tidy,' says Gina. 'The space is just enough at the moment, but there's no room for stuff you don't need. And I can't imagine how it's going to be as Kyra gets bigger.' At the moment, Kyra seems to love it, most of all because she's surrounded by ducks!

B Have you ever thought of getting away from it all – escaping from conventional ways of living? That's exactly what Nick Weston did when he moved out of London. He spent £170 on wood, and built a tree house in West Sussex. Constructing the house was hard. Due to the limited budget, Nick and his friends had to cut down nearby trees to make support posts for the house. Nick managed to live off the land for six months, eating mainly the things that he could grow in his vegetable garden, or find in the countryside. The practical advice on how he did it is an inspiration to anyone considering this way of life.

C If you'd asked me what kind of property I wanted to buy with an eighteen-month-old and a three-month-old baby, I would have said, 'something that I can just move straight into.' So why, oh why, did I buy a house that an old lady and her ten cats had just vacated – a house that needed the electrics and central heating replacing as well as a new kitchen and new bathroom? That's not to mention the flooring, decorating, fences, etc. The list goes on and on. But, although it certainly wasn't what I had in mind when I first started looking, now that we've done all the work, it's absolutely perfect!



D If you're looking for a cool property to live in, then why not consider a double-decker bus? There's a double bedroom, bathroom, kitchen, lounge and toilet. It also has a 200-litre water tank and has been fully wired by its electrician owner, so there are all the modern-day comforts on board that you'd expect from a normal home, such as a television, a microwave and a coffee machine. The bus is currently located in the town of Horsham, but the beauty of living on a bus is that if you need a change of scenery, you can just start up the engine and drive your property somewhere else. There are plenty of caravan sites in the UK that will be happy to have you on site!

E It's easy to see how the so-called 'shark house' in Oxford got its name. It was in 1986 that a local journalist, Bill Heine, decided it would be a good idea to have a giant shark installed on the roof of his house. The shark is 7.5 metres long and made of fibreglass. Heine's modest red-brick terraced property soon became a major attraction with many people posting comments and photos of it online. Oxford City Council ordered Heine to remove the shark, saying he did not have the necessary building permission to put it there. However, it is still there today.

F This home is similar to the traditional Mongolian tent called a yurt. Freddie and Maya Stark wanted to feel more closely connected to nature. The interior of the yurt is dark because the windows are small, and the only heating comes from a central wood-burning stove. 'We don't mind the darkness – it's cosy – and with the countryside right outside, we see the seasons and the weather change. We can't imagine living anywhere else.' We asked them whether living together in one small room was a problem. 'Sometimes,' Maya said. 'But it's easy to get some personal space – by going out for a long walk!'

6 Work in pairs. Discuss the questions.

- 1 Why do you think some people are looking for alternative places to live?
- 2 Can you think of any other advantages or disadvantages of living in alternative homes that aren't mentioned in the extracts?

Words in context

7 Complete the sentences (1–10) with words and phrases from the box.

change of scenery live off the land located narrow on board support posts surrounded vacate wood-burning stove wooden plank

- 1 The old buildings of central Amsterdam rest on _____ embedded in the bottom of the canals.
- 2 More than one million UK households use a _____ to heat their homes during the winter.
- 3 When I graduated, I was asked to _____ my university flat.
- 4 I was able to make a new bookshelf for my living room by recycling an old _____.
- 5 My parents retired to the countryside because they wanted a _____.
- 6 You can find a range of accommodation _____ our cruise liners.
- 7 It's our dream to _____: keeping chickens and sheep, and growing our own vegetables.
- 8 The roads in this old town are extremely _____: it's impossible for two cars to pass each other.
- 9 We're going to have a picnic in a beautiful spot – it's a lake that's completely _____ by trees.
- 10 Our offices are conveniently _____ a few minutes from the station.

5 Which of the homes described in the extracts would you choose to live in? Why? Which would you least want to live in? Why?

LANGUAGE REVIEW

perfect tenses

1 Match the sentences (1–5) with the descriptions (a–e).

- 1 She's **been living** on a canal boat for a year.
- 2 If you'd **asked** me what kind of property I wanted, I would have said 'something modern'.
- 3 I bought a house that students **had just vacated**.
- 4 Now that we've **done** all the work, it's perfect!
- 5 The wiring **was checked** by an electrician.

- a something that happened before another action or event in the past
- b an action completed in the past with a result in the present
- c an action or situation that started in the past and is continuing in the present
- d a completed action in a passive structure
- e talking about a past action that did not happen

Grammar reference pages 118–119

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Manchester: the capital of the north

What do retired footballer David Beckham and German philosopher Friedrich Engels have in common? They both ¹ live and work in the city of Manchester. Home to two of ² football clubs in the world and the birthplace of the industrial revolution, Manchester is definitely a place that is worth visiting.

In his novel *Hard Times*, Charles Dickens described the city as a terrible place where bosses exploited their workers who were driven to violence. Manchester was ³ the industrial revolution began: the large-scale production of coal nearby fuelled the city's ⁴ textile industry.

Manchester today is a thriving, modern metropolis. It also has the UK's largest shopping centre as well as the 47-storey Beetham Tower. ⁵ in 2006, it is the tallest building in Britain outside London.

- | | | | |
|------------------|---------------|----------------|---------------------|
| 1 A could | B used to | C would | D did |
| 2 A as great | B greater | C the greatest | D greatly |
| 3 A why | B what | C whom | D where |
| 4 A growing | B grown | C grow | D grew |
| 5 A Constructing | B Constructed | C Construct | D Being constructed |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Intelligent homes

Our homes have become much smarter lately. We now live in houses which contain ¹ devices that make our lives easier and more entertaining, and in the future, they will do even more.

There's good news for those who hate shopping. In the past, fridges were just somewhere cold to ² your food. It may sound ³, but very soon intelligent refrigerators will be able to automatically generate a shopping list. Then they will arrange a door-to-door ⁴ to your home.

Televisions have gone through the most ⁵ changes recently. We can now use voice control to pause what we're watching and ⁶ through a list of available channels. And it seems very likely that soon our TVs will be able to tell from the ⁷ on your face how you are feeling. Then they will offer suggestions of what to watch based on your ⁸.

Smart showers now offer personalized water flow and a temperature control for each adult family member with additional parental control – perfect for ⁹ with teenagers who stay too long in the bathroom!

Mobile phones and the Internet have already become an important part of our daily routine. It's very ¹⁰ that technology will soon control every aspect of our lives, from our diet to the settings of our electric toothbrush.



- | | | | |
|----------------|---------------|--------------|------------------|
| 1 A efficient | B capable | C easy-going | D well-organized |
| 2 A hold | B store | C load | D bring |
| 3 A unreliable | B irrelevant | C dishonest | D unbelievable |
| 4 A shipment | B connection | C delivery | D passage |
| 5 A respectful | B acceptable | C different | D impressive |
| 6 A browse | B roll | C process | D file |
| 7 A impression | B exhibition | C expression | D concentration |
| 8 A humour | B mood | C spirit | D temper |
| 9 A working | B cheering | C dealing | D bringing |
| 10 A probably | B predictably | C possibly | D likely |

LISTENING

True/false

1 Match the people (1–4) to the pictures (A–D).

- 1 architect ___ 3 estate agent ___
 2 builder ___ 4 interior designer ___



2 You will listen to an interview with Maddy Smith, an interior designer. Look at the items in exercise 5. What do you think Maddy is going to talk about?

- a how to buy a home that suits your personality
 b what mistakes interior designers should avoid
 c the best ways to decorate your home

3 1.06 Listen to an extract from the interview. What room is Maddy going to talk about?

4 1.07 Listen to the interview. Put the things Maddy talks about in the order you hear them.

- ___ A low-cost items
 ___ B building work
 ___ C carpets and curtains
 ___ D budget
 ___ E paint
 ___ F high-cost items

EXAM STRATEGY

- The statements in the exam task are in the same order as the information about them in the recording.
- Decide if a statement is true or false based only on the information you hear. Do not rely on your general knowledge or opinions.
- Read the statements carefully before you listen so you know what information you should be listening for.

5 EXAM TASK 1.07 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|-----|-----|
| 1 You should avoid buying second-hand things. | ___ | ___ |
| 2 You should choose carpet and curtains last. | ___ | ___ |
| 3 Buy paint that is a little darker than the one you like. | ___ | ___ |
| 4 Getting big jobs done professionally is sometimes necessary. | ___ | ___ |
| 5 Cushions and lamps don't have to be expensive. | ___ | ___ |

6 Match the words (1–6) from the recording with their definitions (a–f). Use each definition only once.

- | | |
|------------|-----|
| 1 interior | ___ |
| 2 budget | ___ |
| 3 tape | ___ |
| 4 shade | ___ |
| 5 tester | ___ |
| 6 bedding | ___ |
- a a smaller container of a product for trying before purchase
 b the sheets and covers that you put on a bed, often also the mattress and the pillows
 c a plan of how to spend your available money
 d a particular form of a colour, with a difference in how light or dark it is
 e fasten something using a sticky strip of material
 f the inside part of something

7 Imagine you are planning your dream home. Work in pairs. Tell each other your ideas.

- 1 How would you decorate it?
 2 What furniture and equipment would you choose for it?

Formal email: arranging an appointment

1 Work in pairs. Discuss the questions.

- 1 Why do some students prefer to rent a flat or house together rather than living in a university hall of residence?
- 2 What would you need to discuss before you agree to share a flat or house with others?
- 3 What do you think an agreement between tenants and a landlord or landlady would include?

2 Read the exam task in exercise 6 and answer the questions (1–4).

- 1 Who are you writing to?
- 2 Who does she work for?
- 3 Why are you writing to her?
- 4 Are you going to use formal or informal language?

3 Complete the sentences (1–5) with words from the box.

alternatively available convenient possible suit

- 1 Would 6 p.m. on Saturday _____ you?
- 2 I would prefer not to come in the evening, if at all _____.
- 3 I am _____ on Friday and Saturday evenings.
- 4 Would either Monday or Tuesday evening be _____ for you?
- 5 _____, I could come on Saturday afternoon after three.

4 Read the phrases and sentences (1–5). Where does each appear? At the beginning (B) or the end (E) of a formal email?

- 1 I am writing to ask ... _____
- 2 I look forward to hearing from you. _____
- 3 I would like to inquire if it would be possible ... _____
- 4 Please contact me if you need more information. _____
- 5 I hope to hear from you soon. _____

5 Make some notes next to the headings about what good tenants should do.

<i>The rent</i>	<i>Pay it on time.</i>
<i>The property</i>	
<i>The neighbours</i>	
<i>The landlord/landlady</i>	

EXAM STRATEGY

- Use formal language and polite phrases in an email in which you are writing to anyone who is not a friend.
- Begin your email with *Dear Mr/Ms* and the person's surname.
- End your email with *Yours sincerely* and your given and family names. (In English, your given name comes first.) You can also use *Best regards* or *Kind regards* instead of *Yours sincerely*. They are a little more informal and suitable for emails.

6 EXAM TASK You are a student at Manchester University. You and three friends are looking for a house to share together in six months' time. Read the advertisement and write an email of at least 100 words to Helen Radcliffe in which you:

- ▶ explain why you are interested in this property,
- ▶ say why you and your friends would be good tenants,
- ▶ suggest three times you could view the house.

CITY HOMES



PROPERTY 5593, Fallowfield, Manchester **FROM £140 pw**
4-bedroom house

This is a beautiful, spacious 4-bedroom semi-detached house in Fallowfield, a very popular part of the city. The house is close to many local amenities and bus routes.

The bedrooms are all large, and each has a double bed, desk, chair, wardrobe and chest of drawers.

There are two modern bathrooms, a lounge, a large kitchen and a pretty garden at the back of the house.

Due to excellent insulation and central heating, the house is very warm throughout the year.

- ▶ Gas, electricity and water bills are included.
- ▶ The house is available for a group of four students.
- ▶ Deposit: £400 per person
- ▶ Evening and weekend viewings are available.

To arrange a viewing, please contact Helen Radcliffe at: helen@cityhomes.com

Writing bank page 152

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate formal language?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about living in an environmentally-friendly way.

- 1 Describe your home. When was it built? What is it made of? Are any of the materials renewable? What kinds of energy do you use at home?
- 2 If you could make three changes to your home to make it more environmentally-friendly, what would they be? Explain the reasons for your changes.
- 3 'Most people can't afford to make their homes environmentally-friendly.' Do you agree? Why?/ Why not?
- 4 Have you ever bought something for your home that was second-hand? If so, what was it? If not, would you buy something second-hand in future?
- 5 Would you be prepared to have less heating at home in order to protect the environment? Why?/ Why not?
- 6 'It's possible to feel close to nature even if your home is in a big city.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Spend two minutes taking it in turns to tell your partner words related to homes. You cannot repeat a word. Whoever is speaking when the two minutes is up is Student B. The other student is Student A and chooses whether to agree or disagree with the statement.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

It is better to own your home rather than rent it.

- the costs
- control over what you can do in your home
- moving house

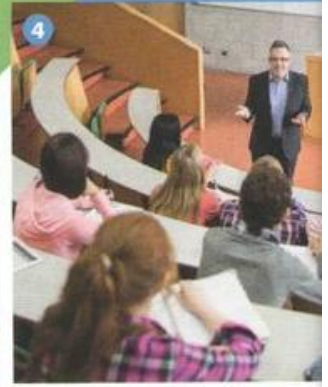
Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–B) which show attitudes to historical areas in towns and cities. Take turns to compare the pictures and say what you think about them.



VOCABULARY



Education system

- 1 Look at the pictures (1–4). What different stages of education are shown? At what age do students usually begin each stage?
- 2 Choose the correct information to complete the text about Ukraine.

Before formal education begins in primary school, children go to kindergarten. This is ¹ *optional/compulsory*. Pupils usually ² *attend/maintain* four years of primary, five years of secondary and three years of high school. Practically all schools are ³ *co-educational/single-sex*. Most schools are ⁴ *public/private* institutions run by the state – but there are some run by various foundations. All schools follow the national ⁵ *timetable/curriculum*. Students can study in general schools, or schools which focus on training for certain jobs and professions. At the end of their secondary studies, students must take a school-leaving exam, which also serves as the ⁶ *mock/entrance* exam for higher education. Students don't need to pay ⁷ *tuition/admission* fees for most universities, but they have to pay for some private institutions.

- 3 Work in pairs. Take turns to explain the words that you did not choose above. Check your ideas in a dictionary.
- 4 Do some Internet research and find out how the education system in other countries is different from the one in Ukraine.
 - stages of education
 - types of schools
 - exams
 - education costs

Life and traditions at school and college

- 5 Complete the sentences (1–10) with the correct form of the verbs from the box.

assemble cram enrol hand play receive
sign sit skip submit

- 1 University students _____ up for courses at the beginning of their studies.
- 2 When my father was a student, he never _____ lectures. He found them fascinating.
- 3 Quite a few students in our school _____ truant since the beginning of the school year.
- 4 My great-grandfather _____ a Master's degree in Engineering before World War II started.
- 5 Sam needs to _____ his dissertation by tomorrow, otherwise he won't be allowed to continue his studies.
- 6 My class _____ mock exams by this time next week.
- 7 The history teacher said we had to _____ in our assignments by next Monday.
- 8 Students who _____ in extra courses after school learn skills their peers don't.
- 9 _____ seems to be the worst method of studying.
- 10 All pupils were told to _____ for classes at 8.30.

- 6 Fill in the gaps (1–8) in the text about American prom night with words from the box.

elected formal highlight pinned promenade
tradition tuxedo wrist

The ¹ _____ dance, usually referred to as the prom, is an annual ² _____ which celebrates the end of high school in the United States – typically held at the end of the final term. Students wear ³ _____ clothes (boys wear a ⁴ _____ or suit jacket and tie; girls wear evening dresses). It is traditional for them to arrive as a couple. The prom date brings the girl a corsage: a decoration with flowers worn around the ⁵ _____; similar flowers are ⁶ _____ to each boy's suit. At the prom, students celebrate with their classmates for one last time before leaving school. It is probably the ⁷ _____ of a senior student's school year. At the end of the event, one girl and boy are ⁸ _____ as prom queen and king.

7 Describe how Ukrainian school-leaving traditions are similar or different.

- When is the school-leaving event held?
- What do students wear?
- What happens during the event?

Extracurricular activities

8 Complete the questions (1–4) with words from the box.

academic competitive extracurricular voluntary

- 1 What _____ activities are offered by your school (e.g. orchestra)? What kind of things can you do?
- 2 What skills do students learn from participating in _____ sports as a team?
- 3 Why do you think students are expected to do _____ work alongside their studies? Why is it important?
- 4 Would you like to enter a national _____ contest in English? Why?/Why not?

9 Work in pairs. Ask and answer the questions (1–4) in exercise 8.

Exams

10 Choose the correct word to complete the questions (1–5) about the school-leaving exam in English.

- 1 At what *levels/grades* can you take the exam?
- 2 Do you have to take the written test first, or the *live/oral* exam?
- 3 What percentage do you need to achieve for a minimum *pass/score*?
- 4 What happens if you *fail/refuse* the exam? Can you *retake/revise* it later?
- 5 What percentage do you need to achieve for the top *mark/class*?

11 Work in pairs. Ask and answer the questions (1–5) in exercise 10.



Higher education

12 Match the words and phrases (1–8) with their definitions (a–h).



- | | |
|-----------------|-----------------------|
| 1 undergraduate | 5 graduation |
| 2 lecturer | 6 dissertation/thesis |
| 3 dean | 7 essay |
| 4 rector | 8 trimester/term |

- a the head of a university faculty or department
- b the act of completing a degree; the ceremony when you receive your degree
- c a long piece of writing completed by a student as part of their degree
- d a student who is studying for their first degree
- e the head of an entire university or college
- f a short piece of writing completed by a student as part of a course
- g a person who teaches at a university
- h one of the three periods in the year during which classes are held

13 Work in pairs. Talk about your plans for when you leave secondary school. Use the words from the box or your own ideas.

career course gap year grant job applications qualifications scholarship work experience

14 Work in pairs. Take turns to answer the questions.

- 1 Which school subjects do you think are the most important for life? What subjects do you think students should spend more/less time on than they currently do? Why?
- 2 How important do you think school discipline is? Why?
- 3 Which school traditions are the most important to you? Why?

- 4 How does school help you develop social skills?
- 5 How do you plan to revise for the school-leaving exam? What technique(s) do you find the most helpful? Why?
- 6 What are the most popular university courses among students in Ukraine today? Why are they popular?

Matching (general)

1 Work in pairs. Look at the pictures (A–E) and discuss the questions (1–2).

- 1 What aspects of student life do the pictures show?
- 2 How difficult do you think it is to make the transition from secondary school to higher education?



2 Read the texts (1–5) and match them to the pictures (A–E).

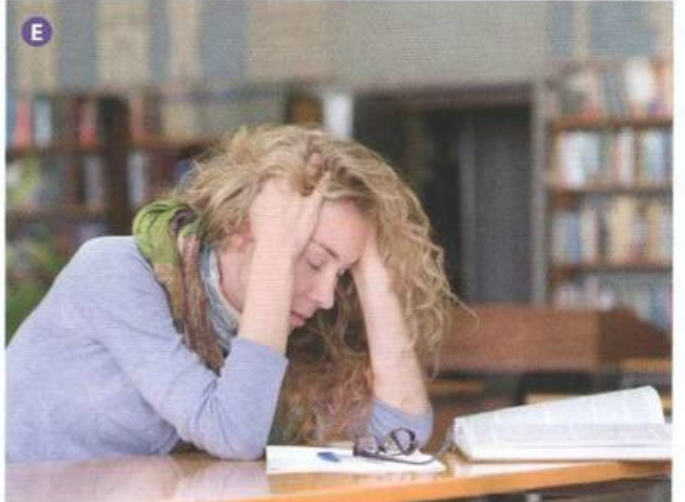
EXAM STRATEGY

- The phrases in the exam task summarize the main point or focus of the texts.
- Read each text carefully and try to summarize them with your own words.
- Then look at the phrases in the exam task and check if they are similar to your ideas. This will help you find the correct answers.

3 **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Which advertisement describes ...

- | | |
|---|-----|
| A a student exchange trip? | ___ |
| B a meeting with a psychologist? | ___ |
| C changing courses? | ___ |
| D why doing a degree is a good idea? | ___ |
| E a language course? | ___ |
| F a way to meet people? | ___ |
| G a relaxation technique? | ___ |
| H the advantages of a part-time course? | ___ |



1 Are you unhappy with your current course, but worry that changing universities is a **drastic measure**?

Visit the university careers service!

We can help you see the **bigger picture** and choose a new course that is right for you.

We will make sure you have the right qualifications and help you with the admission process.

2 We run sessions with mental health experts and offer a range of courses and workshops that can help with stress, anxiety and other issues.

Join our student workshop for students who feel pressurized to perform, but lack motivation; this workshop will get your research back on track.

3 **Joining a student club is a great way to make your social life thrive!**

Try something new or foster a passion you already have with the friends you make, whether it's baking, rock climbing, or learning Mandarin!

We have hundreds of activities so there is bound to be something that you'll love.

4 Getting a degree these days doesn't mean you have to study for three or four years as a full-time student.

'As I work full-time, I knew doing a part-time degree at the same time would be hard work. But **on the plus side**, it gives me lots of flexibility and it will go a long way towards getting me a better job in the future.'

Lisa Preston, Birtwell University

5 We have learning materials in 50 languages. You aren't learning in isolation, you can practise conversation skills with native speakers through our language exchange.

If you're an international student, you can prepare to study in the UK with our English language courses. They conform to the university entry requirements for all our undergraduate courses.



Words in context

4 Match the underlined words in the sentences (1–5) with verbs from the box.

conform to foster lack pressurize thrive

- 1 Don't let anyone try to force you into doing things you don't want to. _____
- 2 As soon as Lara received the necessary support, she began to grow and develop. _____
- 3 Ronan applied for the job, but he didn't have the required skills. _____
- 4 If you follow the rules, you behave in the way you are supposed to. _____
- 5 Study skills help develop and maintain a stronger sense of learner autonomy. _____

5 Look at the highlighted words and expressions in the texts. Match them with their definitions (1–5).

- 1 a course of action likely to have a strong effect _____
- 2 as an advantage, a positive consequence _____
- 3 a significant step towards a goal _____
- 4 being alone or lonely _____
- 5 the situation as a whole _____

6 Work in pairs. Discuss the questions. Try to use some of the expressions from exercises 4 and 5.

- 1 What are your plans for when you leave school?
- 2 What do you think you would find most difficult about adjusting to life at university?
- 3 What are you most looking forward to after you leave school?

LANGUAGE REVIEW

would rather, would prefer, had better

1 Complete the sentences with *would rather*, *would prefer* or *had better*.

- 1
 A Can you wait ten minutes? I'm nearly ready.
 B OK, but you _____ hurry up, because we're going to be late for class.
- 2
 A _____ your students _____ to do this now or for homework?
 B They _____ do it for homework, I think.

Grammar reference pages 119–120

Grammatical multiple-choice cloze

2 Read the article in exercise 3 quickly. What is it about? Choose the best answer (a–c).

- a life in remote places around the world
- b being a student in a small school
- c becoming a teacher in the Channel Islands

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

LIVING AND LEARNING ON AN ISLAND

Children living on remote islands and in other areas where the population is very small often end up ¹ educated in very small schools, sometimes with no more than fifty students. Herm, for example, is one of the smallest of Britain's Channel Islands. It has a school that has ² than ten pupils of primary school age, and a teacher who is willing to come over from the larger island of Guernsey every day. Children over the age of ten ³ to live, as well as study, at a secondary school on Guernsey, even though many would prefer to live at home. Small schools such as Herm are often threatened ⁴ closure – because compared to bigger schools, they are expensive to run. ⁵ schools close, the teachers lose their jobs and pupils are sent to another school which is often far away. This often turns out to be disruptive for the pupils' education.

- 1 A been B being C have been D be
- 2 A lesser B the least C few D fewer
- 3 A have B must C ought D should
- 4 A to B from C about D with
- 5 A During B Before C When D While

Lexical multiple-choice cloze

EXAM STRATEGY

After choosing the answer, read the sentence again to check that it is logical and grammatically correct.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Mobile phones and learning

Mobile phones are everywhere these days. We all ¹ our smartphones for granted, and this is especially true for teenagers. But what about using phones at school? Many teachers would prefer it if students ² their phones at home. However, most students would rather not do this, and they use them when the teacher isn't looking. What if schools relaxed their rules and allowed students to use mobile phones ³ in class? For example, the phone's calendar function can be used to keep ⁴ of homework and the camera to take pictures of notes on the board. Mobile phones give students ⁵ to tools and apps that can help them develop time management and organization skills. An equally important reason for not ⁶ mobile phones in the classroom is that they are allowed at people's work. The functions of smartphones go far ⁷ telephoning and messaging. They allow users to email and do research. Nevertheless, concerns have been voiced about classroom ⁸, cyber-bullying and cheating, which have become a troublesome part of school life. These issues are clear ⁹ that schools had better teach students how to use technology responsibly.

So, teachers who decide to use mobile phones as part of their classes need to ¹⁰ an eye on how they are being used. After all, they can only be good classroom tools if used appropriately.



- 1 A treat B take C feel D use
- 2 A left B brought C took D put
- 3 A totally B particularly C productively D simply
- 4 A train B road C path D track
- 5 A access B entry C introduction D opportunity
- 6 A banning B refusing C dismissing D protesting
- 7 A towards B around C behind D beyond
- 8 A structure B discipline C authority D setup
- 9 A evidence B response C material D argument
- 10 A put B have C set D keep

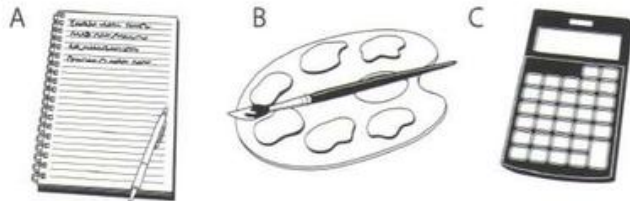
5 Work in pairs. Discuss the following statement, saying why you agree or disagree with it. You can use some of the arguments mentioned in the text, but add your own ideas, too.

Mobile phones should be banned during school hours.

LISTENING

Multiple-choice (listening for specific information)

1 Work in pairs. Match the classes (1–3) with the pictures (A–C).



- 1 oil painting _____
- 2 accounting _____
- 3 creative writing _____

2 **1.08** Listen to two people discussing classes from exercise 1. What is Dan trying to decide? Which course does he choose?

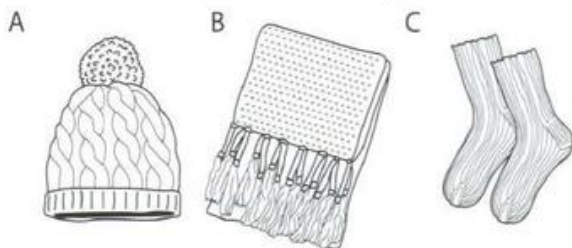
3 **1.08** Listen again. Why are the other options incorrect?

EXAM STRATEGY

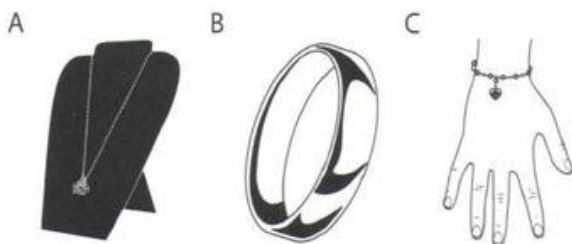
- This task asks you to find specific information in the recordings and choose the correct answer out of three options.
- Before you listen, read the questions to find out exactly what information you should listen for.
- Some of the options will be given in the form of pictures. Describe them to yourself: name the objects you can see and think about the differences between them.

4 **EXAM TASK 1.09** Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C). You will listen to each recording twice.

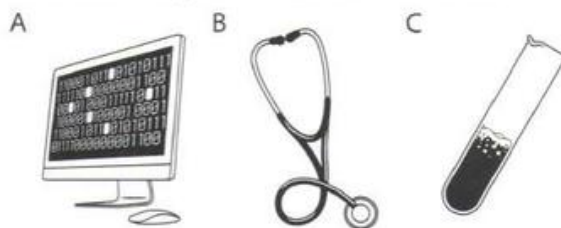
1 Which item is made for homeless people?



2 What is the speaker making next?



3 What is the subject of Mia's summer course?



4 According to the speaker, why should you press 1?

- A to speak to an advisor
- B to pay for a course
- C to ask for an application form

5 Who are the other tennis club members?

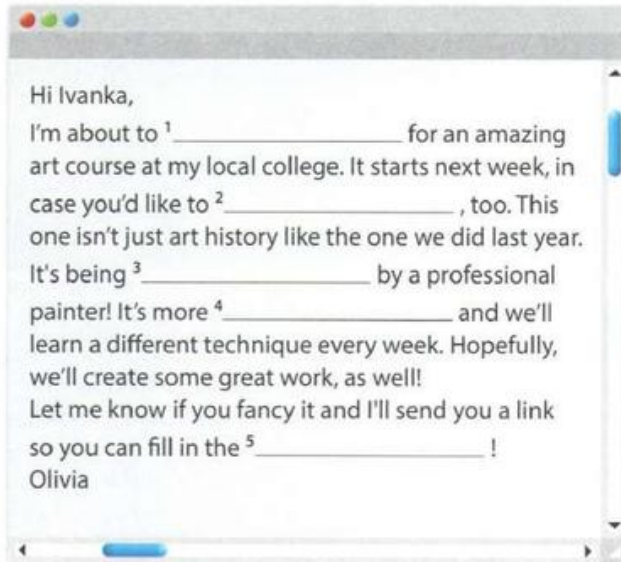
- A university teachers
- B finance professionals
- C college students

6 What is TRUE about the theatre group?

- A they are looking for writers
- B they are staging Romeo and Juliet
- C they meet once a week

5 Fill in the gaps (1–5) in the text with the words and phrases from the box. There are two phrases you do not need to use. Use each word or phrase only once.

application form join learn a craft option
practical put my name down taught



6 Work in pairs. Discuss the question.

What class would you enroll in if you could choose anything? Explain your choice.

Blog post: making suggestions

1 Work in pairs. Discuss the questions.

- 1 What have you enjoyed about being at school? What have you found difficult?
- 2 What would have helped you with the things you found challenging?

2 Read the exam task in exercise 3 and the blog posts. Discuss the questions (1–2).

- 1 What style are Beth's and Dani's posts written in?
- 2 Has Dani included all three points in the task in his comment?

3 **EXAM TASK** You have read the following blog post. Write a comment of at least 100 words in which you:

- ▶ express your sympathy for Beth,
- ▶ say how you think her school could have helped her when she returned to school,
- ▶ give her some advice and suggest how her friends could help her now.

Beth's BLOG

I've recently been off school for four months due to an illness and I'm finding it hard to adjust to school now I'm back. I'm way behind with my work and I feel there's such a lot I don't know.

And it's not just the work, it's my relationships, too. My friends have done lots of things without me and I feel left out when they talk about them. I feel I've missed out on a lot, which makes me sad.

I'm also finding it hard to cope with a whole school day, both physically and mentally. I generally feel worn out by lunchtime and find the afternoons really tough. But my friends are fantastic in the way they help me and cheer me up, so hopefully I'll soon be back to normal.

Beth, I'm really sorry you've been so ill. I think you're doing really well after a very tough time.

It sounds like the school didn't help you at all! They could have allowed you to come back to school gradually – starting with just a couple of hours per day at first. They could also have sent you notes from lessons that you'd missed.

I don't think you should try to do too much for now. If you wear yourself out, it will take you longer to get better. Maybe your friends could help carry things for you or help you with some activities? And could they go through the lessons you missed with you?

Get better soon and have a great term!

Dani



4 Complete the sentences (1–5) with the correct forms of the phrasal verbs from the box.

cheer up leave out miss out pick on rely on

- 1 I hate _____ on any fun so I always go to parties!
- 2 I've always been able to _____ my older brother to explain maths problems to me.
- 3 She's feeling quite down, so let's do something to _____ her _____.
- 4 They _____ me _____ of the discussion so I don't know what they decided.
- 5 One of my brother's friends has started to _____ him by criticizing everything he does.

EXAM STRATEGY

Imagine the person you are replying to and write to them in a direct, friendly way. Say what you want to say clearly.

5 **EXAM TASK** You have read the following post on Paul's blog. Write a comment of at least 100 words to Paul in which you:

- ▶ suggest ways Paul's school could have prevented his bullying,
- ▶ say why you think some people bully others,
- ▶ give him some advice on what he can do now.

Can bullying at school be stopped?

I had a very difficult time last year at school because a group of people in my class started bullying me. They called me names, made jokes about what I looked like and made me give them money.

Luckily, I had a good friend and I used to spend as much time with him as possible, but I was always looking out for the bullies and hoping they wouldn't find me. This went on for several months.

In the end, I told my tutor about it. She spoke separately to the bullies and to me, and it stopped after that. But now I'm wondering what schools could do to prevent bullying in the first place. I wish I hadn't had to suffer for so long.

Writing bank pages 148–149

6 Check your work.

- Have you written about all three points in the task?
- Have you organized your comments into clear paragraphs?
- Have you used some phrasal verbs?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about traditional celebrations in schools.

- 1 Describe your experience of a school tradition. When was it? What happened? How did you feel about it?
- 2 If you could start a new school tradition, what would it be?
- 3 At your school, was the first day of this school year different from a normal day? If so, how? If not, would you have liked it to be different?
- 4 Do you think that formal dances are a valuable part of school-leaving traditions? Why?/Why not?
- 5 'Schools must keep their traditions going. They are an important part of our culture.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

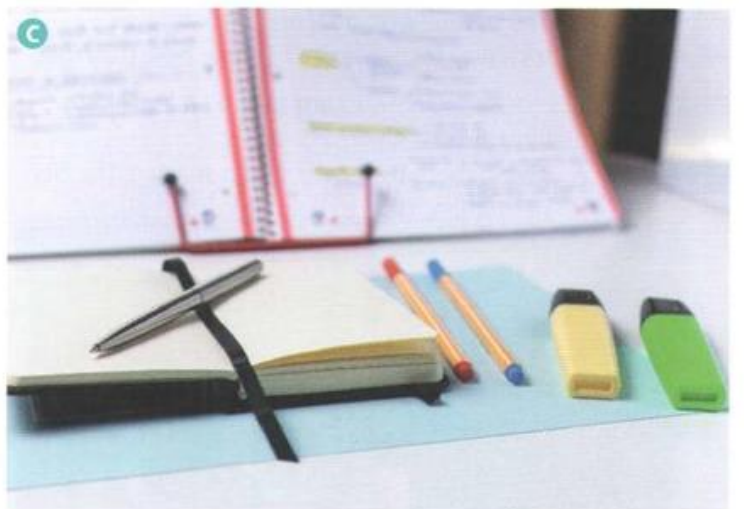
Exams do not prepare people for the real world.

- memorizing information
- hard work as a key ingredient for success
- working alone under pressure

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–C) which show different ways of revising for an exam. Take turns to compare the pictures and say what you think about them.




LISTENING

Multiple-choice

EXAM STRATEGY

A modifier is a word that limits or changes the meaning of a word or phrase (e.g. *several, all or none*). Pay attention to these when answering multiple-choice questions because the right answer sometimes depends on them.

- 1 Read question 1 in exercise 2 and underline the modifiers in each option. You will need them to help you answer the question.
- 2 **EXAM TASK**  1.10 Listen to the text. For questions (1-6) choose the correct answer (A, B or C). You will listen to the text twice.
 - 1 Where is the graffiti?
 - A on every building
 - B on more than one bridge
 - C on a number of buses
 - 2 What piece of graffiti does Brendan mention last?
 - A an artist's name
 - B a space-age monster
 - C a futuristic city
 - 3 How does graffiti make Lauren feel?
 - A angry
 - B confused
 - C scared
 - 4 What do building owners do about graffiti?
 - A complain to the council
 - B clean the walls to get rid of the paint
 - C take legal action against the graffiti artists
 - 5 What is Miriam's opinion of graffiti?
 - A It doesn't have any meaning.
 - B The people who do it are thoughtless.
 - C It's a way for the youth to show how they feel.
 - 6 How does Miriam suggest making it legal for graffiti artists to paint?
 - A giving them their own studio space in the city
 - B permitting them to paint in certain places
 - C encouraging them to cooperate with the police



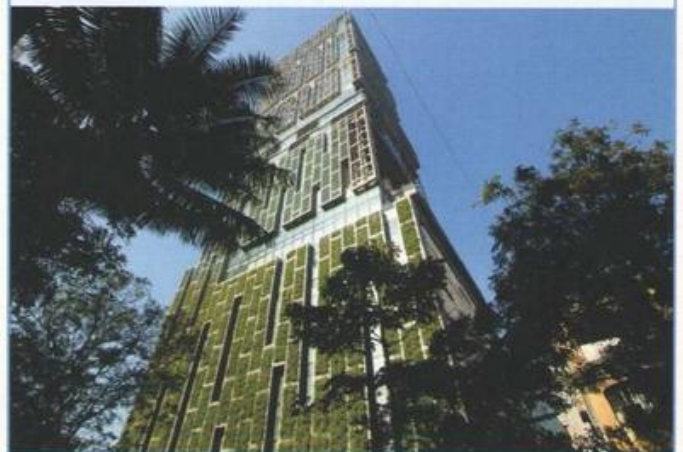
USE OF ENGLISH

Lexical multiple-choice cloze

- 3 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

Living the high life in Mumbai

Mumbai is India's largest city. It has been growing ¹ ___ over the last 20 years, and it now has a population of over 12 million people. The city has ² ___ been getting richer. There are more than 60 billionaires in India, and one in three of those are Mumbai ³ ___. One of these Mumbai billionaires is responsible for ⁴ ___ the world's most expensive family home. *Antilia* is a huge, 27-storey ⁵ ___ building overlooking the ocean, with spectacular views on both sides. The house took over three years to build, and it's believed that it must have ⁶ ___ its owner at least a billion US dollars. It has everything: several swimming pools, a library, a luxurious gym, a high-tech cinema, and hanging gardens over four ⁷ ___. There is an ice room with ⁸ ___ snow for people who want to chill out in the Mumbai heat. The house ⁹ ___ six storeys of parking space for 160 cars, and three helicopter landing pads on the roof. Moreover, *Antilia* is ¹⁰ ___ big that it needs hundreds of staff to run the place. While some Indians are proud of the house, others see it as shameful in a nation where many children go hungry.



- | | | | |
|---------------|--------------|----------------|----------------|
| 1 A rapidly | B hastily | C immediately | D promptly |
| 2 A too | B as well | C also | D indeed |
| 3 A residents | B occupiers | C tenants | D owners |
| 4 A forming | B composing | C constructing | D shaping |
| 5 A recent | B present | C latest | D contemporary |
| 6 A lost | B owed | C spent | D cost |
| 7 A grades | B stages | C levels | D positions |
| 8 A imaginary | B substitute | C false | D artificial |
| 9 A presents | B proposes | C recommends | D offers |
| 10 A so | B such | C as | D much |

READING

Multiple-choice

4 Look at the photo and read the title of the article. Can you predict what it is going to be about?

5 **EXAM TASK** Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

The Mozart Effect

In 1993, researchers at the University of California discovered that students who listened to Mozart's *Sonata for Two Pianos in D Major* significantly increased their intelligence test marks. Even rats were found to run faster and do various tasks more accurately after listening to Mozart than after listening to other kinds of music. This discovery became known as the Mozart Effect and had a huge impact on people: shops sold out of the music, the state of Georgia reserved \$100,000 so that every new mother could be given a free copy as they left hospital, the state of Florida passed a law that classical music must be played every day in all pre-schools. Pregnant mothers all over the world started playing classical music hoping that it might help them produce more intelligent babies.

In addition, many books have been written and a lot of money has been made from the Mozart Effect theory. For example, Don Campbell, a Mozart Effect expert who has written several books and put together several CDs on the subject, has made more than \$2 million.

Many psychologists, however, disputed the theory. They argued that the original research was only done on adults and that there is in fact no evidence that listening to music has any effect at all on children or babies. Some more research was conducted in Germany, this time including children. It was discovered that the Mozart Effect had only a short-term effect, continuing for only twenty minutes after the music stopped. What's more, they discovered that not everyone who listened to Mozart had better marks in intelligence tests. They discovered that people can achieve better marks by listening to any sort of music, or even listening to a story, as long as you like what you are hearing.

However, the German studies did show that there is one way in which music really can improve your intelligence and that is through music lessons, particularly piano lessons. The studies showed that children who were given music lessons before the age of seven, as opposed to drama lessons or no extra lessons, performed better in intelligence tests. The experts are unsure about the reason for this, but suggest that it could be that in music lessons pupils use a variety of mental skills, including accurate finger movement, memory skills and listening for rhythm.



- 1 What could rats do after listening to Mozart?
A run in the same direction
B move more quickly than before
C complete certain activities with no mistakes
D respond to different types of classical music
- 2 What happened after the discovery?
A A lot of people bought Mozart's music.
B Every Georgia resident got a CD with Mozart's music.
C In Florida, Mozart's music was played in hospitals.
D Pregnant mothers learned to play Mozart's music.
- 3 What did Don Campbell do?
A He became a respected writer.
B He conducted a lot of research in Germany.
C He profited from people's interest in babies and music.
D He made CDs with his own music.
- 4 What did the Mozart Effect **NOT** do?
A last a long time
B have benefits for adults
C help some people get better scores in intelligence tests
D affect different people in different ways
- 5 Why do music lessons help to improve your intelligence?
A They practice physical skills.
B They are similar to drama lessons.
C Students can take them before the age of seven.
D They teach you a range of different abilities.

WRITING

Blog post

6 **EXAM TASK** Write a description of a memorable concert you have been to. Write a post on your blog saying:

- ▶ when and where it took place,
- ▶ what the atmosphere was like,
- ▶ why it was a memorable event.

Write a blog post of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your post in an appropriate way.



VOCABULARY

Employment

1 Work in pairs. Check the meaning of these words: *manual*, *skilled* and *unskilled*. Look at the pictures (1–3) and discuss the questions.

- 1 What are the three jobs? What does each involve doing? Which category (manual, skilled or unskilled) do you think they belong to?
- 2 Can you think of some other jobs to add to each category?

2 Match the words from the box with words (1–8) to form compound words or collocations. There is one word you do not need to use.

boss conditions employed flexi highly
labour paid part-time salary

- | | |
|-----------------|------------------|
| 1 _____ force | 5 _____ time |
| 2 self-_____ | 6 _____ job |
| 3 well-_____ | 7 working _____ |
| 4 _____ skilled | 8 starting _____ |

3 Match the statements (1–10) with the phrases (a–j).

- A
- 1 We're protesting about low wages. _____
 - 2 Tim is only doing this job for six months. _____
 - 3 The company made lots of money this year. _____
 - 4 I'm 66 and I don't work any more. _____
 - 5 Zoe has an important new job in the firm. _____

- a temporary
b retired
c on strike
d profit
e promotion

- B
- 6 She wishes she hadn't been so rude to her boss. _____
 - 7 Please submit your CV and a cover letter. _____
 - 8 It's 10 p.m. and I'm still working. _____
 - 9 Wendy is wearing a suit so she looks smart. _____
 - 10 You don't look very well. _____

- f have a deadline
g apply for a job
h take a day off
i get fired
j job interview



4 Work in pairs. Discuss the questions.

- 1 What do you think is the best age for someone to retire? Why?
- 2 How good are you at doing tasks to a deadline? Why is this skill important in the workplace?

5 Choose the correct word to complete the sentences (1–5).

- 1 His *bonus/pension* is paid into his bank account every month.
- 2 Most people in the village rely on farming for their *income/cash*.
- 3 Jill has to make a *bonus/payment* to the bank of £500 per month. She has borrowed money to buy a car.
- 4 If your lawyer charges £200 per hour and she works five hours, her *fee/salary* will be £1,000.
- 5 John is being promoted and he'll get a pay *off/rise* because the job involves managing a bigger team.

6 Complete the sentences (1–7) with the words from the box.

age inflation ladder leave payroll
prospects resignation

- 1 What is the best way to offer your _____?
- 2 What are the benefits of being on a company's _____ rather than being self-employed?
- 3 What prevents some people from climbing the career _____?
- 4 Does _____ discrimination prevent older people from getting a job?
- 5 Do university graduates have good employment _____ in Ukraine?
- 6 Is the rate of _____ in Ukraine expected to rise in the near future?
- 7 How could companies reduce the number of employees absent from work on sick _____?

7 Work in pairs. Discuss the questions in exercise 6.

Looking for a job

8 Match the adjectives that describe work from the box with their definitions (1-6).

cost-effective cutting-edge demanding
profitable rewarding tedious

- 1 needing a lot of skill, patience, effort, etc. _____
- 2 that makes or is likely to make money _____
- 3 taking too long and not interesting _____
- 4 worth doing; that makes you happy because you think it is useful or important _____
- 5 giving the best possible benefit in comparison with the money spent _____
- 6 at the newest, most advanced stage in the development of something _____

9 Complete the job adverts with the words from the box.

clients deadlines driving licence manage
networking passion persuasive relevant
self-motivation targets team

Sales executive

We need someone who ...

- is naturally ¹_____ and able to win people's trust
- has the drive to reach and exceed ²_____.
- is able to work both independently and as part of a ³_____ and capable of delivering results to tight ⁴_____.

Special Educational Needs (SEN) teacher

Successful candidates will have the ability to ⁵_____ challenging behaviour; they must have patience and a ⁶_____ for child development.

SOFTWARE DEVELOPER

- You should be a graduate in computer science or maths and have some ⁷_____ work experience.
- You will need strong ⁸_____ and the ability to solve complex problems on your own.

EMPLOYMENT ADVISOR

excellent communication, advertising, mediation and ⁹_____ skills, ability to work with a wide range of ¹⁰_____, and a valid ¹¹_____.

10 Discuss in pairs. Which of the jobs in exercise 9 would suit you most? Why? Which job would you be interested in doing?

The job market

11 Complete the text with the correct form of the verbs.

call come (x2) cut (x2) end get lay
set take (x2) turn



I live in a small city in the north of England, where the unemployment rate is one of the highest in the country and doesn't seem likely to ¹_____ down in the near future. There used to be several small companies based here, but most of them went bankrupt. The few which remained continue to ²_____ off skilled workers who ³_____ up unemployed. These workers now complain that they don't have enough money to ⁴_____ by and find it hard to make ends meet. Not only can they not afford any luxuries, but they have to ⁵_____ down on everyday expenses as well. However, when a job is offered to them at the local job centre, they ⁶_____ it down, saying the pay is too low. The situation ⁷_____ for an immediate solution, and the local government should ⁸_____ up with some new ideas for fighting unemployment. For example, they could ⁹_____ down on administration costs and spend the money on promoting the city by offering lower taxes to foreign investors. If the idea ¹⁰_____ off, new companies will be ¹¹_____ up. Ideally, they will ¹²_____ on workers, which will boost the local economy.

12 Work in pairs. Take turns to answer the questions.

- 1 If you could do any job in the world, what would you do? What appeals to you most about it?
- 2 What skills and qualifications would you need to do the job you want?
- 3 What jobs are likely to be more in demand in the next ten years? Why?
- 4 What are the advantages and disadvantages of working from home?

Multiple-choice

1 Work in pairs. Look at the pictures (1–4). Discuss the questions (1–3).

- 1 Could these people's hobbies be turned into jobs?
- 2 What would be the benefits and drawbacks of doing so?
- 3 Do you have a hobby? Would you like to turn it into a job in the future?

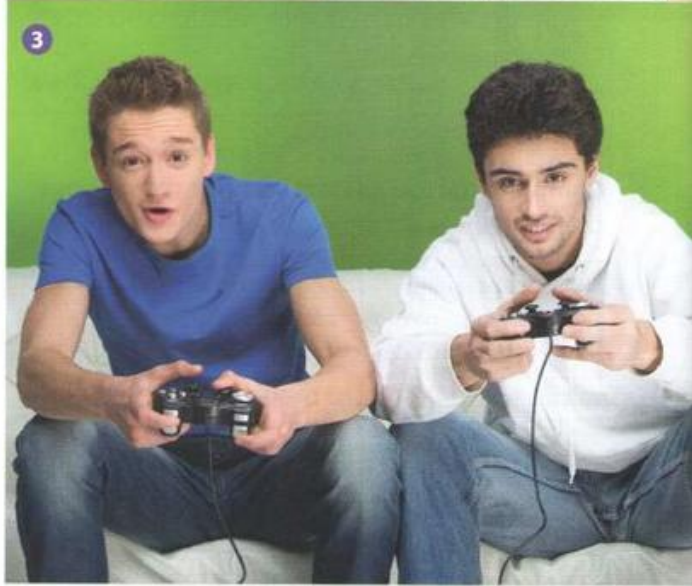
2 Read the article quickly. What hobby did Susi turn into a job?

EXAM STRATEGY

- Find the part of the text that contains information about each question. Cover up options A–D, and try to answer the questions in your own words.
- Choose the option that is closest to your own answer.

3 **EXAM TASK** Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What job did Susi do before?
 - A She sold advertising for YouTube.
 - B She worked in public relations.
 - C She assisted a BBC video producer.
 - D She designed successful gadgets.
- 2 What had the BBC NOT done before?
 - A Taken on an inexperienced presenter.
 - B Featured amateur videos on one of their shows.
 - C Hired a communications specialist.
 - D Employed someone after seeing their work online.
- 3 What does Susi do before each show?
 - A She reviews what she's going to say.
 - B She does her own make-up.
 - C She buys the gadgets she's going to review.
 - D She has a cup of coffee in the cafeteria.
- 4 What does *reassuring* in paragraph 4 mean? Making someone feel less ...
 - A embarrassed
 - B sad
 - C worried
 - D depressed
- 5 Why does Susi feel bad?
 - A Her dream job was to be on the stage.
 - B Her friends haven't been as fortunate as her.
 - C Her new job is less fun than her old one.
 - D She lost friends when she became successful.



A career on TV

A 24-year-old woman has been given a job as a presenter at the BBC after her videos were seen by a TV producer on YouTube. Susi Weaver was working for an advertising agency as a public relations advisor, but, in her spare time, she was giving video demonstrations of various gadgets which she posted online. Now, instead of following her online, her fans can see her every Sunday morning on BBC2's successful *Something for the Weekend* show.

TV producer Mike Worsley said that because Susi's videos were already online, he had a good idea of what she would be like on screen before he met her in person. Worsley explained that he had never used this method of looking for talent before – in fact, he believed Susi was the first person to be spotted on the Internet and then employed as a presenter on UK TV. He added that Susi's PR background was also an advantage, since dealing with clients had developed her communication skills.

Worsley thinks that part of the reason for Susi's popularity is the fact that she is female – relatively untypical in her chosen field. He predicts



a successful future ahead for her because of her positive, self-assured and slightly unusual style, and the way she always engages and draws in her audience.

Susi's job involves researching apps and gadgets and selecting the best ones to demonstrate on the show. She has a week to draw up her shortlist; once she's done this, she gets the TV crew to purchase the gadgets she is going to review. The segment is always filmed on Sunday, and broadcast live. Susi always arrives early, drinks a quick cup of tea, has her make-up done by the professional make-up artist, then sits in the 'green room', going through her notes as she waits to go on air. Susi admits to feeling nervous. 'I'm not sure why it's different from the webcam – but you're much more aware of people watching you. On the other hand, it's reassuring that other people are in charge of making sure everything works properly. That makes me feel that everything will go well.'

Susi sometimes wonders how she managed to get into TV so easily. She is regretful that friends of hers who have worked really hard to make it into TV or acting haven't been so lucky – all she did to get her dream job was to play around with gadgets for fun!

Words in context

- 4 Complete the sentences (1–5) with the correct form of the verbs from the box. There is one verb you do not need to use.

admit deal develop get give turn

- 1 What's the best way to _____ into advertising as a career?
- 2 I've joined the university debating team to _____ my public speaking skills.
- 3 Nora's always been scared of _____ demonstrations to her colleagues.
- 4 In a job interview, it's acceptable to _____ to not knowing an answer.
- 5 Leah's got used to _____ with customers in her job, but she still doesn't like it.

Phrasal verbs and collocations with draw

- 5 Find two phrasal verbs in the article with the verb *draw*. Write the correct particle (adverb or preposition) for the definitions (1–2).

- 1 draw _____ : involve or make somebody take part
- 2 draw _____ : prepare a plan, agreement or other document in detail

- 6 Now match the phrases in bold (1–6) with their definitions (a–f).

- 1 The director **has drawn on** his own personal experiences in this film.
- 2 What conclusions can we **draw from** this report?
- 3 There's no point in **drawing out** this interview longer than necessary.
- 4 Michael **has always been drawn to** the idea of making nature documentaries.
- 5 A taxi **drew up** outside the office, so we got in.
- 6 Could I **draw your attention** to item 2 on the agenda?

- a move near something
- b be attracted to someone or something
- c make something last longer
- d make someone notice something
- e use information to help you do something
- f take something from a particular source

- 7 Work in small groups. Discuss the questions.

- 1 Have you ever done a presentation in front of an audience? If yes, how did it go? Would you do it again? If no, how do you think you would feel?
- 2 What techniques can speakers use to overcome their nervousness?

LANGUAGE REVIEW

the causative

1 Find the expression *has her make-up done* in the article on page 45. Answer the question.

Who does Susi's make-up before the TV show?
 a Susi b a professional make-up artist

2 Find one error in each sentence (1–6) and correct it.

- 1 Can't they get somebody help them do the filing?
- 2 My friend his lawnmower had stolen last week.
- 3 If I don't like her report, I will her make rewrite it.
- 4 Don't you usually got someone to wash your car?
- 5 I'm making my hair cut this afternoon.
- 6 Is Bob bringing the documents round himself, or is he have them delivered?

Grammar reference pages 120–121

Grammatical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Job interviews

Knowing as much as possible about the company can help you be more confident when answering the interviewer's questions. It will also show your potential employer that you have a genuine interest in ¹ with the organization. So, before you go for your job interview, prepare answers to the most ² asked questions.

If you feel that you ³ to remain calm during the interview, take a few deep breaths before entering the room. Also, never underestimate ⁴ power of dress. Wearing inappropriate clothes will make you feel uncomfortable and give out the wrong signals. Also, don't forget to wash your hair – if it ⁵ greasy on the day, this won't make a positive impression on your interviewer. Remember all these points and you should be fine. Good luck!



- 1 A work B to work C working D having worked
- 2 A frequent B frequency C frequently D frequented
- 3 A can't B don't have C mustn't D won't be able
- 4 A the B some C a D such
- 5 A is looking B looks C looked D will look

Lexical multiple-choice cloze

EXAM STRATEGY

Read the text and the options. Decide which options are definitely incorrect, then choose the answer from the remaining options.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



Remote working

Try typing in the phrase 'work from home' on your search engine. This will most likely result in hundreds of examples of studies, message boards or blogs ¹ on the subject. And indeed, the number of people keen on the idea of working from home has been ² growing for a few years. Rapidly changing social and ³ trends have made workers and employers increasingly open to the distance working option. Modern technologies that are needed to ⁴ up an office at home are relatively inexpensive. The basic ⁵ are a table or other workspace with a computer, telephone and a fast Internet connection.

Surveys carried out in this area show that at ⁶ a third of workers prefer to work from home occasionally. Being at home gives employees more ⁷ to solve everyday problems, such as caring for young children or elderly parents. In addition to more time ⁸ with family, another important advantage is saving time by not having to travel to work. There are of course disadvantages, too, such as ⁹ separating work and home life. Not having ¹⁰ to chat to can also be hard, and people can end up feeling isolated.

- 1 A focusing B lighting C fixing D developing
- 2 A totally B hugely C steadily D thoroughly
- 3 A historical B economic C scientific D practical
- 4 A take B make C bring D set
- 5 A requirements B conditions C demands D prescriptions
- 6 A last B least C less D smallest
- 7 A compromise B adaptation C flexibility D accommodation
- 8 A spent B spread C used D felt
- 9 A effort B struggle C problem D difficulty
- 10 A colleagues B staff C operators D employees

Multiple-choice (listening for detailed understanding)

- 1 Look at the picture. What is the person doing? Do you think these dogs belong to him? Why?/ Why not?



- 2 1.11 Read the radio guide. Then, listen to the introduction to a radio programme. Which programme (A, B or C) are you going to listen to?

A 9 a.m.

THE HOBBY SHOW

Whether you've got a passion for painting or an interest in Egyptian art, we'll make you want to try something new!



B 10 a.m.

IN THE GARDEN

Poppy Green's A-Z of plants – all you need to know about what to plant and when.
Today: daisies



C 11 a.m.

YOU AND YOUR PET

We answer your pet queries. This week: how to find reliable sitters to look after your pets when you can't.

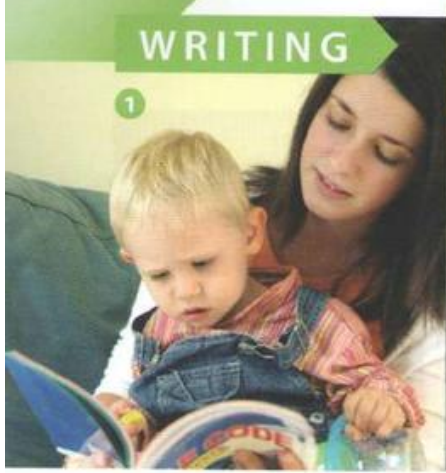


EXAM STRATEGY

Listen carefully to how words from both the questions and the options are used by the speakers. Check that the chosen answer matches the information you hear.

- 3 **EXAM TASK** 1.12 Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- Which of the following is TRUE according to Tom?
 - No one could take care of his dogs during the holidays.
 - He didn't use to get paid for his work.
 - He used to feed his neighbour's dogs.
 - What problems does Tom have?
 - He finds it difficult to refuse people.
 - The animals make too much noise.
 - The animals don't like his bedroom.
 - What used to drive Melissa's friends mad?
 - She never stopped talking about fashion.
 - She found better bargains than they did.
 - She spent a lot of time in charity shops.
 - Before she started her business, what did Melissa do?
 - She altered the clothes she bought.
 - She stopped buying old clothing.
 - She made clothes for people who asked her.
 - Why are Melissa's clothes popular?
 - They are all made from designer items.
 - Each piece is original.
 - They are cheaper than second-hand clothes.
- 4 Complete the sentences (1–6) with words you heard in the recording. There is one word from the box that you do not need to use.
- hard just like mad potential short trouble
- I've got a great idea for a business. The _____ is I don't have any money!
 - It can be _____ to say 'no' in certain situations at work.
 - I'm surrounded by creative people in my family, so I'm never _____ of inspiration.
 - My younger brother is always driving me _____ with his obsessions.
 - We live in an unusual building. There isn't another one quite _____ it.
 - Many people dream of moving to a tropical island. Next year, I'm going to do _____ that!
- 5 Work in small groups. Prepare a short presentation. Present your plan to the class. Vote on the best business idea.
- Choose a hobby you're all interested in.
 - Brainstorm ways to turn it into a business.
 - Write a short action plan about how to set up the business, find funding and reach your customers.



EXAM STRATEGY

- Start your email with a short paragraph in which you explain why you are writing.
- Finish with another short paragraph, in which you focus on the person you are writing to. Say you are looking forward to hearing from them or thank them for their help.

Formal email: requesting information

1 Work in pairs. Match the pictures (1–4) with the jobs from the box. Then discuss the questions (1–3).

babysitter call centre advisor cleaner shop assistant

- 1 Which one of these jobs would you do if you needed to earn some money?
- 2 What would you enjoy about it?
- 3 Why would you be good at the job you chose?

2 Read the exam task in exercise 4 and choose the correct option in each sentence (1–6).

- 1 I am writing to ask for *an interview/some more details*.
- 2 I am writing to the *recruitment/insurance* company.
- 3 I *need/don't need* to mention where I saw the advertisement.
- 4 I *should/shouldn't* ask them to reply to me by a particular date.
- 5 I should use a(n) *chatty/impersonal* style.
- 6 I should end the email with *Yours sincerely/Yours faithfully*.

3 Complete the sentences (1–6) with the phrases from the box. There are two phrases you do not need to use.

a rough idea of could you tell me further details
 please send me provide any information
 would be interested in would be very grateful if
 would it be possible to would like to know

- 1 _____ if previous experience is necessary?
- 2 Could you _____ about the IT skills I would need?
- 3 I _____ you could give me _____ of the hourly rates.
- 4 _____ tell me where the company is based?
- 5 I _____ if you would consider candidates whose first language is not English.
- 6 I _____ knowing more about the temporary contracts.

4 **EXAM TASK** You are studying in Leeds and you have seen the following advertisement for a part-time job at a call centre. You are interested in applying for it, but you need more information. Write an email of at least 100 words to Mr Davis in which you:

- ▶ tell him why you are interested in a part-time job at the call centre,
- ▶ ask how many shifts you have to do a week and how long each one is,
- ▶ ask when you need to send in your application and when the interviews will be held.

BEST JOBS The biggest recruitment agency in the North of England

CALL CENTRE E-CUSTOMER SERVICE ADVISORS

We are recruiting for customer service call centre advisors for a large insurance company. The company is offering full-time and part-time positions, giving you the chance to earn up to £900 per month in bonuses plus an hourly rate of £8.00. Daytime, evening and weekend shifts are available.

You will be responsible for: answering customers' enquiries and complaints in a professional and friendly manner; describing the company's products accurately; calling customers back when necessary with further information.

You need to be able to: communicate clearly and politely on the phone; build good relationships with customers; remain calm in a fast-paced working environment; use IT systems competently.

To apply, or to request further information, write to Martin Davis at mdavis@bestjobs.co.uk

5 Check your work.

- Have you written about all three points in the task?
- Have you started and finished your email appropriately?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about finding a job.

- 1 What kinds of work do many people do in your village, town or city? Why are these kinds of work common? Have some kinds of work become less common in the past ten years? If so, why?
- 2 Would you do voluntary work or an internship in order to get a job? Why?/Why not?
- 3 'It's not what you know, it's who you know.' Is this true about finding a job? Why?/Why not?
- 4 What problems do young people have when they are unemployed? What would you do if you were unemployed?
- 5 Sometimes a large number of employers hold a job fair where they can meet potential employees. What are the benefits for students of attending a job fair? Would you attend one? Why?/Why not?
- 6 'Making a good first impression is essential, whether this is at a job interview or in a written application.' Do you agree? Give your reasons.

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Every university student should have a part-time job.

- academic goals
- social life
- future employment prospects

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–E) which show different jobs. Take turns to compare the pictures and talk about the reasons why people do and do not do particular jobs.



VOCABULARY

Money

1 Work in pairs. Check the meaning of these words: *cash, mobile payment, online banking, credit card*. Now discuss the questions.

- How often do you use the forms of payment above? What things do you buy with them?
- Do you think some forms of payment encourage people to spend more money than others? Why?/Why not?

2 Complete the sentences with *cash or money*.

- _____ on delivery is when you pay for something when it arrives rather than in advance.
- Be careful with that – it cost a lot of _____.
- Customers are offered a discount if they pay _____.
- You can pay in _____ or by card.
- We make sure our clients get the best that _____ can buy.
- I'm a bit strapped for _____. Can you lend me 20 euros?

3 Complete the sentences about money with the verbs from the box. Use the correct forms. There are two verbs you do not need to use.

cost earn exchange pay purchase save
spend withdraw

- If he hasn't got a job, how is he _____ a living?
- Can you buy me lunch? I _____ you back tomorrow.
- The company _____ this land last year and now they're building new offices on it.
- She's bought so many clothes! She must _____ a fortune!
- Can I _____ my euros for US dollars, please?
- It's possible _____ up to £300 at this ATM.

Banking

4 Choose the correct word (a, b, c or d) to complete the questions (1–6). Then, match the questions to the answers (A–F).

- Will you need to take out a student _____ to cover your costs at university?
a loan b payment c refund d allowance
- Did your parents open a joint _____ when they got married?
a account b currency c security d deposit
- How much _____ does this savings scheme offer?
a fee b charge c interest d share
- Do you receive a printed _____ each month, or do you check your balance online?
a account b declaration c statement d explanation
- Will I have to pay a(n) _____ fee for changing money here?
a exchanging b interest c transaction d money
- Can I _____ the money to you online?
a transport b transform c transmit d transfer

- A ____ I get one in the post annually.
B ____ Actually, they both kept their own.
C ____ Yes, but I didn't think you had an Internet account!
D ____ Yes, but I'm also going to get a part-time job.
E ____ All exchange bureaus here charge 0.3%.
F ____ Banks are only offering 0.1% right now, but the rate changes.

5 Work in pairs. Discuss the questions.



1 What is the difference between a debit card and a credit card?

2 Where can you find this information (1–7) on a debit or credit card?

card number card type card verification code (CVC)
cardholder's name cardholder's signature
contactless payment chip expiration date

6 Complete the text with words or phrases from the box.

annual charge clear credit late-payment
over-the-limit rate terms

Credit card wisdom

If you don't have a credit card yet, you are very likely to have one soon. You may not realize, but different banks vary on the ¹ _____ and conditions they offer for a particular credit card. Before you make a decision, be sure to know the answers to the following questions.

When are you going to pay off the credit card?

If you'd rather not ² _____ your balance at the end of the month, but extend it instead, the best option may be a card with a low interest ³ _____.

What are the fees?

The most common fees include a(n) ⁴ _____ fee (a once-a-year payment), a(n) ⁵ _____ fee (for not paying by the due date) or a(n) ⁶ _____ fee (when you borrow more than your agreement allows).

How much can you borrow?

Find out about your ⁷ _____ limit: the maximum amount of money you can borrow from the bank.

What does the small print say?

Find out if there are any additional fees. For example, if your card is lost or stolen, you may have to pay a ⁸ _____ for any unauthorized transactions made on it.

7 Work in pairs. Discuss the question.

Do credit cards make our lives easier? Why?/Why not?

Retail and advertising

8 Match the words in bold in the sentences (1–6) with their definitions (a–f).

- 1 What are your favourite fashion **brands**? Why?
- 2 Which advertising **slogans** do you know? What do they advertise?
- 3 Do some advertising **campaigns** only work at certain times of the year? Which? Why?
- 4 Do you read **flyers** people hand you in the street? Why?/Why not?
- 5 What types of messages work well on **billboards**?
- 6 Do you usually watch **commercials**? Why?/Why not?

atrac

- 1 Have you ever saved up for something? What was it? How much did you save? Did you succeed?
- 2 What do you think is the best age to open your own bank account? Why?
- 3 Do you ever borrow or lend money? Why?/Why not? Who do you borrow from or lend to?

- 4 How much are your shopping decisions influenced by advertising?
- 5 How does advertising affect our lives? What are the benefits and the drawbacks?
- 6 What skills and qualities do you need to be successful in business?



- a advertisements on TV or on the Internet
- b large advertising signs along roads
- c recognizable products made by a particular company
- d small papers advertising an event or service
- e advertising messages phrased in a way so they are short and striking or easy to remember
- f series of planned activities to achieve an aim

9 Work in pairs. Discuss the questions (1–6) from exercise 8.

The world of business

10 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 donate/invest
 - a We plan to _____ all our savings in the family business.
 - b How much will the company _____ to charity this year?
- 2 shareholders/founders
 - a We are the largest _____. We own 73% of the company.
 - b Bill Gates and Paul Allen were the _____ of Microsoft in 1975.
- 3 profit/deficit
 - a Last year was successful. We made a _____ of half a million euros.
 - b Our accounts last year showed a _____. We spent 5,000 euros more than we earned.
- 4 salary/income
 - a Lowering _____ tax usually encourages economic growth.
 - b The _____ for this job is £23,000 a year.

11 Work in pairs. Take turns to answer the questions.

Multiple-choice

1 Work in pairs. Look at the pictures and discuss the questions.

- 1 Match the descriptions (A–C) to the pictures (1–3). What other approaches might advertising companies use to appeal to more customers?
 - A advertising on specialized media channels to target people with specific interests
 - B billboard advertising that adapts to the people looking at it
 - C personalized advertisements sent directly to your mobile device
- 2 How do you think advertising is going to change in the near future?

2 Read the article about advertising. Why does the writer use a question mark in the title?

EXAM STRATEGY

- Read the whole text quickly to get a general understanding.
- Note that some statements in the exam task contain words from the text, but they are not always the correct answer.

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What is NOT TRUE about adverts according to the text?
 - A Viewers often get bored of them.
 - B They are expensive to make.
 - C It isn't easier to avoid watching them.
 - D Skipping them is an option.
- 2 How have adverts changed?
 - A They are less entertaining.
 - B They are easier to forget.
 - C They are more interesting.
 - D They aren't as imaginative as before.
- 3 What do we learn about the Citroën advert?
 - A It featured a famous pop singer.
 - B It told a story of a dancing robot.
 - C It helped the car win an award.
 - D It increased interest in the car manufacturer.
- 4 What does the word *execution* in paragraph 5 mean?
 - A carrying out a plan
 - B designing a product
 - C composing music
 - D producing a film
- 5 What was the problem with the advert?
 - A The car was too expensive for the viewers.
 - B The viewers couldn't remember the name of the car.
 - C The viewers liked the robot, but didn't want to buy it.
 - D The viewers found the robot attractive, but didn't like the car.



1

A winning advert?

Companies spend billions of pounds on TV commercials every year. Adverts are often boring, repetitive, and irritating, but nowadays you can simply click a button on social media in order to skip most of the advert if you're not interested. This **innovation** certainly improves the experience for impatient viewers, but what does this development mean for businesses?

As a result of these changes, it has become extremely important for advertising companies to create commercials that are enjoyable to watch and that can **capture** our attention. In other words, a successful advert for the new era becomes a form of entertainment – a creative piece that makes us forget, for a moment, that we are watching someone trying to sell us a product or a service.

Most people would agree that the advert for the Citroën C4 car falls into that category. In this short film, a Citroën C4 is parked in a rooftop car park. Suddenly, the animated car splits open and stands up so that its back doors become legs, its front wheels are arms. With its stereo playing, the car, now a robot, starts dancing just like Justin Timberlake. Which is hardly surprising, since the dance moves were designed by none other than Timberlake's own choreographer.



3



2

The original TV advert soon became so popular that it was considered to be one of the best commercials that year, winning numerous industry awards. In fact, in the month following its release, it helped double the number of visitors to the Citroën website.

The success of the advertising campaign lay in the cinematic quality of its *execution*. Although it was only designed to promote a product, the superb choreography, the dazzling animation and the cool music all added to its *appeal*. Fans loved it because it was lively, fun, and original. Not to mention that it was short and fast-moving, which meant viewers could re-watch it many times without feeling bored.

However, many viewers seemed to be confused by the advert. They loved the robot and some even said that they would *purchase* it without hesitation. This was the first clue that the advert wasn't entirely successful. Additionally, despite its entertainment value, they could never quite recall the make of the car or the model. And isn't that what the advert was *devised* for in the first place?



4 Work in pairs. Discuss the questions.

- 1 What is the most memorable advert you have seen recently? Why was it memorable?
- 2 What role do you think sharing content on social media plays in advertising?

Words in context

5 Work in pairs. Look at the highlighted words in the article. Discuss their meaning and use them to complete the sentences (1–5).

- 1 Our company is very interested in product design and _____.
- 2 This new software has turned out to be the best _____ we have ever made – money well spent.
- 3 First, we listed our target markets and then we _____ a set of strategies to attract them.
- 4 This brand has limited _____ among young people aged 18 to 25.
- 5 They use computer-generated imagery to _____ the imagination of younger audiences.

Purpose and contrast

6 Find examples of phrases expressing purpose and contrast in the article. Then choose the correct option to complete the sentences (1–5).

- 1 You must complete an online form in order *you can become/to become* a member of the organization.
- 2 We need to have this conversation so that *for us not to have/we don't have* any misunderstandings.
- 3 Although *it is/being* a mammal, a duck-billed platypus lays eggs.
- 4 Despite *having/that he has* a strong French accent, Alex speaks excellent English.
- 5 I love my new phone, although *being/it was* really expensive.

7 Rewrite the sentences (1–5) so that the second sentence has the same meaning.

- 1 I saved some money to get a new tablet.
I saved some money so that _____.
- 2 Although I had a receipt, I didn't get a refund.
I didn't get a refund despite _____.
- 3 The babysitter came by taxi so as not to be late.
The babysitter came by taxi in order _____.
- 4 In spite of the rain, the carpenter finished the fence.
Although _____,
the carpenter finished the fence.
- 5 The risk is high, but people still invest money in the stock exchange.
People still invest money in the stock exchange, in spite of _____.

LANGUAGE REVIEW

inversion

1 Complete the sentences (1–5) with phrases from the box.

hardly little no sooner seldom
under no circumstances

- 1 _____ did he know what he would find when he opened the letter.
- 2 _____ had Jean left the shop when she realized her credit card was gone.
- 3 _____ will I lend you any money. I've done it too many times before!
- 4 _____ had the shop closed down, than another one opened.
- 5 _____ do they eat out at a restaurant – only on very special occasions.

Grammar reference page 122

Grammatical multiple-choice cloze

EXAM STRATEGY

After you choose your answers, read the whole text again to check it makes sense and is grammatically correct.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

New shopping trends

Little did we know twenty years ago that online shopping would become so popular. Every day more and more people ¹ the Internet to order everything from tablets to cars, food to flights.

² main advantage of Internet shopping is convenience. People can shop online from the comfort of their homes, saving the time and trouble of going to the shops.

As online stores are open around the clock, consumers can visit them ³ they want.

Consumers can browse products ⁴ all around the world, and locate hard-to-find items such as out-of-print books.

What is more, items are usually cheaper on the web because warehouse and staff ⁵ are lower. In short, the comfort and convenience online shopping offers makes it the future of retail.

- | | | | |
|---------------|-------------|-------------|--------------|
| 1 A have used | B do use | C are using | D should use |
| 2 A The | B Such | C That | D A |
| 3 A whatever | B whoever | C wherever | D whenever |
| 4 A are made | B been made | C have made | D made |
| 5 A costly | B costs | C costing | D cost |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



THE HISTORY OF HARRODS

In 1849, Charles Henry Harrod opened the Knightsbridge store in London. Beginning in a small room, it sold tea and groceries. The business ¹ steadily, and by 1880 it was a successful department store, offering everything ² medicines and perfumes to clothing and food. The store attracted wealthy customers who were looking for exclusive goods under a(n) ³ roof. The building was completely destroyed in a fire in 1883. However, little did anyone realize what would ⁴ it! The new architect-designed store was like a palace, with Art Nouveau windows and Baroque domes.

Harrods became a public company in 1889, and during the 1890s it had established new ⁵, including one that sold exotic pets. During World War II, the store was transformed into a factory, which made uniforms and parachutes. In 1985, it returned to ⁶ ownership when Mohamed Al Fayed and his brother Ali bought Harrods for £615 million and ⁷ over its management. The management team introduced a dress code in 1989, which banned swimwear and many ⁸ items of beachwear considered too revealing. However, these days Harrods is famous for its first-class ⁹ and high-quality products. From modest ¹⁰ as a greengrocer's, Harrods now covers over 90,000 square metres, and sells goods across seven floors. It is the largest store in Europe and has its own postcode!

- | | | | |
|-----------------|------------|-------------|--------------|
| 1 A stretched | B widened | C extended | D expanded |
| 2 A from | B past | C through | D with |
| 3 A only | B single | C one | D solo |
| 4 A retake | B remove | C replace | D rebuild |
| 5 A departments | B units | C sections | D areas |
| 6 A individual | B special | C personal | D private |
| 7 A changed | B made | C took | D brought |
| 8 A other | B of | C such | D same |
| 9 A labour | B service | C effort | D activity |
| 10 A ways | B starters | C creations | D beginnings |

LISTENING

True/false

1 Work in pairs. Look at the pictures and discuss the questions.

- 1 Which of the things in the pictures would/wouldn't you buy online? Why?/Why not?
- 2 Have you or someone you know had a bad experience when shopping online? What happened?



2 **1.13** Listen to the start of a conversation between two friends, James and Monica. Which of the friends is more in favour of online shopping?

EXAM STRATEGY

- The statements often use different words from the recording to express the same ideas.
- Some of the statements may include the same words as in the recording, but that does not mean they are true – focus on the information the speakers give, not only on the words they use.

3 **EXAM TASK 1.14** Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Monica broke her leg at a shopping centre when she was younger.	—	—
2 Monica enjoys shopping online.	—	—
3 James finds it hard to return the things he buys online.	—	—
4 James isn't worried about the future of high street shops.	—	—
5 Monica thinks people are too busy to shop in high street stores.	—	—

4 Match the expressions (1–6) from the conversation with their definitions (a–f).

- | | |
|----------------------|---|
| 1 hooked | — |
| 2 to your doorstep | — |
| 3 above all else | — |
| 4 for the sake of it | — |
| 5 can't be bothered | — |
| 6 part with | — |
-
- | | |
|---|---|
| a | without a particular reason |
| b | unwilling to make an effort |
| c | absorbed in or obsessed about |
| d | pay or give something to someone else, especially when done reluctantly |
| e | directly to your home |
| f | more than anything |

5 Who do you agree with more: James or Monica? Discuss in pairs.

Forum post: suggesting and giving advice

1 Work in pairs. Discuss the questions.

- 1 Do you ever worry about money? If so, what do you worry about? If not, why not?
- 2 What do you think the saying 'Money doesn't grow on trees' means? Do you agree with it?

2 Read Adele's forum post and answer the questions (1–3).

Adele My friends and I are staying in campsites for three weeks this summer. We're going to be in remote areas, so I think we'll have to carry quite a lot of cash. How much should we take for everyday expenses and emergencies? And how can we keep cash and cards safe? I've heard some horror stories about people losing all their money on holiday. Last year, one of my friends had a lot of cash and his cards stolen from a youth hostel. He had to cancel his debit card and borrow money from his friends.

- 1 Why does Adele say she'll need lots of cash?
- 2 What does she think she will need cash for?
- 3 Why is she concerned about keeping her cash and cards safe?

3 Imagine you are going to reply to Adele. Make notes of your ideas for each point. Discuss your notes in pairs.

Cash for everyday expenses: Food, ...

How much cash: £ ...

Emergencies: Use your ...

Safety: Keep cash and cards in a ...

4 Read Sammy's reply to Adele's post. Discuss the questions (1–3).

Sammy I suggest you work out a daily budget covering food, drink, and transport, and take enough cash for a couple of days. I wouldn't bother taking loads of cash as most campsites accept cards. However, I'd definitely take a cash emergency fund of £100.
To keep your money safe, I'd recommend buying a small lock that you can use on your rucksack. If you don't want to do this, then you might want to sleep with your wallet under your pillow at night.

- 1 What is Sammy's advice on each point? Is it the same as you gave in your notes?
- 2 Which phrases does he use to suggest and advise?
- 3 Does he use formal or informal language?

5 Choose the correct words to complete the sentences (1–5).

- 1 Personally, I would recommend that you *keep/would keep* your cards separately from your cash.
- 2 The best thing to do is *taking/to take* a bit more money than you think you need.
- 3 Don't even think about *leaving/to leave* your bag unattended at a bus or railway station!
- 4 It's a good idea *telling/to tell* your bank if you're going to be travelling abroad.
- 5 It's worth *buying/to buy* a money belt that you can wear under your jeans.

EXAM STRATEGY

Take time to think of some ideas for each of the three points in the task and make notes. Write down any relevant vocabulary that you may use in your text.

6 EXAM TASK Read Jack's forum post. Write a forum post of at least 100 words in which you:

- ▶ give advice about how to save for things,
- ▶ suggest ways to spend less,
- ▶ describe your own experience of saving up.

Jack I love technology and always want the latest gadgets. Right now I really want to buy a new phone. I've saved some money from my part-time job, but I need to save quite a bit more.
My problem is that I find it really hard to save! I spend a lot on clothes because I like to look good, and I love buying presents for people, especially my girlfriend. It's my way of showing I care about them.
I have tried saving in the past, but I've never managed to keep it up for longer than a month. Can anyone advise me on how to save more effectively??

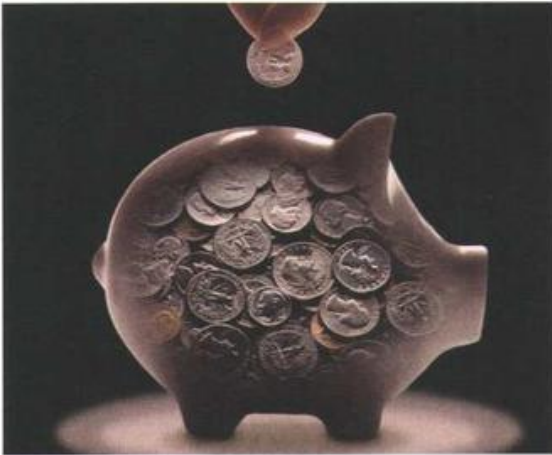
Writing bank pages 148–149

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate informal language for an online forum post?
- Have you used the correct language for making suggestions and giving advice?
- Have you written at least 100 words?

Conversation

- 1** Work in pairs. Ask and answer the questions about managing your money.



- 1 What do you spend money on? What do people your age generally spend their money on? Why do they spend it on these things?
- 2 When was the last time you bought something expensive? What was it? Did you compare prices (online) before buying it?
- 3 'Having a monthly budget for personal expenses is the best way for young people to learn how to spend wisely.' Do you agree? Why?/Why not?
- 4 Describe somebody you know who manages their money either very well or very badly. What do they do? What are the results?
- 5 'Buy now, pay later.' Do you agree? Why?/Why not?
- 6 How much should people your age be given each month as an allowance? Explain why.

Debate

- 2** Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes about each point in the list for what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

The government should tax unhealthy food to improve people's health.

- the money it generates for the government
- fairness
- the cost to government and society

Speaking bank: debate ideas page 144

Picture description

- 3** Work in pairs. Look at the pictures (A–D) which show people paying for things. Take turns to compare the pictures and talk about the methods of payment.



LISTENING

Multiple-choice
(listening for specific information)

EXAM STRATEGY

Remember that all the items shown in the pictures may be mentioned in the recording, but only one of them is the correct answer.

1 1.15 Listen to two friends talking about money and answer the question. Why are the other options incorrect?

1 What is Ben most likely to spend his money on?



2 **EXAM TASK** 1.16 Listen to the speakers. For questions (1-6) choose the correct answer (A, B or C). You will listen to each recording twice.

1 What does Lola spend her money on?



2 How did someone try to use the speaker's card?



3 Which item did Jack's mother take back to the shop?



4 When does the speaker use her credit card?

- A all the time
- B in difficult situations
- C when she doesn't have cash

5 What does the speaker recommend doing?

- A opening a special current account
- B putting money in different banks
- C setting money aside each month for different things

6 What will the UK curriculum changes result in?

- A better maths results at secondary school
- B the opportunity to study finance at a younger age
- C more school leavers becoming bankers

USE OF ENGLISH

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole article to get a general sense of the context before you start choosing your answers.

3 Read the article in exercise 4, ignoring the gaps. What does Alex's business do?

4 **EXAM TASK** Read the text below. For questions (1-10) choose the correct answer (A, B, C or D).

A YOUNG ENTREPRENEUR

Twenty-one-year-old Alex Tew of Great Britain needed money to be able to go to university, but he didn't know how to get it. However, he was ¹___ he would succeed. He sat down one day with a notepad and wrote on a page: 'How can I ²___ a lot of money?' In two and a half weeks he had raised a(n) ³___ amount. He had more than enough for his ⁴___, with quite a bit of cash to spare. How did he manage this? As a freelance web designer, Alex was keenly ⁵___ of the power of the Internet. He also possessed the skills to use it ⁶___. Alex came up with an idea that was both easily understood and cheap to ⁷___. He also chose a name that would ⁸___ people's attention: *The Million Dollar Homepage*. He started selling advertising space on the Internet, but with a difference. Adverts on the Internet are ⁹___ either banner adverts, text links or video ads. ¹⁰___ Alex did was to divide his homepage into squares of 100 pixels and sell them at a price of one dollar per pixel. And as a result, he made more than £500,000 in just four months.



- | | | | |
|------------------|---------------|---------------|---------------|
| 1 A established | B decided | C determined | D settled |
| 2 A make | B create | C produce | D form |
| 3 A principal | B essential | C significant | D important |
| 4 A demands | B wishes | C needs | D wants |
| 5 A familiar | B aware | C sensitive | D informed |
| 6 A deliberately | B fortunately | C obediently | D effectively |
| 7 A set up | B set out | C set off | D set down |
| 8 A grab | B carry | C pull | D take |
| 9 A regularly | B naturally | C averagely | D normally |
| 10 A Why | B Where | C What | D How |

READING

Matching (general)

5 Read the job adverts (1–5). Answer the questions.

- 1 Which job offers the highest salary?
- 2 Which position doesn't require professional experience?

6 **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Which job advert describes ... ?

- | | |
|----------------------|--------------------|
| A a publishing house | E a charity |
| B a school | F a museum |
| C a fashion house | G a theatre |
| D a gym | H a computer store |

1 **Position:** Help-desk Advisor
Contract: Full-time
Salary: £18,000–£20,000 + benefits and bonus

We require a friendly and committed individual who has previous experience of working with a non-profit-making organization. Your responsibilities will include dealing with fundraisers and donors on the phone and by email.

Hours: Monday to Friday 8 a.m.–2 p.m. or 2 p.m.–8 p.m. plus two weekends every month.

2 **Position:** Assistant Director
Contract: Permanent/Full-time
Salary: £25,000–£28,000 p.a. (depending on experience)

We are an independent institution that organizes an exciting programme of historical events, exhibitions and educational activities. The new Assistant Director will manage the existing collections. The ideal candidate must be reliable, dedicated and have:

- a history or archaeology degree or equivalent,
- minimum five years' experience in management,
- excellent communication and interpersonal skills.

3 **Position:** Secretary
Contract: Full-time (Temporary cover for maternity leave)
Salary: £16,000–£18,000 depending on experience

We are looking for a professional, experienced person with a passion for stylish clothes to support our team of designers. You will be required to support other members of the team with their hotel and travel arrangements and expenses, as well as carrying out other administrative duties.

4 **Position:** Shop Assistant/Gaming Expert

Hours: Part-time

Salary: £7.50–£10.00 per hour

We require a shop assistant who loves technology and who has personal experience of the gaming industry. Retail experience is not required: the successful candidate will attend our in-house training programme before starting the job.

5 **Position:** Learning support professional
Contract: Full-time

Salary: £22,500 - £25,500 + Benefits

We are looking to recruit talented individuals who want to be a part of transforming education in London and helping create excellence in learning. You must be:

- educated to degree level,
- have two years' experience of working in an educational establishment.

WRITING

Letter of application

7 **EXAM TASK** You have seen the following job advert and have decided to apply. Write a letter in which you:

- ▶ say what job you're applying for and why you would like to do it,
- ▶ explain why you are a good candidate,
- ▶ describe your previous work experience.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

Wanted: people with the right attitude!

Our town is growing in popularity with foreign tourists. We need guides to show them round. Guides need to:

- ✓ have a friendly manner
- ✓ speak good English
- ✓ know about our city – facilities, history, etc.

If you fit this description, send us a letter of application, addressed to the Officer for Tourism.

VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 In what different ways can people stay healthy? Which things are most important do you think?
- 2 In what ways is it easier or more difficult to be healthy than it was in the past?

Healthy eating

2 Complete the text with the adjectives from the box.

carbonated fresh lean low oily semi-skimmed
starchy sugary unsaturated wholegrain

SIX WAYS TO
eat smarter

- 1 _____ foods like bread, pasta and rice should make up half your diet. They are your body's main source of energy and fibre. Choose _____ instead of white rice.
- 2 Eat five portions of frozen or _____ fruit and vegetables every day. They're packed with vitamins and minerals and are _____ in calories.
- 3 Have _____ foods and drinks like jam, sweets and cola in moderation. They're high in calories and can make your teeth rot. Not a pretty sight.
- 4 Drink still mineral water. _____ water is higher in sodium than still water, and too much sodium is bad for your heart.
- 5 Eat _____ meat, fish, poultry and eggs as they are good sources of protein, which help your body rebuild itself.
- 6 Limit your intake of fatty foods. Choose _____ fat, which is healthier and can be found in vegetable oil, _____ fish, such as mackerel and salmon, and margarine. Swap whole milk for _____ alternatives.

3 Read the text in exercise 2 again. Evaluate your own diet. Give yourself a point if you follow the advice in each paragraph (1–6). What's your healthy diet score?

My healthy diet score: _____



4 Choose the correct word to complete the questions.

- 1 Do you usually check the information about the *nutritional/culinary* content of the foods you buy?
- 2 Do you make an effort to avoid foods with too many *preservatives/conservatives*?
- 3 Does your family usually eat *ready/fast* meals at home or cook using fresh *materials/ingredients*?
- 4 Do you have a sweet *mouth/tooth*? What kind of desserts do you like?
- 5 Have you tried *giving up/cutting down* on the amount of sugary snacks you eat?
- 6 Do you know anyone who has tried *having/going on* a diet to lose weight? Did they succeed?

5 Work in pairs. Ask and answer the questions in exercise 4.

6 Work in pairs. Consider your healthy diet score in exercise 3 and your answers in exercise 5. Whose diet is healthier? What do you need to do to improve your eating habits?

Symptoms and illnesses

7 Match the adjectives from the box with the words and phrases (1–8) to make symptoms of common illnesses.

abdominal high high/low itchy splitting
sudden swollen upset

- | | |
|---------------------|------------------------|
| 1 _____ fever | 5 _____ blood pressure |
| 2 _____ tonsils | 6 _____ rash |
| 3 _____ weight loss | 7 _____ stomach |
| 4 _____ headache | 8 _____ pain |

8 Complete the sentences (1–8) with the phrases from exercise 7.

- 1 Hannah's _____ might be a sign of an eating disorder. She's just a shadow of her former self!
- 2 Please be quiet! I cannot bear any noise today. I have a _____.



- 3 Let me have a look at your throat. Yes, you've certainly got _____. You'll need some antibiotics.
- 4 The food at that new restaurant has given me a(n) _____. I'm not going there again!
- 5 Whenever I eat chocolate, I come out in an incredibly _____ all over my body.
- 6 _____ can be a sign of a serious disease, such as appendicitis or a stomach ulcer.
- 7 I have _____. Today it dropped to 90 over 60 and I felt dizzy.
- 8 A very _____, with a temperature of 39.5°C and above, can be a sign of a dangerous infection.

Healthcare

9 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 **A&E (Accident and Emergency)/Day surgery**
 - a _____ treats patients who don't require an overnight hospital stay.
 - b _____ treats all kinds of injuries or illnesses that require immediate attention.
- 2 **Consultants/Family doctors**
 - a _____ are trained in general medicine and work in the community.
 - b _____ are hospital doctors who are specialists in a particular area of medicine.
- 3 **Health insurance/Public healthcare**
 - a _____ is a scheme where people have their medical costs paid for by the government.
 - b _____ is an arrangement in which you make regular payments to cover the cost of your own medical care.

10 Complete the sentences (1–6) with words from the box.

negligence records second visiting waiting wards

- 1 _____ hours in a hospital should be restricted to two hours a day.
- 2 It is often necessary to get a(n) _____ opinion from a different doctor in another hospital.
- 3 A patient's medical _____ must be kept secret, even from their immediate family.
- 4 Accepting payment to put a patient onto a hospital _____ list is a serious crime.
- 5 Doctors guilty of medical _____ shouldn't be allowed to continue practising.
- 6 If people don't want to share hospital _____ with other patients, they should be asked to pay extra.

11 Work in pairs. Do you agree or disagree with the statements in exercise 10? Why?

Alternative therapies

12 Match the types of alternative health therapies (1–6) with their definitions (a–f).

- | | | | |
|----------------|-------|-----------------|-------|
| 1 acupuncture | _____ | 4 homeopathy | _____ |
| 2 massage | _____ | 5 chiropractic | _____ |
| 3 aromatherapy | _____ | 6 balneotherapy | _____ |
- a using water from mineral springs
 - b manipulating joints and the spine to align them properly
 - c using very small doses of the same natural substances that would cause the complaint
 - d rubbing or pressing muscles and joints to relieve tension or pain
 - e using plant extracts and essential oils for healing
 - f inserting fine needles into the skin to improve the balance of energy in the body

13 Work in pairs. Which of the therapies in exercise 12 do you think are effective? Which are not? Why?

Addictions

14 What is the word or phrase for a person addicted to the following things?

- | | |
|---------------------------|-----------------|
| 1 work | w _____ |
| 2 buying things | s _____ |
| 3 taking drugs | d _____ a _____ |
| 4 drinking alcohol | a _____ |
| 5 playing computer games | g _____ a _____ |
| 6 having an abnormal diet | e _____ d _____ |

15 Work in pairs. Which addictions in exercise 14 are most threatening for young people? Why?

16 Work in pairs. Discuss the questions.

- 1 What would you change about your lifestyle to make it healthier?
- 2 How often do you visit your family doctor? What kind of complaints could he or she help you with?

- 3 Why do you think some people only believe in modern medicine, and others only in alternative therapies?
- 4 What do you think should be done to help prevent young people from becoming addicted to certain things, such as computer games?

READING

Matching (specific)

- 1 Look at the pictures in the texts (1–6). What do you think could be their connection with health?
- 2 Read the texts quickly and check your answers.

EXAM STRATEGY

- Read all the texts first to find out what they are about. Then read the questions in the exam task to see what information you should find in the texts.
- Be careful – you may find words or phrases from a text in a question, but this does not mean that it is the correct answer.
- After you have completed the task, check that the remaining sentences do not match any of the texts.

- 3 **EXAM TASK** Read the texts. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Which method ...

- | | |
|--|-------|
| A might require courage? | _____ |
| B explains your personality type? | _____ |
| C uses a unique technique? | _____ |
| D helps people to live longer? | _____ |
| E links exercise to happiness? | _____ |
| F is well known in other countries? | _____ |
| G focuses on family time? | _____ |
| H allows you to eat as much as you like? | _____ |

2 MASSAGE

Thai massage goes back thousands of years. It isn't regarded as an occasional pleasure. It's part of a routine that is supposed to heal a number of different ailments, including headaches, stress and depression. It is also thought to boost energy levels and improve blood flow around the body. The aim is to relax the whole body using gentle pressure and stretching techniques. Thai massage practitioners use a system that is very different from other types of massage. Where many of us are used to lying still, in Thai massage you participate actively in the process.



1 A GOOD DIET

The Greek diet is famous as one of the healthiest in the world; however, it isn't just a diet, it's also a way of life! Vegetables are prevalent in Greek cooking, but it's a balanced diet, which also includes plenty of olive oil, fish and chicken, so it's high in protein and unsaturated fats. Also, it isn't unusual for people to enjoy a glass of wine with their meal. As for snacks, a Greek diet allows for fruit, nuts and yoghurt, which all help with healthy digestion, and also the occasional sweet treat – as long as you don't eat too much!



3 CYCLING

People in the Netherlands are dedicated cyclists: cycling is part of their life, whether they're getting to work, school or just doing a bit of shopping. 27% of all journeys are made by bike, and a 2015 study found that, due to the health benefits of cycling, around 11,000 deaths are prevented each year. Moreover, the study also found that Dutch people live on average half a year longer than other Europeans due to their more active lifestyle. Towns and cities in the Netherlands make biking safe and easy with clearly marked cycle lanes, parking spaces and bike racks.



4

AYURVEDA

Ayurveda is a healing system which developed in India more than 5,000 years ago. It is concerned with treating the whole person – the mind, body and spirit, because these are thought to affect each other. The system of Ayurveda claims we can stay healthy and live for a long time by balancing three forces in ourselves: *Vata* (wind/air), *Pitta* (fire) and *Kapha* (earth/water). *Vata* people are thought to be imaginative, but also **impulsive** and anxious.

Pittas are self-confident and well organized, but can be impatient and angry. *Kaphas* are **sympathetic** and kind, but can be lazy and tend to suffer from depression. According to Ayurveda, understanding what type of person you are can make you healthier and happier.



5

WORK-LIFE BALANCE

The World Happiness Report places Denmark in the top three happiest countries out of 155 countries that were surveyed. In Denmark people pay high taxes, but they believe they are investing money in a better quality of life. Education – from kindergarten to university – is free. Hospital treatment is free. Daily care for the elderly at home is also free. With a 37-hour working week, Denmark is also getting the work-life balance right. Many people leave work early to pick up their children. Childcare is much cheaper in Denmark than in many other countries, and almost all mothers of younger children are able to work if they want to.



6

STEAM BATHS

The traditional Ukrainian *laznia* is an important part of Ukrainian culture. Its main **attribute** is of course that you get clean. But the health benefits of all the steam and heat are said to be as good as a visit to the doctor. You start in the steam room and can go in and out so you don't get too hot. Whilst there, you use a *vinyk* (oak or birch branches) to beat the skin, improving blood flow. After this, you should pour freezing water on yourself, jump in a cold pool, or – for the truly brave – roll around in snow. You can repeat the process a number of times – over a period of several hours!



- 4 Read the texts again. Which of the ideas would in your opinion be the most beneficial to your health?
- 5 Work in pairs. Why do you think ancient belief systems like Ayurveda appeal to people in the modern world?

Words in context

- 6 Look at the highlighted words in the article, and choose the correct synonym (a or b) for each word (1–7).

1 prevalent	a common	b unusual
2 ailment	a healing	b illness
3 practitioner	a therapist	b trainee
4 dedicated	a hardworking	b qualified
5 impulsive	a sensitive	b spontaneous
6 sympathetic	a caring	b interesting
7 attribute	a quality	b weakness

- 7 Complete the sentences with the words (1–7) from exercise 6.

- 1 Annie is such a(n) _____ football player that she never misses a game.
- 2 You shouldn't be surprised by Tim's quick decision. He's always been quite _____.
- 3 A key _____ of soldiers is their ability to follow orders without questioning.
- 4 What qualifications do you need to become a sports _____?
- 5 This disease is more _____ in people over 40.
- 6 It's important to realize that there isn't always a cure for every _____.
- 7 I've always found Tom to be very _____ towards other people's needs.

LANGUAGE REVIEW

reported speech

1 Complete the sentences in reported speech.

- 'I'm sorry I didn't remember to get the tomatoes, Vanessa!'
Chris apologized to _____.
- 'You added sugar to my coffee already, didn't you, Peter?'
Sam wondered _____.
- 'Go to the supermarket after school and buy some eggs, Jack.'
His mum asked _____.
- 'I don't think it was me you saw at the café, Elena.'
Ruth doubted whether _____.
- 'You must hand in your essay by 4 p.m. today, Sally!'
The teacher told Sally _____.
- 'Will you tell me if you hear anything, Ben?'
Jenny asked _____.

Grammar reference pages 123–125

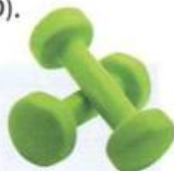
Grammatical multiple-choice cloze

EXAM STRATEGY

Look at the words immediately before and after the gaps – they will help you choose the correct answers. For example, a preposition might tell you what verb you should choose.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Kids pumping iron



For years, weightlifting has had a bad reputation. Many parents, doctors and even coaches believed lifting weights ¹ harmful to children. It was thought that this type of exercise ² damage bones and consequently affect a child's growth. Nowadays, however, ³ growing number of experts recommend weightlifting. They point out that ⁴ type of training has numerous benefits, including contributing to higher bone density, resistance to injury and even a reduced risk of some illnesses, such as diabetes. As a result, schools have started adopting strength training programmes ⁵ children as young as ten. These programmes are meant to be perfectly safe, provided children have proper supervision.

- | | | | |
|------------|---------|------------|---------|
| 1 A being | B to be | C of being | D been |
| 2 A should | B might | C ought to | D shall |
| 3 A this | B some | C the | D a |
| 4 A this | B such | C these | D some |
| 5 A at | B to | C for | D from |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Junk-food generation?

How many greasy burgers and chips have you eaten for lunch this week? And of course you've forgotten to eat your vegetables, haven't you? Our generation is often associated with the growing ¹ of fast food. The media are constantly reporting on how teenagers are developing unhealthy eating ². I must disagree with the claim that young people are ignorant of what a balanced diet ³. Most people my age are concerned about their appearance and health. ⁴, they consider proper eating habits crucial. Most people I know eat three healthy meals a day, and breakfast in ⁵ is hardly ever missed. The school canteen is a popular place to have lunch ⁶ the fact that it offers healthy meals. Some people prefer to bring their own lunch, which usually includes salads, fruit and other healthy ingredients. Despite the fact that the ⁷ of fast-food restaurant customers are teenagers, only a few eat there regularly. Much as young people like the taste of junk food, they realize it is so ⁸ in calories and fat that it cannot possibly be beneficial for their health. For this very reason, fast-food restaurants ⁹ to just be used as occasional meeting places. No one with any common ¹⁰ eats there every day. So, instead of the unfair criticism, why don't the media adopt a positive attitude and discuss the most beneficial diet alternatives for teenagers?



- | | | | |
|----------------|----------------|-----------|--------------|
| 1 A popularity | B favour | C regard | D admiration |
| 2 A traditions | B customs | C manners | D habits |
| 3 A intends | B explains | C means | D shows |
| 4 A However | B Therefore | C Because | D Not only |
| 5 A particular | B specific | C regard | D aspect |
| 6 A although | B due to | C since | D despite |
| 7 A whole | B majority | C section | D group |
| 8 A tall | B big | C high | D great |
| 9 A tend | B ask | C demand | D suggest |
| 10 A judgment | B intelligence | C sense | D reason |

LISTENING



Multiple-choice (listening for detailed understanding)

1 Work in pairs. Look at the pictures (1–4). Discuss the questions.

- 1 What kind of disability does each picture show?
- 2 What do you think it would be like to live with these kinds of disabilities?
- 3 What kinds of things do you think you would/would not be able to do?

2 Match the ways to help people with disabilities (a–l) with each type of disability in the pictures (1–4).

- | | | |
|---|-----------------------|-----|
| a | mobility scooter | ___ |
| b | Braille | ___ |
| c | ramps | ___ |
| d | hearing aid | ___ |
| e | carer | ___ |
| f | text-reading software | ___ |
| g | subtitles | ___ |
| h | guide dog | ___ |
| i | cane | ___ |
| j | sign language | ___ |
| k | stairlift | ___ |
| l | therapist | ___ |

EXAM STRATEGY

- Read the task carefully to get an idea of what the recording will be about.
- Try to predict the information and language you are likely to hear to help you understand the recording.

3 EXAM TASK 2.02 Listen to the text. For questions (1–5) choose the correct answer (A, B, or C). You will listen to the text twice.

- 1 What is NOT TRUE about Maya?
 - A She's still learning to read.
 - B She can't see very well.
 - C She's successful in business.
- 2 What helped Maya in her daily life?
 - A She bought better glasses.
 - B She learned to use Braille.
 - C She got books with large print.
- 3 How does Maya describe her university life?
 - A not easy
 - B not difficult
 - C not unhappy
- 4 What does Maya do now?
 - A She's a careers advisor.
 - B She's an entrepreneur.
 - C She's an employment consultant.
- 5 What advice does Maya give to blind and partially-sighted people?
 - A Avoid using a walking stick.
 - B Don't rely on computers.
 - C Try to be independent.

4 Work in pairs. Discuss the questions.

- 1 What facilities are provided in your neighbourhood for people with disabilities? What help is available at your school?
- 2 How can you help students with disabilities to achieve the best they can at school and in exams?

Magazine article: describing past events

1 Work in pairs. Discuss the questions.

- Which of these stressful situations have you experienced? Number them 1–3, with 3 being the one which makes you most stressed.
Taking exams _____
Moving to a new town or city _____
Falling out with a friend _____
- Are there any other common stressful situations that should be included in the list? What are they?

2 Read the exam task and Maria's answer. Match the statements (a–d) with the gaps (1–4).

- Laura found three ways of coping.
- Changing schools can be a major challenge.
- There are other useful strategies.
- There were several reasons for this.

EXAM TASK You are on an exchange trip to a school in the UK and have read the following advertisement in the school magazine. Write an article of at least 100 words in which you:

- describe a time when someone you know changed schools,
- explain why the change was stressful,
- say how this person coped with it and suggest other ways of coping.

CHANGING SCHOOLS

Have you ever changed schools? Could you help others who have just started at a new school or college? We are looking for short articles about how to cope with the stress of changing schools for our next issue.

1 ____ For example, two years ago, Laura moved to my school and she found the move very stressful initially.

2 ____ She did not know anyone and she missed her friends from her former school. Not surprisingly, she felt sad and lonely. 'I felt very different from everyone,' she said. 'I didn't know what my classmates were talking about a lot of the time.' Another problem was the size of our school. It is very large, and sometimes Laura had trouble finding the right classroom.

3 ____ She kept in touch with her old friends, she made an effort to get to know her new classmates and she drew a plan of the school that she took with her everywhere. By the end of the term, she had made some friends and knew her way around the school. She felt much happier and more confident.

4 ____ Join groups at school and talk to your parents about how you are feeling. Remember that it takes time to adjust to a new school and that most students do settle in eventually.

3 Read the article again and answer the questions (1–2).

- Which of these things does Maria do at the end of her article?
emphasize something to the reader
encourage the reader
promise the reader success
warn the reader
wish the reader good luck
- Does she use formal or informal language? Is her choice correct?

4 Match two or more adjectives from the box with each topic (1–5). Use each adjective only once.

compulsory confident confused cosy demanding
determined major motivated practical relevant
significant spacious supportive tense
unfamiliar upset

- feelings: _____
- people: _____
- events: _____
- information: _____
- places: _____

EXAM STRATEGY

Start each new paragraph with a statement that explains the main idea. Continue with sentences that provide further information, such as examples or reasons.

5 **EXAM TASK** You are on an exchange trip to a school in the UK and have read the following advertisement in the school magazine. Write an article of at least 100 words in which you:

- describe your own experience of exam stress,
- explain why the experience was stressful,
- say how you coped with it and suggest another technique for coping.

Coping with exam stress

Of course exams play a big part in every student's life, and many of us get stressed by them. Do you have any experience of coping with exam stress? Do you have any techniques you could share? If so, send us your ideas in the form of a short article.

Writing bank page 155

6 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate formal language?
- Have you started each paragraph with a topic sentence?
- Have you written at least 100 words?

SPEAKING

Conversation

1 Work in pairs. Ask and answer the questions about types of addictive behaviours.

- 1 Describe somebody who feels they *have to* do something, like shop or exercise. How often do they do this activity? How long do they do it for? What effect does it have on them?
- 2 Is there an object or an activity that makes you feel happy, but others think you depend too much on it? What is it? What would you do if you didn't have it?
- 3 Have you ever played a computer game or done another activity for a long time? Why did you spend a long time on it? How did you feel at the end?
- 4 'An addiction to gaming is an illness and sufferers should receive treatment from doctors.' Do you agree? Why?/Why not?
- 5 Imagine a friend wants to stop eating sugary foods. Would you advise them to cut sugary foods out of their diet immediately, or suggest they cut down gradually? Give reasons for your choice.
- 6 'Employers should make sure that their employees don't become workaholics.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and about what your partner might say. Make notes about what you will say in reply to your opponent. Research the topic online if necessary.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

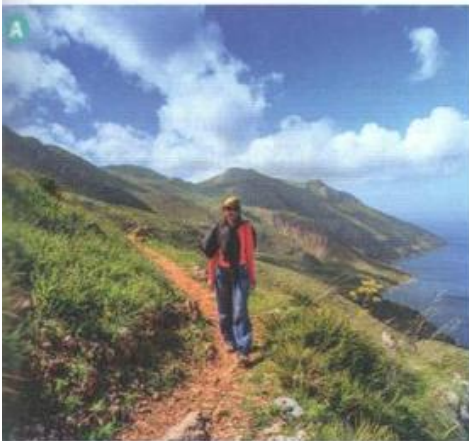
We should all become vegetarians.

- human health
- the rights of other animals
- the environment

Speaking bank: debate ideas page 144

Picture description

3 Work in pairs. Look at the pictures (A–F) of people doing different things to stay in good physical and mental shape. Take turns to compare the pictures and say what you think about these ways of maintaining good health.



VOCABULARY

Types of travel

1 Work in pairs. Look at the pictures in exercise 3 and discuss the questions.

- 1 How often do you go on school trips with your class? What places have you been to?
- 2 How are school trips useful?

2 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 *cruise/voyage*
 - a The Titanic sank on its first _____ to New York.
 - b I would love to go on a luxury _____ round the Caribbean.
- 2 *tour/excursion*
 - a My class went on an all-day _____ to the National Park.
 - b We went on a long _____ of Spain last summer.
- 3 *journey/trip*
 - a Martha is going on a business _____ to Boston next month.
 - b The train _____ was long and tiring. It took us eight hours.
- 4 *travel/expedition*
 - a Are you planning to join the university _____ to the Antarctic this year?
 - b My job involves a considerable amount of foreign _____.
- 5 *flights/rides*
 - a Our airline is proud to announce new daily _____ to Chicago and Toronto.
 - b Private companies offer helicopter _____ over Niagara Falls for as much as \$110.
- 6 *outing/commute*
 - a Our family _____ to the mountains was such a success, we're already planning the next.
 - b I love the job, but I hate the long _____ every day.

Tourism

3 Read the advert on the right. Fill in the gaps (1–7) with the words from the box.

backpacker beach locals thrills track traditions visitors



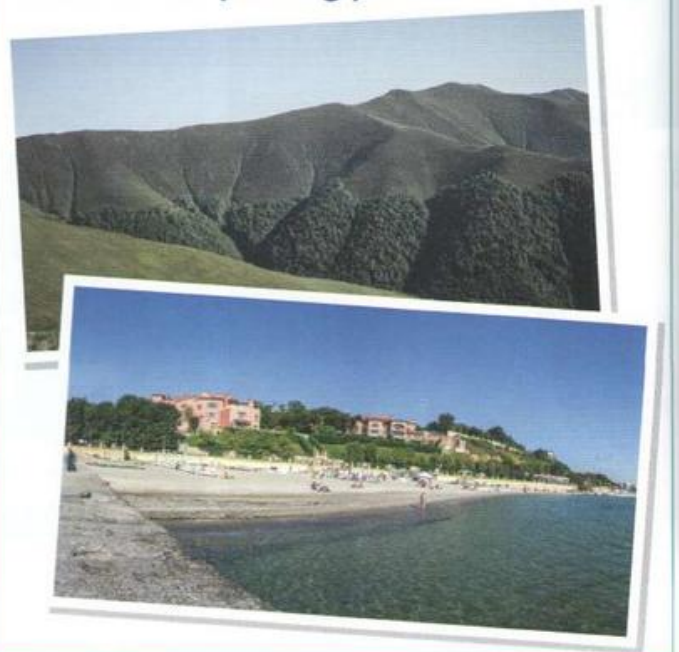
Visit Ukraine!

Ukraine has a wide range of activities for international and domestic ¹_____. Tourists can enjoy the big city ²_____ of Lviv: its culture and nightlife, or its restaurants and shopping centres. You can chill out on a ³_____ in Koblevo, hike in Borzhava mountains or relax for a few days in a spa hotel off the beaten ⁴_____. Or why not discover quirky Ukrainian ⁵_____ like Maslenitsa or Kupala Night?

Visitors will be amazed by all the possibilities they find – lively festivals, amazing landscapes and friendly ⁶_____ everywhere. There's a reason why Ukrainians are famous for their hospitality!

Accommodation for visitors in Ukraine comes in all shapes and sizes from five-star hotels to trendy bed and breakfasts or affordable ⁷_____ hostels.

There's so much here to see and do – Ukraine is expecting you!



4 Work in pairs. Discuss the question.

Which of the attractions mentioned in the advert are most likely to appeal to foreign tourists of your age? Why?

Urban transport

5 Complete the sentences (1–7) with the modes of urban transport from the box.

bicycles buses escalators intercity trains metro
river boats trams trolleybuses

- 1 City _____ are gradually being replaced by electric and LPG (liquid petroleum gas) vehicles to make them more environmentally friendly.
- 2 Passengers in London can travel by _____ to destinations along the River Thames.
- 3 The first electric _____ in Ukraine operated in Kyiv. The system now consists of about 140 kilometres of tracks.
- 4 There are special lanes for _____ to encourage more people to take up this environmentally-friendly mode of transport.
- 5 The majority of _____ lines run underground, and stations can be accessed from the surface via _____.
- 6 In some cities, people can travel by _____. You can see their electric cables above the street.
- 7 _____ operate on domestic routes in Ukraine and you can use them to get to the biggest cities. They offer first, standard and economy classes.

6 Work in pairs. Answer the questions.

- 1 Which of the modes of transport in exercise 5 are available where you live? What other options are there?
- 2 Which of them have you tried? Which of them do you prefer? Why?

Traffic management and road safety

7 Work in pairs. Discuss the questions.

- 1 What are the main problems with transport where you live?
- 2 What measures are being taken to solve these problems? How effective are they?

8 Read the text. Fill in the gaps (1–10) with the words or phrases from the box.

bike-sharing car pooling fare gridlock
park-and-ride parking tickets pedestrianized areas
rush hour stuck in traffic traffic cameras

People who live in major cities often spend hours ¹ _____ trying to get to work or school in the morning, or get back home in the evening. The busiest periods are often referred to as the ² _____. Accidents or bad weather can cause ³ _____ – a situation where there are so many vehicles on the road that traffic can't move at all for extended periods.

There are different ways cities can help reduce traffic congestion. Some local councils promote the idea of ⁴ _____ so more people use fewer vehicles on the road. In some cities, ⁵ _____ schemes have been set up – encouraging people to leave their cars outside the city centre and continue their journey by public transport. Some cities have gone as far as allowing passengers to use buses or trams without paying a ⁶ _____.

Making drivers buy pay-and-display ⁷ _____ provides much-needed income for local councils as well as reducing traffic volumes. Installing ⁸ _____ for monitoring speed limits helps make roads safer and may help to discourage people from taking their cars for shorter journeys.

Establishing a ⁹ _____ scheme encourages short-range commuters to combine travel with exercise – a healthy and environmentally-friendly solution for some people. Creating ¹⁰ _____ also encourages more people to walk to their destinations instead of driving there.

There is no perfect solution. But the cities of the future must ensure that people can travel around them without cities becoming polluted, congested urban motorways.

9 Work in pairs. Take turns to answer the questions.

- 1 What is the most memorable trip you've ever taken? Why was it memorable? Where did you go? What did you do there?
- 2 What are the main attractions for visitors in your town or area? Where do visitors usually come from?

- 3 What's the fastest way of getting around a big city? What's the most comfortable? What's the safest? What's the most environmentally-friendly?
- 4 How do you think traffic is going to change in your neighbourhood, town or area in the near future? What do you think is going to improve and what is going to get worse? Why?

READING

1



2



3



4



Across the ocean

More people have been into space or climbed Mount Everest than have rowed across the Atlantic Ocean. But on 5 December 2011 Jamie Windsor and John Haskell, two firefighters from Cardiff, in Wales, **set off** from La Gomera in the Canary Islands hoping to do exactly that – to reach the Caribbean island of Barbados in just a few weeks.

The two men decided to take on the Atlantic Dash challenge after John's wife had been diagnosed with cancer. They wanted to raise money for a charity helping patients affected by the same disease. Their families were supportive, but at the same time quite astonished, as neither man had ever rowed before. So for five months Jamie and John trained hard for the race in the calm waters of Cardiff Bay. But nothing could prepare them for the long days and nights in the middle of the Atlantic.

The specially-designed boat meant rowers could be **self-sufficient** during the crossing. They had a device that made seawater drinkable and food stored in **watertight** containers. A big challenge was that because race rules did not permit the boat to **drift**, at least one of the men had to row at all times. To ensure this, they worked out a two hours on-two hours off timetable. This was very difficult for the two men, especially John, who admitted that at one point he had started seeing things due to lack of sleep. At one stage he believed he was talking to an old woman on a bike who was cycling alongside their boat!

The crossing was not without problems. As well as John's hallucinations, the two friends had to face what were at that point the worst storms and roughest seas of the new millennium, battling 10–15 metre waves at times. They also ran into white-tip sharks and were nearly run down by a cargo ship during a storm.

The rowers kept their fans up to date about their progress via tweets and a website that **tracked** their **route** across the ocean. They had expected the trip to take 70 days, so it turned out to be a real surprise for them to reach the finish line in just under 46 days. In fact, they got within just a couple of days of breaking the record time for an Atlantic crossing in a wooden rowing boat.

The men completed the journey on 20 January 2012. They were both relieved to find themselves back on dry land. They were met by family, friends and members of the fire services as they entered the marina at Port St Charles. What pleased them most was that they met their fundraising target: they had collected over £25,000 for the charity from sponsors.

Multiple-choice

1 Work in pairs. Look at the pictures (1–4) and discuss the questions.

- 1 Why do you think people make these journeys?
- 2 Would you consider doing something similar? Why?/Why not?

2 Read the article about a memorable journey quickly. How is the journey described in the text different from those in the pictures?

EXAM STRATEGY

- Remember that the order of questions follows the order of the information in the text. This can help you find exactly where the information is.
- Underlining the relevant parts of the text will help you complete the task.

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- Where did the men want to get to?
 - Cardiff
 - La Gomera
 - Barbados
 - the Caribbean
- Why did they want to row across the Atlantic?
 - to raise money for themselves
 - to take on a new challenge
 - to help people with cancer
 - to prepare for another race
- What does *self-sufficient* in paragraph 3 mean?
 - arrogant
 - independent
 - confident
 - egoistic
- What is **NOT TRUE** about the crossing?
 - There was a big storm.
 - The men encountered sharks.
 - They crashed into a ship.
 - One man started imagining things.
- Why were they surprised when they arrived?
 - They broke a world record.
 - They arrived earlier than expected.
 - They managed to row for 70 days.
 - They didn't expect their friends to meet them.

Words in context

4 Match the highlighted words in the article with the underlined words or phrases with a similar meaning in the sentences (1–5).

- Submarines are specially designed in a way that prevents water from getting into them.
- The fastest way into the city is down the main road.
- They were never at any risk of getting lost, because we followed them using a GPS device.
- The expedition departed from the capital towards the mountain forests.
- The boat started to move with the wind, slowly floating out to sea.

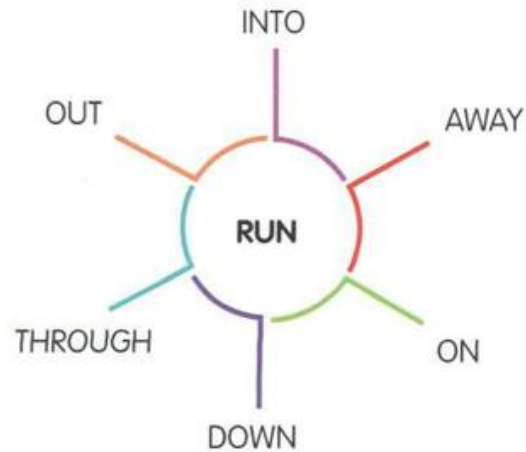
5 Complete the sentences (1–5) with the correct form of the highlighted words from the article.

- Satnavs allow you to choose the fastest or the shortest _____ from A to B.

- Neither of us wanted to row, so our kayak just _____ down the stream lazily.
- The two families _____ together on a road trip along the coast.
- We can send help immediately because we've been _____ the expedition's position.
- The shed roof is being fixed to make it _____.

Phrasal verbs with run

6 Find the phrasal verbs *run into* and *run down* in the article. What do they mean? Match the phrasal verbs from the mind map with their definitions (1–6).



- continue without stopping _____
- hit and knock to the ground _____
- say, discuss or read quickly _____
- meet by chance _____
- be used up or finished _____
- to leave or escape from a place _____

7 Complete the sentences (1–6) with the correct phrasal verb with run. Use the correct form.

- Could we just _____ the list of those who signed up for the trip?
- You won't believe who we _____ at the shopping centre yesterday!
- The motorcyclist jumped the red light and ended up _____ the pedestrian.
- Do we have any provisions left, or have we _____ already?
- This lecture will never end! It just keeps _____ for ever.
- She _____ from home at the age of sixteen.

8 Work in pairs. Discuss the questions.

- What's the most exciting journey you've ever been on? What made it exciting?
- What's your dream destination? How would you like to travel there?
- Do you prefer to travel in comfort or do you prefer travelling to be an adventure? Why?

LANGUAGE REVIEW

participles

1 Choose the correct participle form to complete the sentences (1–8).

- Did you see that woman *carrying/carried* a huge backpack?
- We saw a strange man *dressing/dressed* as a gorilla.
- The police will remove and may destroy any luggage *leaving/left* unattended.
- Not *knowing/known* the answer, I remained silent.
- The taxi rank is *locating/located* outside the main terminal building.
- Growing/Grown* up in a rural area, they had never experienced big-city life.
- Zoe and I sat on our hotel balcony, *watching/watched* the sunset.
- Having completed/Had completed* his round-the-world tour, he flew back home.

Grammar reference pages 125–126

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Coping with TRAFFIC

Many large cities around the world have struggled to keep up with the increase in traffic in recent times. Densely populated areas, growing car ownership, as well as narrow roads ¹ for much lower volumes of traffic all contribute to this. In 1975, Singapore decided to introduce a congestion charge – a fee paid ² drivers entering the most traffic-heavy zones of the city. London introduced a congestion charge in 2003. Public opinion was initially opposed to ³ idea, but people soon became more supportive of the scheme. Despite this, its first decade ⁴ mixed success, and the number of cars in the city fell by only 10%. However, the scheme proved massively profitable, ⁵ allowed the city council to invest in other measures aimed at improving traffic conditions in London. These included cycle lanes, pedestrianized areas and better road surfaces.

- | | | | |
|-----------------------|----------------|------------|--------------------|
| 1 A build | B built | C building | D are building |
| 2 A by | B for | C of | D at |
| 3 A the | B an | C such | D some |
| 4 A has been bringing | B was bringing | C brought | D had been brought |
| 5 A who | B which | C what | D that |

Lexical multiple-choice cloze

EXAM STRATEGY

Think of your own answer to complete each gap. Then choose the option that is closest to your idea.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The rise of package holidays in the 20th century made us believe that travelling was about jetting off to beach resorts for two weeks of sun, fun and sand. And, more recently, due to the advent of ¹ airlines, it has been a race to tick off experiences and destinations. Books with helpful titles, ² *1000 Wonders of the World*, are bestsellers. Many holidaymakers set out with the ³ of crossing off all the must-see sites they have read about.


When you book a holiday today, the first thing you ⁴ yourself is, *Where shall I go?* But isn't the why and how just as important as the where?

Don't we also go on holiday to ⁵ our batteries and to meet interesting people? As the cost of flying increases and *carbon guilt* sets in, the purpose of travel will ⁶ become more important than ever. This new way of travelling could be described as *deep travel*. It will be about getting under the skin of a place. We will ⁷ real experiences rather than artificial culture packaged up for tourists. It will be about the ⁸ of local character and the detail. It will be about the things that make a place ⁹. It will be as much about the particular smell of a place, for example fresh spices in Turkey, as it is about exploring ¹⁰ shops and restaurants. So get away from the crowds, and see what you can find!

- | | | | |
|------------------|---------------|------------|-------------|
| 1 A low-charge | B low-hire | C low-cost | D low-price |
| 2 A like | B so | C such | D as |
| 3 A prospect | B end | C scheme | D intention |
| 4 A say | B ask | C question | D tell |
| 5 A remake | B recharge | C refill | D restore |
| 6 A safely | B surely | C firmly | D solidly |
| 7 A search | B attempt | C seek | D hunt |
| 8 A appreciation | B opinion | C regard | D judgment |
| 9 A alone | B independent | C unique | D separate |
| 10 A community | B public | C district | D local |


LISTENING

Multiple-choice (listening for detailed understanding)

- 1 Work in pairs. Read the holiday adverts (A–D). Which holiday would you enjoy most? Why? Compare your ideas.
- 2 Read the questions (1–5) in the exam task. Which holiday (A–D) is it going to be about?
- 3  2.03 Listen to the first part of a conversation between two friends, Abby and Dan, talking about holidays. Then check your answer.

EXAM STRATEGY

- Read the questions and options, and think about different ways of phrasing the same information. Think of synonyms and other ways to rephrase the key information.
- Remember that phrases from all the options may be mentioned in the recording.

- 4 **EXAM TASK**  2.04 Listen to the text. For questions (1–5) choose the correct answer (A, B, or C). You will listen to the text twice.

- 1 According to the advert, what is the aim of eco-tourism?
A to protect endangered animals
B to take care of natural environments
C to help tourists visit remote places
- 2 What's Abby's opinion of working holidays?
A They are dull.
B They are interesting.
C They are educational.
- 3 Which of the following is TRUE?
A Dan wants to go to Scotland by car.
B Abby suggests flying to South America.
C You mustn't use a plane if you go on an eco-holiday.
- 4 What type of meals are provided at the farm?
A takeaway
B vegetarian
C chemical-free
- 5 How would Abby like to spend her holiday?
A stay at home
B go to the seaside
C sunbathe by the pool

- 5 Work in pairs. Imagine that you are planning a two-week summer holiday together. Discuss and try to agree on the following:

- preferred type of holiday
- way to travel
- accommodation
- activities

Use the following expressions from the recording.

Doesn't it sound like a (great/silly) idea?

That sounds really (exciting/boring).

I see what you're saying about ...

And how do you propose ... ?

I was thinking of ...

What's involved?



A Cruises

Cruise your way round the Mediterranean Islands. Stop off in beautiful cities, and dine in luxury in our five-star restaurant.



B Eco-tourism is alive and kicking

Do you want to feel you're helping the planet? Then contact us! We have a whole range of eco-friendly destinations for you and your family.



C Activity holidays on the Red Sea

jet-skiing - bodyboarding - windsurfing

The holiday of a lifetime, an unforgettable experience! For those who enjoy a bit of fun and adventure.



D Sunshine and sand

We are a small travel company offering great deals for beach holidays. We offer package deals to Spain, Italy and Croatia.

Formal letter: making a complaint

1 Work in pairs. Discuss the questions.

- 1 Why do some people choose to stay in a hotel when they're on holiday? Why do others choose to stay in a self-catering apartment?
- 2 What kinds of problems might you have staying in each type of accommodation?

- 3 Which problems would you accept as 'part of life' and which would you complain about to the hotel or apartment owner?
- 4 What would be your reason(s) for complaining?

2 You have been on a walking holiday in the UK with your British friends, Jamie and Anna. Read Jamie's letter to the tour company. Which of these problems does he mention?

- | | | | |
|------------------------|--------------------------|---------------------|--------------------------|
| inexperienced guides | <input type="checkbox"/> | unexpected costs | <input type="checkbox"/> |
| uncomfortable minibus | <input type="checkbox"/> | not enough guides | <input type="checkbox"/> |
| bad food | <input type="checkbox"/> | dirty accommodation | <input type="checkbox"/> |
| inaccurate information | <input type="checkbox"/> | rude hotel staff | <input type="checkbox"/> |

Dear Sir or Madam,

I am writing to complain about the walking tour that my friends and I went on from 23rd to 30th July with your company. I enclose copies of our receipts for your information.

The first problem we experienced was the sudden departure of one of the guides on the second day of the tour. This was completely understandable as he had a family emergency, but his replacement did not arrive until Day 5. This meant that we had only one guide for three days, and this was insufficient. On Day 4, someone had an accident during our walk, and the guide had to take her to hospital. The rest of us had to continue on to the next hotel, and we got lost on the way. We got there eventually, but it would have been safer if we had had a guide.

Secondly, the walks were much more difficult than expected. They were advertised as 'easy', but we all found them very challenging.

Finally, a couple of the hotels were disappointing because the standard of cleanliness there was low. At the Hill Hotel the carpets in our rooms were dirty and at the Queen's Head Hotel the bathrooms had not been cleaned.

All in all, the tour fell far short of our expectations. I would, therefore, be grateful if you would consider giving us a partial refund, or a discount on a future tour.

I look forward to hearing from you.
Yours faithfully,
Jamie Cooper

3 Read Jamie's letter again and answer the questions.

- 1 Does Jamie communicate clearly what he is unhappy about?
- 2 Does he say what he wants?
- 3 Does he write about anything that is not relevant?
- 4 Which of these words best describes the tone of his letter: *furious*, *quite angry* or *very dissatisfied*?

4 Answer the questions (1–2).

- 1 What is the adjective or verb that these nouns in the letter in exercise 2 come from?
cleanliness _____ expectation _____
departure _____ replacement _____
- 2 You might need to use the nouns of these adjectives in a letter of complaint. What are they?
rude _____ inconvenient _____
hot _____ faulty _____
lazy _____ unreliable _____

EXAM STRATEGY

In the first paragraph say you are writing to complain and what the product or service is that you are complaining about. Use formal language and be polite. Avoid using a tone that is angry or emotional.

5 EXAM TASK While you were on a visit to a friend in the UK, you saw the following advertisement for a coach tour. You and your friend booked places and went. Write a letter of at least 100 words to the manager of the tour company in which you:

- ▶ complain about the coach,
- ▶ describe the problem you had at the hotel,
- ▶ express your feelings about the missed walking tour of Oxford and ask for compensation.

Two-day coach tour of BATH AND OXFORD

BATH

This city tour includes a visit to the Roman Baths, the Royal Crescent and The Circus. Your three-star hotel is only a short distance from the city centre.

OXFORD

A guided walking tour of the colleges, churches and other outstanding buildings gives you a chance to learn about this beautiful and world-famous city.



Writing bank page 154

6 Check your work.

- Have you written about all three points in the task?
- Have you communicated your complaints clearly?
- Have you used appropriate language and tone?
- Have you written at least 100 words?

Conversation

- 1 **Work in pairs. Ask and answer the questions about travel and tourism.**
 - 1 How has tourism been recently developed in the region where you come from? If it hasn't, how do you think it could be developed? How would you make this region popular with tourists?
 - 2 Have you travelled to different regions of Ukraine? If so, why did you go? Who did you meet? Were the places as you had imagined them? If you haven't been to other regions, which ones would you like to visit? Why?
 - 3 'Tourism is having a terrible effect on many countries and should be limited.' Do you agree? Why?/Why not?
 - 4 Describe your way of travelling, or the way of someone you know. Do you take a lot of things with you? Do you plan everything carefully in advance? Explain why you do these things.
 - 5 'If we were meant to stay in one place, we would have roots instead of feet.' (Rachel Wolchin) Do you agree? Why?/Why not?
 - 6 Some holiday companies promise to take you 'out of your comfort zone' (do unfamiliar things that you are afraid of). Why do some people want to step out of their comfort zone on holiday? Would you want to? Why?/Why not?

Debate

- 2 **Work in pairs. Read the statement and the points in the list and have a debate.**

Decide if you are going to argue for or against the statement. If you argue for it, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.
Student B: Respond with an argument against Student A's point.
Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Low-cost airlines do more harm than good.

- increased travel opportunities
- the social impact on tourist destinations
- economic consequences

Speaking bank: debate ideas page 144

Picture description

- 3 **Work in pairs. Look at the pictures (A–F) of different methods of commuting. Take turns to compare the pictures and say what you think about the advantages and disadvantages of each method.**



LISTENING

True/false

EXAM STRATEGY

Statements in the exam task may use different words to express the same ideas as in the recording.

1 **2.05** Listen to the first part of a recording about a national park and decide if the statement is true or false.

T F

1 Cody will give visitors advice on staying out of danger. ___ ___

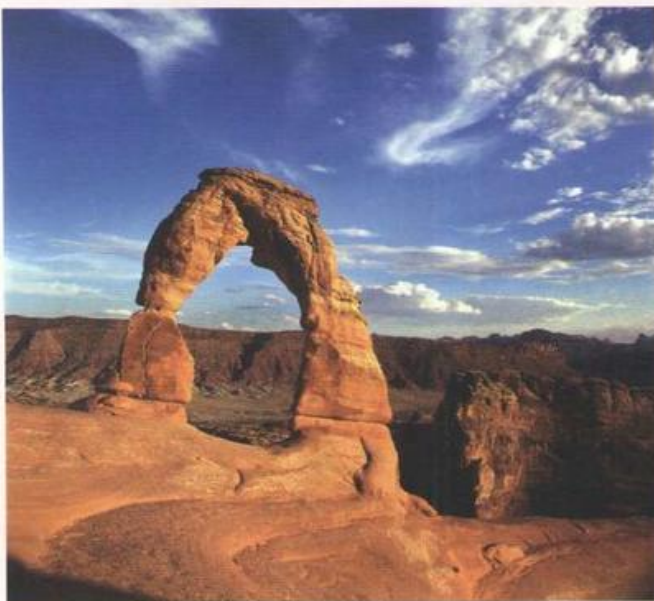
2 What words does Beth use? Complete the sentence with words you hear in the text.

1 Cody will take you through some of the _____.

3 **EXAM TASK 2.06** Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

T F

- 1 The two rivers are called the Colorado River and the Snake River. ___ ___
- 2 It occasionally rains in the park. ___ ___
- 3 Some cowboys settled permanently here. ___ ___
- 4 It is possible to see parts of ancient buildings. ___ ___
- 5 Kangaroo rats don't need water to stay alive. ___ ___



USE OF ENGLISH

Lexical multiple-choice cloze

4 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

A health crisis is coming

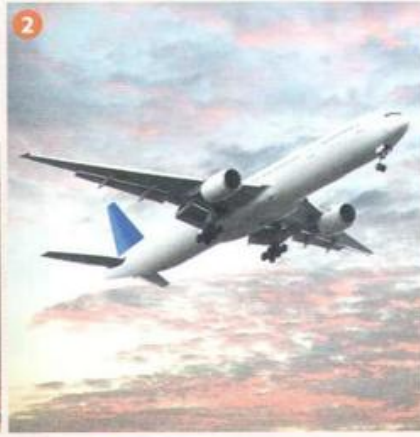
A new problem has arisen recently, in connection with Western healthcare and treatments. The world is entering an antibiotic crisis, which could make routine operations impossible and make a scratched knee ¹___ fatal, the head of the World Health Organization has claimed. Every antibiotic ever developed is now at ²___ of becoming useless. This could ³___ in a return to the past - to the times before Alexander Fleming discovered penicillin. The ⁴___ problem has been caused by our misuse of antibiotics. One reason is that many people ⁵___ to finish their course of antibiotics. This can enable the bacteria to grow and ⁶___ back - attacking the antibiotic when it is used again. What's more, the number of new antibiotics that have been developed ⁷___ the 1980s has declined. This is primarily because they are not ⁸___ types of medicine to invest in. Governments need to do something ⁹___ this. They should offer financial ¹⁰___ to encourage companies to work in this area. Unless action is taken, the situation can only get worse.



- 1 A potentially B thoughtfully C imaginably D likely
- 2 A chance B danger C risk D threat
- 3 A cause B result C contribute D produce
- 4 A actual B modern C current D latest
- 5 A fail B ignore C miss D avoid
- 6 A combat B struggle C challenge D fight
- 7 A since B for C during D meanwhile
- 8 A fulfilling B profitable C rewarding D paying
- 9 A with B around C for D about
- 10 A foundation B support C saving D donation

READING

Gapped text



5 Look at the pictures (1–3) and answer the questions about ways of travelling.

- Which is the most comfortable for travelling long distances? Why?
- Which allows you to get to know a country better? Why?

6 **EXAM TASK** Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A wherever they were
- B when we were able to
- C when at the age of sixteen
- D whatever they felt like doing
- E but we had invited them to come
- F which was their home for the entire trip
- G where they took a boat to South America
- H but we didn't have a completely fixed plan

THE TRIP OF A LIFETIME

Can you imagine leaving your home, friends and school for 18 months to travel the world with your family? This is exactly what Jack Clarke did in July 2005, ¹_____ he set off from his home in London with his parents and brothers, George, twelve, Nick, seven, and his sister Molly, nine.

Instead of flying between locations, they drove in a specially converted coach ²_____. Jack's father had designed and built the interior of the coach, which included six beds at its rear, and four desks at the front where the children could study. The desks were hooked up to an Internet connection so that the children could access an online learning programme ³_____.

During their trip, they travelled through Europe and down the east coast of Africa to South Africa, ⁴_____. They drove up through the Americas and Canada, took a boat to Australia and then headed home via Thailand and India.

WRITING

Letter of complaint

EXAM STRATEGY

Learn some useful phrases that you can use in a letter of complaint:

- *I am writing to complain about a product that I bought in your shop.*
- *I would be grateful if you would give me a full refund/ exchange it for a new one.*
- *I would appreciate it if you could send me the instructions/ the missing part.*
- *I am enclosing the watch together with the receipt.*

7 **EXAM TASK** You have just come back from a package holiday. Unfortunately, you were not happy with it. Write a letter of complaint to the travel agency in which you:

- ▶ describe where you went and when,
- ▶ give a reason for your complaint,
- ▶ say what compensation you expect.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

Jack said, 'It was the most amazing experience. We had all made a list of the places we wanted to see, ⁵_____ – if we really liked somewhere, we stayed there longer. Some people were concerned about our education, but our parents taught us themselves and they incorporated our travel experiences into lessons. So dealing with foreign money was part of maths, we learned lots of foreign languages and you couldn't have better history and geography lessons than actually seeing these places first-hand.'

'The hardest part of the trip,' he continued, 'was not being able to see our friends for 18 months, ⁶_____ to visit us in different places. Two or three friends took us up on that offer, which was brilliant.'

VOCABULARY

1 Work in pairs. Discuss the questions.

- 1 How do you prefer to spend your free time:
a) on your own, b) with one person
or c) with a group of people? Why?
- 2 What kind of activities do you most enjoy doing
in your free time? Why do you enjoy them?

Media and the press

2 Choose the correct word from the pair of given words to complete sentences a and b.

- 1 *channel/studio*
 - a CNN was the first television _____
dedicated to broadcasting twenty-four hours
of news.
 - b News programmes are produced in a TV
_____ equipped for recording and
broadcasting.
- 2 *vlogs/podcasts*
 - a I download news _____ so I can listen to
them anywhere.
 - b Online video diaries are also known as
_____.
- 3 *online gaming/social networks*
 - a _____ enable people to keep in touch with
friends from anywhere in the world.
 - b With _____, there are always people to play
against.
- 4 *streaming/broadcasting*
 - a We will be _____ the match live on national
TV.
 - b Internet video _____ allows TV programmes
to be distributed over a computer network.
- 5 *headline/breaking*
 - a We're interrupting our programme for
_____ news about an earthquake in Japan.
 - b Have you read this _____ about the royal
family?
- 6 *report/interview*
 - a Here is the latest _____ on the unfolding
events from our special correspondent.
 - b A Hollywood star will talk about his childhood
memories in an exclusive _____ tonight.

3 Work in pairs. Discuss the questions.

- 1 What's your main source for the latest news?
- 2 What forms of entertainment do you enjoy
online? What do you like about them?
- 3 Do you prefer to watch films in the cinema, or
stream them to a TV or mobile device? Why?

Film

4 Complete the questions (1–10) with the correct words from the box.

awards cast dubbed plot rating sequels
soundtrack special effects subtitles trailer

- 1 Does the _____ need to be straightforward for
you to enjoy a film?
- 2 When was the last time you watched a foreign
language film with _____? Where was the film
made?
- 3 Can you think of any series where the _____
have been better than the original film?
- 4 How does using a(n) _____ system help
parents choose suitable films for their children?
- 5 How often do you choose a film based only on
who's in the _____?
- 6 How do _____ such as the Oscars influence the
popularity of a film, if at all?
- 7 Does it spoil your enjoyment of a film if it is
_____ from the original language into your
own? Why?/Why not?
- 8 Do _____ distract from the story or do they
improve it? Why?/Why not?
- 9 Have you ever bought the _____ for a film? If
so, what did you enjoy about the music?
- 10 Are there times where you've felt that seeing the
_____ has spoiled your enjoyment of the film
itself?

5 Work in pairs. Choose five questions from exercise 4. Ask and answer them.



Performing arts: theatre and music

9 Complete the sentences about theatre (1–8) with people from the box.

choreographer composer conductor critic
director principal dancer prompter stage hand

- 1 A _____ designs dance steps and physical movements.
- 2 A _____ leads an orchestra.
- 3 A _____ writes music.
- 4 A _____ plays leading roles in a company.
- 5 A _____ installs, sets and moves props on stage.
- 6 A _____ helps actors remember their lines.
- 7 A _____ gives actors instructions about their roles.
- 8 A _____ writes reviews about performances.

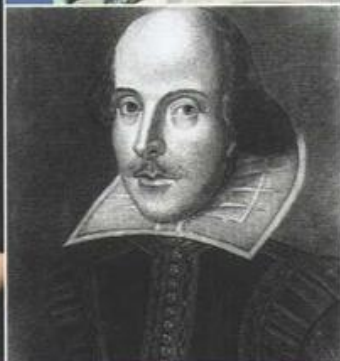
10 Choose the answer that is true for you, or write your own answer. Then, compare your ideas in pairs, and give reasons for your answers.

- 1 The musical genre I enjoy most is *classical/rock/hip-hop/jazz/folk/EDM/world music/_____*.
- 2 My favourite musical instrument is the *guitar/saxophone/violin/piano/bass/_____*.
- 3 I prefer to listen to music *live in concert/with headphones on my mobile phone or computer/at festivals/_____*.
- 4 My favourite music artist is _____.

11 Work in pairs. Take turns to answer the questions.

- 1 How can you decide whether a news source is reliable?
- 2 What do you think people find appealing about video games and online gaming?
- 3 How often do you download music, films or books from the Internet? Should people pay to do this? Why?/Why not?

- 4 Which authors are popular with your generation? Why are they more popular than others?
- 5 How important is art and music education for children today? Do you think schools should put more emphasis on teaching art and music? Why?/Why not?
- 6 What emotions does watching a stage performance (theatre or music) provoke in its viewers? How do you usually feel when you watch a live performance?



Creative arts: literature and art

6 Look at the four pictures. Which of the words from the box in exercise 7 are they associated with? Can you think of a famous example for each kind of artist (1–8)?

sculptor: Michelangelo
painter: ...

7 Match the artists (1–8) with their work from the box. You can use some of the words twice.

autobiography bridge comedy fresco novel ode
portrait relief snapshot sonnet statue stencil
tag tower tragedy

- | | | | |
|-------------------|-------|-------|-------|
| 1 sculptor | _____ | _____ | _____ |
| 2 painter | _____ | _____ | _____ |
| 3 architect | _____ | _____ | _____ |
| 4 author | _____ | _____ | _____ |
| 5 poet | _____ | _____ | _____ |
| 6 playwright | _____ | _____ | _____ |
| 7 graffiti artist | _____ | _____ | _____ |
| 8 photographer | _____ | _____ | _____ |

8 Work in pairs. Choose your favourite work of art or literature and describe it to your partner. Use the adjectives from the box to help you and include information about the questions below.

articulate bold controversial conversational
discursive fluent geometric lyrical mediocre
monochrome naturalistic negative phenomenal
positive revolutionary rhetorical satirical
sensational subtle surreal wordy

- What appeals to you about this particular work?
- How did you discover it?
- Do you like this type of work in general? Why?/Why not?

Gapped text

1 Work in pairs. Discuss the questions.

- 1 Can you think of any authors who became successful at a young age? What was the first work they became famous for? How old were they when they wrote it?
- 2 What makes it difficult for young authors to get their work published?

2 Quickly read the article about a young author and decide what type of story (a, b, c or d) she wrote.

- a short story
- b memoir
- c novel
- d autobiography

EXAM STRATEGY

- Read the whole text first, ignoring the gaps, to understand what it is about.
- Analyse the sentences before and after the gaps and think about what information is missing. Then read the phrases in the exam task and try to find reference words which link them with other parts of the text.

3 **EXAM TASK** Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A having been educated in England from an early age
- B several more novels and a collection of short stories
- C managed to find the time to write two stage plays
- D while settling in a new country had a big impact
- E her own childhood experiences
- F including New York, Paris, Budapest and Berlin
- G she was studying for her A-level exams
- H moving to a different country brings with it its own difficulties

Words in context

4 Find the highlighted words in the article, and match them with the words and phrases (1–8) which have a similar meaning.

- 1 conflicts _____
- 2 leading character _____
- 3 praise _____
- 4 accomplishment _____
- 5 focuses _____
- 6 become known _____
- 7 source for ideas _____
- 8 passionately _____

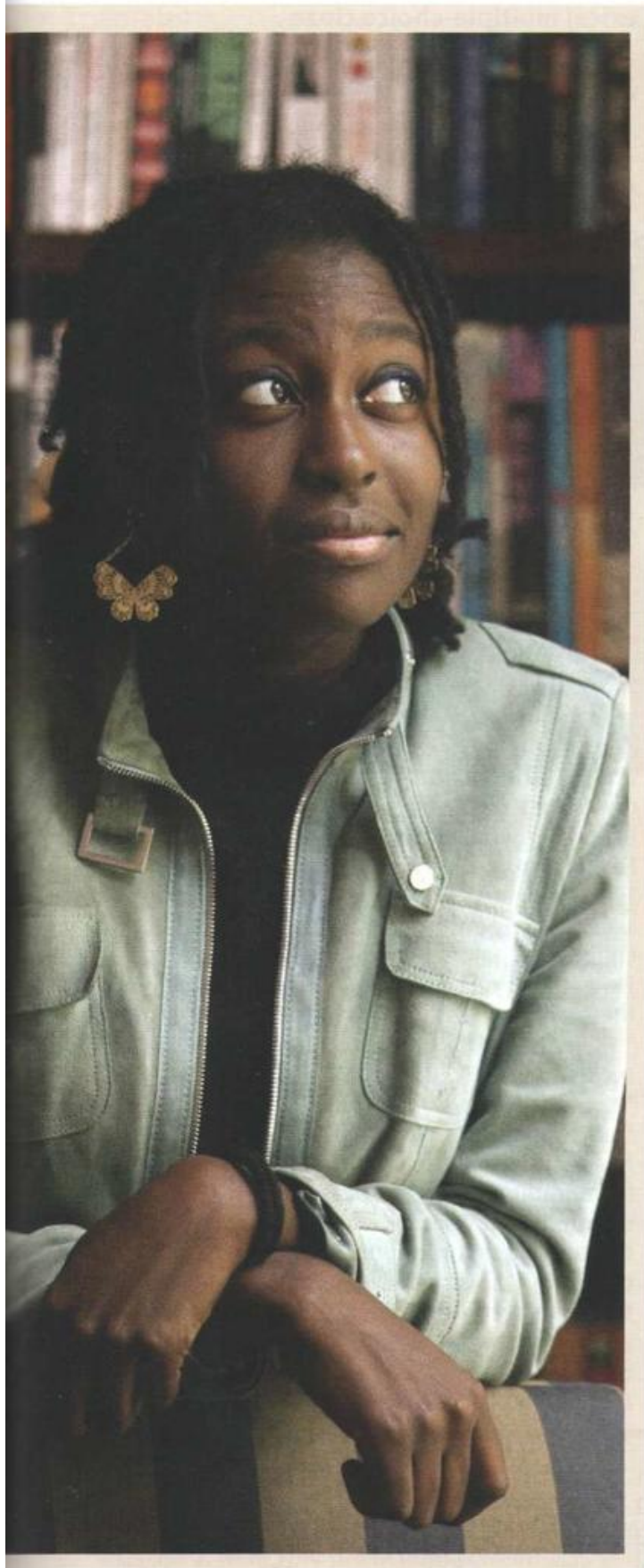
The ICARUS Girl

When Helen Oyeyemi sent twenty pages of writing to a literary agent, no one imagined that seven weeks later she would have completed her first novel and signed a £400,000 book deal with an international publisher. Her **feat** is all the more amazing since ¹_____ at the same time.

Helen was born in 1984 in Nigeria and moved to south London when she was four years old. However, it hasn't been an easy road to success for Helen. Her idea for the book came partly from ²_____ and partly from her imagination. The richly-textured ghost story **centres around** a girl called Jess whose twin dies at birth. Jess moves to England from Nigeria, and the events which **unfold** show how Jess's own culture **clashes** with her new culture in England. As in Helen's own life, ³_____.

After her first book, *The Icarus Girl*, was released to critical **acclaim** in 2005, Helen went on to study social and political sciences at Cambridge University. Despite being busy with her college studies, she also ⁴_____, which her fellow students performed to glowing reviews. Although at the time she **vehemently** denied having any plans to become a full-time writer, she has, since then, published ⁵_____. Her works often focus on female **protagonists** finding their way in an often hostile world.

Having lived in various places around the world, ⁶_____, Helen finally settled in Prague in 2014. She continues writing and publishing to this day. Her style has sometimes been compared to that of Edgar Allan Poe and Emily Dickinson – authors that Helen herself acknowledges as her key sources of **inspiration**.



5 Complete the sentences (1–8) with your answers from exercise 4. Use the correct form of each word or phrase.

- 1 My _____ for painting always comes from nature.
- 2 In the final scene, two armies _____ on a battlefield.
- 3 The plot gradually _____, and everything became clear.
- 4 The novel's main _____ is an unhappy detective.
- 5 Our school orchestra achieved an amazing _____ by winning the contest!
- 6 *The Lord Of The Rings* saga _____ a mission to save the world from evil forces.
- 7 This movement won _____ for its brave position on race equality.
- 8 He _____ denied the accusations made against him.

Using *since* to connect ideas

6 Find and underline two examples of *since* in the article. Match the examples to the uses.

- 1 first paragraph _____
 - 2 third paragraph _____
- a expressing the reason for a claim
b indicating the starting point of a period of time in the past

7 Identify the use of *since* (a or b) in the sentences (1–4).

- 1 I've loved you since the day we met. _____
- 2 I believe you since you've always been my friend. _____
- 3 You had to take the blame since it was your responsibility. _____
- 4 You've not been the same since it became your responsibility. _____

8 Work in pairs. Discuss the questions.

- 1 Which literary character do you feel is closest to your own life experience? Why?
- 2 Which book has had the most profound influence on you? Why do you think it has been so influential?

LANGUAGE REVIEW

past modals

1 Complete the sentences. Use *must, can't, might, should, or needn't + have* and the correct form of the verb in brackets. Use each modal only once.

- They _____ (meet) Mark yesterday. He's on holiday at the moment.
- You _____ (learn) the entire poem! We were only asked to memorize one verse.
- The cause of Beethoven's deafness is unknown, but it _____ (be) a complication of Paget's disease.
- My sister used to play this song over and over again. She _____ (like) it a lot.
- Jenny _____ (switch) off the lights before she went to bed. It's a waste of electricity.

Grammar reference pages 126–128

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

A photo exhibition

When photographer Michael Peto died in 1970, he left a collection of 130,000 prints and negatives to the University of Dundee. While archiving the collection a few years ago, the university ¹_____ more than 400 photographs of The Beatles. The photos were taken during the period around the filming of *Help!* and none of ²_____ had been seen in public before. The collection shows the Fab Four at ³_____ peak of their success. Additionally, Peto's pictures of everyday scenes from 1960s England ⁴_____ the band in social and historical context for visitors. His photos are known for their ⁵_____ and emotional quality. Peto photographed other famous people as well, including several British prime ministers and artists.

- | | |
|--------------------|-------------------|
| 1 A was discovered | B discovering |
| C discovered | D was discovering |
| 2 A them | B that |
| C those | D they |
| 3 A a | B some |
| C the | D their |
| 4 A to put | B be put |
| C have been put | D put |
| 5 A truthful | B true |
| C truthfully | D truthfulness |

Lexical multiple-choice cloze

EXAM STRATEGY

- In this type of task, the incorrect options could often be used to express the same meaning, but in a different structure.
- Make sure your answer is correct in the given context.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



The Edinburgh Fringe began when eight theatre companies turned up uninvited to the first Edinburgh International Festival in 1947 and arranged their own ¹_____. It might have turned out to be a one-off episode, but it ended up becoming what is now ²_____ as the Edinburgh Festival Fringe, famous around the world. The Fringe takes ³_____ every August, alongside several other cultural festivals, and they are collectively known as the Edinburgh Festival. However, the Fringe is by ⁴_____ the largest of them all, and certainly the best known. It mostly ⁵_____ events from the performing arts including theatre, comedy, music and dance. There is no ⁶_____ for the acts to audition. The Fringe is ⁷_____ to include anyone with a story to tell who has a place to perform it in. Productions ⁸_____ from traditional Shakespeare plays to circus, children's shows, opera and musicals. You have to buy tickets for indoor performances, but there are ⁹_____ street shows on Edinburgh's most famous street – the Royal Mile – that you can enjoy for free. More than 30,000 ¹⁰_____ from all over the world come to perform. And almost two million people come to watch!

- | | | | |
|--------------|-------------|-------------|------------|
| 1 A concert | B venue | C event | D play |
| 2 A reported | B broadcast | C published | D known |
| 3 A place | B scene | C spot | D site |
| 4 A high | B far | C way | D long |
| 5 A pulls | B absorbs | C engages | D attracts |
| 6 A demand | B wish | C need | D want |
| 7 A amused | B satisfied | C happy | D content |
| 8 A run | B pass | C reach | D range |
| 9 A besides | B also | C further | D as well |
| 10 A acts | B displays | C stages | D dramas |

LISTENING

True/false

1 Work in pairs. Discuss the questions.

What's your hobby? How did you start doing it?
What do you enjoy most about it? Why?



EXAM STRATEGY

- Read the statements carefully before you listen to the recording so that you know what information you should listen for.
- Do not try to answer the questions using your own ideas – remember that sentences are true only if they express the same ideas as stated in the recording.
- On the first listening, try to identify the parts of the recording that contain the relevant information. On the second listening, pay closer attention to details.

2 You will hear the first part of a recording about leisure activities. Before you listen, read the sentences (1–3) and try to predict if they are true or false.

- | | T | F |
|---|---|---|
| 1 Spending your free time in a creative way is tiring. | — | — |
| 2 You should do exercise that gives your mind a rest. | — | — |
| 3 If you change your routine, keep it secret from your friends. | — | — |

3 2.07 Listen and check your ideas from exercise 2. Were your predictions correct?

4 EXAM TASK 2.08 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|---|---|---|
| 1 Learning a language is as beneficial as reading. | — | — |
| 2 Exercising every day will wear you out. | — | — |
| 3 You should carefully choose what you want to watch on TV. | — | — |
| 4 Your hobby should be similar to what you do at work. | — | — |
| 5 One third of your time is usually wasted. | — | — |

5 The speaker gives several pieces of advice about using leisure time. Look at the phrases and try to recall the advice you heard.

- anything / brain active / distinct from

- regular / boost / help you to relax

- pick out / favourite / switch / more constructive

- choose / different from your job

6 2.08 Listen again to check if you have recalled the advice correctly.

7 Work in pairs. Discuss the questions.

- Do you agree with the speaker's suggestions? Why?/Why not?
- Are you happy with the way you use your free time?
- What advice would you give to someone about how to use their free time?



Informal email: making an invitation

1 Work in pairs. Discuss the questions.



- 1 What cultural events do you go to? Who do you go with? How far are you prepared to travel?
- 2 How do you find out what's on?
- 3 What event have you been to that you really enjoyed? What did you like about it?
- 4 Is there something that you really want to go to? What is it? Why do you want to go?

2 Read the email and discuss the questions (1–3).

- 1 What do you think the relationship between Clare and Maddy is?
- 2 In which paragraph does Maddy ...
 - invite Clare to something? _____
 - describe a past event? _____
 - recommend Clare does something? _____
 - express her opinions? _____
 - tell Clare that she understands her? _____
- 3 What tells you that this email is written in an informal style?

● ● ●
✉

Hi Clare,

- (1) How are you? I hope you had a good time on Friday. It was a shame you couldn't come to the play, but of course you had to go to your brother's graduation.
- (2) Would you like to come to another play some time soon? *Julius Caesar* is on next month and I know how passionate you are about Shakespeare! The company that's doing it is great. Their director is famous for her productions of Shakespeare because they really bring the plays to life. I saw their *Macbeth* last year and thought it was stunning! If *Julius Caesar* is like that, you'll love it!
- (3) Have a look online and if you'd like to go, let me know, and we can arrange a date.
- (4) See you soon,
Maddy

3 Complete the sentences (1–6) with the prepositions from the box.

about at for of to with

- 1 This music and arts venue is typical _____ venues built in the 1990s.
- 2 He's well known _____ his controversial performances.
- 3 If you're crazy _____ ballet, you must come to this production of *Swan Lake*.
- 4 She's brilliant _____ relating to the audience.
- 5 I was very impressed _____ his last film.
- 6 This song is very similar _____ the one we were listening to earlier.

EXAM STRATEGY

- Make your writing interesting by using a variety of adjectives.
- If the adjective is followed by a preposition and a noun, make sure you use the correct preposition.
- In this task, use adjectives that express approval. For example: *stunning, memorable, exceptional, impressive*.

4 **EXAM TASK** You are staying in Exeter in the UK and you have received this email from one of your British friends. Write an email of at least 100 words in which you:

- ▶ tell Tom that you understand why he couldn't come to the concert with you,
- ▶ suggest another concert you could go to together,
- ▶ explain your reasons for suggesting this concert.

● ● ●
✉

I'm sorry I couldn't come to the concert on Saturday and had to cancel at the last minute. I had a horrible cold and had to stay in bed all weekend! I was really disappointed not to go and very sorry to let you down. I hope you had a good time.

It would be great if we could get tickets for something else though. Is there anything good on in the next couple of weeks? Let me know if there's anything you fancy seeing.

Tom

Writing bank pages 146–147

5 Check your work.

- Have you written about all three points in the task?
- Have you used a variety of adjectives that express approval?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

SPEAKING

Conversation

1 Work in pairs. Ask and answer the questions about museums and art galleries.

- 1 Describe an exhibition that you have been to or read about. What was it about? Why did you see it or read about it? What is your opinion of it?
- 2 If a foreign visitor came to stay with you, which museums and art galleries would you recommend they visited? Why?
- 3 'The average time spent looking at a piece in a museum is between 15 and 30 seconds. This is far too short.' Do you agree? Why?/Why not?
- 4 What would make you go to museums and art galleries more often? Or would you be happy if you could view everything in their collections online?
- 5 If there are interactive activities available at a museum, do you try them? Why?/Why not?
- 6 What objects of today's society would you put into an imaginary museum for people a hundred years from now. Why?



Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for it, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Spending a lot of our free time on the Internet is bad for us.

- relationships with others
- creativity
- finding information



Speaking bank: debate ideas page 144

Picture description

3 Work in pairs. Look at the pictures (A–E) of types of mass media. Take turns to compare them and say how they affect people today.



UNIT 1 FAMILY AND RELATIONSHIPS

Infinitive and gerund (-ing form)

Infinitive

We use the infinitive:

- ▶ after adjectives to describe feelings.
It's nice to meet you.
She wasn't surprised to see John at the party.
Are you happy to show us around the school?
- ▶ to express reason and purpose.
I'm going to London to improve my English.
He doesn't play football to keep fit – he does it because he loves the game!
Are we stopping here to get petrol?
- ▶ after certain verbs, which include: *agree, afford, appear, ask, begin, choose, continue, decide, hesitate, hope, learn, manage, offer, promise, refuse, seem, want, wish.*
She never wants to see James again.
Can you afford to buy a new laptop?
He didn't hesitate to offer me a lift.

Infinitive without to

Certain verbs are followed by an object + infinitive without to. These include: *feel, let, hear, make, notice, see, watch.*

- I made my friend wait while I got ready.*
Our school doesn't let us use phones in class.
Did you hear someone knock on the door?

Gerund (-ing form)

We use the gerund (-ing form):

- ▶ as the subject of a sentence.
Making a cake is easy.
Swimming is good for you.
- ▶ as the object of a sentence.
I avoid shopping in supermarkets.
We don't feel like going out tonight.
Why did they burst out laughing?
- ▶ after prepositions and phrasal verbs.
Are you keen on running?
I finished my essay by working all night.
He's given up eating biscuits and sweets.
- ▶ after certain verbs, which include: *admit, can't stand, consider, deny, dislike, don't mind, enjoy, finish, go, imagine, keep on, like, look forward to, love, practise, suggest.*
I don't mind having pizza tonight.
My sister doesn't enjoy learning ballet.
Have they ever considered getting a pet?
We're looking forward to going on holiday.
Did Dan suggest meeting at his house?

Gerund (-ing form) or infinitive

We can use either the gerund (-ing form) or the infinitive after some verbs, with little change in meaning. These include: *begin, can't stand, continue, hate, like, love, prefer* and *start.*

Everyone began talking/began to talk at once.

Some verbs are followed by the gerund (-ing form) or the infinitive with to with a change in meaning.

We use *remember/forget + -ing* to talk about memories.
I remember seeing that film when I was about ten.

We use *remember/forget + infinitive with to* to talk about things we should do.

Don't forget to tell your staff about the bonus!

We use *regret + -ing* to express regret about something in the past.

Do you regret not going to university?

We use *regret + infinitive with to* in formal contexts to express regret about something we are about to do.

We regret to inform you that the training course has been cancelled.

We use *stop + -ing* when we stop an action.

I don't think he'll ever stop playing table tennis.

We use *stop + infinitive with to* to give the reason why we stop another action.

I need to stop at the shop to get some bread.

We use *go on + -ing* to express the continuation of an action.

He just went on telling the story even though no one was listening!

We use *go on + infinitive with to* to talk about a change in action or activity.

They started the concert with the old favourites, then they went on to play their more recent songs.

1 Complete the sentences with the infinitive (with or without to) or the gerund (-ing form) of the verbs in brackets.

- 1 Our employees are always encouraged _____ (use) their own initiative.
- 2 The politician denied ever _____ (have) any connections with the oil industry.
- 3 We won't be there on the fourth, but we hope _____ (join) you all on the fifth.
- 4 To maximize your score, avoid _____ (make) unnecessary mistakes.
- 5 Tori was really disappointed _____ (learn) that she had failed the test.
- 6 I decided _____ (make up) for _____ (let) the team down last time around.
- 7 My grandparents will never get used to _____ (live) in the capital city.
- 8 Before _____ (submit) your essay, check that you have answered every question.
- 9 We're looking forward to _____ (receive) your proposal for the new design.
- 10 Edmund has recently taken up _____ (collect) old sports magazines.

2 Read the dialogues. Describe the situations using the verbs from the box.

admit arrange ask keep on promise suggest

- 1 John: 'Can you drive me to the station?'

- 2 Alice: 'Why don't we go to the Green Day concert?'
Joe: 'That's a great idea.'

- 3 Ignacio: 'I'll meet you outside the cinema at six.'
Dani: 'OK. See you then.'

- 4 Henry: 'Help me! Help me! Help me!' he shouted.

- 5 Deb: 'It's a secret. Don't tell anyone!'
Jon: 'I won't.'

- 6 Ben: 'Did you break my mobile phone?'
Emma: 'Yes, I did. I'm sorry.'

3 Read the sentences. Decide if the meaning is different (D) or stays the same (S) in each pair.

- 1 _____
a) My parents have started studying psychology together.
b) My parents have started to study psychology together.
- 2 _____
a) Stefan loves meeting new people.
b) Stefan loves to meet new people.
- 3 _____
a) I'm going to stop visiting her.
b) I'm going to stop to visit her.
- 4 _____
a) I wonder if she remembered meeting him?
b) I wondered if she remembered to meet him?
- 5 _____
a) Does your brother hate doing exercise?
b) Does your brother hate to do exercise?
- 6 _____
a) I prefer to go out with friends rather than family.
b) I prefer going out with friends rather than family.
- 7 _____
a) He had forgotten to call me.
b) He had forgotten calling me.

4 For each of the sentences (1–10), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Use between two and five words, including the words in brackets.

- 1 I don't want to pay more than £50 for it. (prefer)
I'd _____ more than £50 for it.

- 2 It wasn't easy to cycle through all that mud. (cycling)
It was _____ mud.
- 3 Don't waste your time trying to fix it. (point)
There's _____ trying to fix it.
- 4 I'd like to know what time they're planning to arrive. (useful)
It would be _____ what time they're planning to arrive.
- 5 They're probably going to be hungry. (likely)
They _____ hungry.
- 6 He isn't good enough to give a presentation. (capable)
He _____ a presentation.
- 7 Do you want to work on Saturday night? (interested)
_____ on Saturday night?
- 8 I enjoyed seeing you last week. (lovely)
It _____ you last week.
- 9 We paid extra for the tickets, but it was a waste of money. (worth)
It _____ extra for the tickets.
- 10 Megan hasn't got time to see you because she's cleaning the car. (busy)
Megan can't see you because she _____ the car.

5 Complete the text with the infinitive or gerund (-ing form) of the verbs in brackets.

SHOPPING

If you want to go ¹ _____ (shop) then it's fascinating ² _____ (explore) the Riverside area. Expect ³ _____ (see) high prices in the shops: this isn't a cheap part of town! For a different shopping experience, spend some time ⁴ _____ (walk) around Central Market. It's not worth ⁵ _____ (go) after one o'clock, though. Most of the stalls start closing at midday. At the Crafts Centre there are shops and workshops where you can see people ⁶ _____ (make) ceramics and jewellery.

TRANSPORT

⁷ _____ (travel) by underground is expensive, and you'll miss ⁸ _____ (see) many interesting sights. We suggest ⁹ _____ (take) the bus or the tram. The water taxis are also an excellent way of ¹⁰ _____ (get) about.

SECURITY

Avoid ¹¹ _____ (walk) around the city on your own late at night. Remember ¹² _____ (keep) your identity card with you at all times. Would you like ¹³ _____ (know) more? Visit our website ¹⁴ _____ (read) about the history of this exciting city.

- 6 Complete the article with the correct form of the verbs in brackets. Add prepositions where necessary.

Five ways to beat boredom at work

Do you ever have days at work when you feel incapable ¹ _____ (**concentrate**), when you have an uncontrollable need ² _____ (**take**) a nap at your desk, or you are just desperate ³ _____ (**get**) home? We all do. Here are five ways to make your days a little more interesting.

BE TASK-FOCUSED, NOT TIME-FOCUSED

Avoid the temptation to watch the clock. If you tell yourself you can go home at 5 p.m., the time is likely ⁴ _____ (**crawl**) slowly by. A better way of motivating yourself is to focus instead on completing the task that you are doing.

ACHIEVE MORE AND EARN BONUS POINTS WITH YOUR BOSS

If your work is dull, consider the idea ⁵ _____ (**take**) some extra notes during meetings, or taking on a new project. Not only will this serve the purpose ⁶ _____ (**keep**) you engaged, it will show your boss you are keen ⁷ _____ (**get**) ahead and may even get you a promotion.

FIGHT EXHAUSTION AND GET BACK TO WORK

Maybe the problem isn't your work. Maybe you're just exhausted and don't have the energy to work. Performing a few quick exercises will help ⁸ _____ (**get**) your blood moving and can wake you up, too.

LEARN A NEW SKILL DURING WORK

If there really is little or nothing ⁹ _____ (**do**), use the time productively by learning new skills. Online training makes it easy ¹⁰ _____ (**do**) this from your desk. While ¹¹ _____ (**improve**) your abilities, you're also increasing your chances ¹² _____ (**find**) a better job in the future. Just be sure to check your company's policies about ¹³ _____ (**pursue**) personal projects during work time.

GET SOME NEW RESPONSIBILITIES

You could try talking to your employer to see if they would be willing ¹⁴ _____ (**change**) your job description. That way you can work on things you are more interested ¹⁵ _____ (**do**).

UNIT 2 PEOPLE AND SOCIETY

Past tenses review (1); used to and would

Past simple

We use the past simple when we speak about an activity that finished at a definite time in the past. That includes events occurring one after another or actions repeating in the past. *When Sara came home, her mother made dinner.* (Her mother started to cook after Sara arrived home.)

When we were in Budapest, we went to the cinema every evening.

In past simple sentences we often use time expressions, such as: *yesterday, (two days) ago, when I was a child, in April/2008, last week/month/year, etc.*

Past continuous

We use the past continuous to give the background to another event.

When Sara came home, her mother was making dinner. (Her mother started to cook before Sara came home, but dinner was not ready when Sara arrived.)

We often use the past simple and the past continuous in the same sentence, describing a situation when a longer activity was interrupted by a shorter activity.

It was raining when we left the house.

We can begin a sentence in the past continuous with *while*. *While* is not used with the past simple.

We don't use the past continuous with verbs describing conditions, e.g. *believe, need, understand, etc.* We use it with verbs expressing a longer activity, e.g. *wait, live, work, rain, etc.*

Past perfect simple

We use the past perfect to talk about something that happened before something else in the past.

He couldn't read or write because he had never been to school.

When we talked at the party, I realized we had met before.

- 1 Combine the pairs of sentences using the correct forms of the verbs and the time expressions in brackets. Do not change the order of the sentences.

- I (swim) in the sea. I (get) stung by a jellyfish. (While)
- I (not experienced) extreme cold temperatures. I (go) to Siberia. (until)
- The plane's engine (make) a strange noise. It (take) off. (as)
- We (never go) to Italy. We (go) to Naples last year. (before)
- She (meet) her fiancé. They (train) to climb Everest. (while)
- I (taste) some wonderful food. I (travel) in India. (when)

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

Ben Saunders

World record-breaking polar explorer

Imagine the cold. Minus 50 degrees Centigrade. Cold enough to freeze boiling water instantly. Picture the ground – icy, uneven, slippery, full of cracks. Then imagine having 1,795 miles to walk, knowing that this journey has never been completed successfully on foot and has killed everyone who has tried ... This is the challenge that ¹**faced/had faced** British polar explorer Ben Saunders and his companion Tarka L'Herpiniere as they ²**set off/had set off** in October 2013, from the coast of Antarctica to the South Pole and back. They aimed to complete the journey that the famous British explorer Captain Robert Falcon Scott had attempted a century earlier, but which unfortunately ³**was costing/had cost** him his life. Captain Scott and his team had walked for six months before they ⁴**reached/had reached** the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, ⁵**got/had got** there first. All Scott's team died as they ⁶**returned/were returning** home.

A hundred years later, it ⁷**took/was taking** Saunders and L'Herpiniere 105 days to make the journey, and in doing so they ⁸**broke/were breaking** the record for the longest human-powered polar journey in history. Their achievement is extraordinary when you consider that throughout the journey they ⁹**dragged/were dragging** 200 kg of food and equipment and they ¹⁰**used/were using** skis.

Although he is best known for the South Pole expedition, Saunders ¹¹**already broke/had already broken** a record ten years earlier when he ¹²**became/was becoming** the youngest person, at the age of 23, to reach the North Pole alone and on foot.

Used to

We use *used to*:

- ▶ to talk about repeated past actions or habits.
We used to spend the weekends at our aunt's house.
- ▶ to describe states that were true in the past but are not usually true in the present.
Did you use to be scared of spiders when you were a child? Yes, I did, but I'm not scared of them now.
We didn't use to live in the city, we used to live in a small village in the country.
I used to smoke. (I don't smoke anymore.)
We used to live in the countryside. (We don't live there any longer.)

Note the difference between:

- ▶ *used to* (repeated past actions, habits or states in the past)
I used to eat a lot of cheese in France.
- ▶ *get used to* (become accustomed to)
Since we've lived in France, I've got used to eating a lot of cheese.*

- ▶ *be used to* (be accustomed to)
Are you used to eating a lot of cheese, now that you live in France?*

*We use the *-ing* form after *get used to/be used to*.

Would

We use *would* to talk about repeated past actions or habits.

We would spend the weekends at our aunt's house.

We cannot use *would* to talk about past states:

She used to be happy.

NOT ~~*She would be happy.*~~

They used to be able to play the piano.

NOT ~~*They would be able to play the piano.*~~

I used to have a pet frog.

NOT ~~*I would have a pet frog.*~~

We have to use the past simple to describe things in the past that happened only once.

She moved to Cardiff in 2007.

NOT ~~*She would move to Cardiff in 2007.*~~

NOT ~~*She used to move to Cardiff in 2007.*~~

3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

- 1 I am used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 I know your job is difficult at the moment, but you will get used to it.
- 3 She doesn't get used to having such a big breakfast, she usually just has a piece of toast.
- 4 Did you use to go to my school?
- 5 I can't be used to the cold weather in this country!
- 6 We are used to cold water because we go swimming in the sea every morning.

4 Complete the sentences using *would* or *used to*. If both are possible, use *would*.

- 1 When we lived in Brighton, my father _____ (go) swimming in the sea every morning.
- 2 I _____ (have) a small green bicycle when I was younger.
- 3 _____ (you/believe) in ghosts when you were a child?
- 4 While they were on holiday, they _____ (not/get) up before ten o'clock in the morning.
- 5 She _____ (not/understand) her maths teacher at her last school.
- 6 Every year, in the summer, we _____ (travel) three hundred kilometres to visit our grandmother in Birmingham.
- 7 She _____ (like) sugar in her coffee, but now she hates it.
- 8 We _____ (always/walk) home through the park when we finished school.

UNIT 3 HOME

Perfect tenses

Present perfect simple and present perfect continuous

We use the present perfect simple to focus on the result of an action, and we use the present perfect continuous to focus on the doing of the action itself.
I've been practising this piece for weeks, but still haven't learned it.

We use the present perfect simple to talk about how much or how many. When we focus on how long something has taken, we use the present perfect continuous.

I've done three tests this term.

We've seen that show three times.

I've been working on this project for a month now. I need to finish it by the end of the week.

We use the present perfect simple to talk about how many times. But we use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as *all day* and *recently* in these sentences.

We've seen that show three times.

I've been trying to contact him all morning.

We usually use the present perfect simple, not the present perfect continuous, to talk about states rather than actions with state verbs such as: *be, have, know, seem.*

We've known each other since university.

NOT *We've been knowing each other since university.*

She's had that laptop for over ten years!

NOT *She's been having that laptop for over ten years!*

Past perfect simple and past perfect continuous

We use the past perfect simple to describe completed events that happened before another event in the past, often with time expressions, such as: *by the time, when, before, after* and *until.*

She had already learned how to read and write by the time she started school.

We use the past perfect continuous:

- ▶ to describe ongoing activities leading up to a past event.

They had been walking for hours when they saw the house in the distance.

- ▶ to give background information about an event.

She was concerned because he hadn't been sleeping well recently.

1 Match the sentence beginnings (1–6) with their correct endings (a or b).

- By the time he reached the prison gates, ...
 - a large crowd had already gathered to greet him.
 - a large crowd had already been gathering to greet him.
- When the visitors arrived at the island ...
 - they had travelled for many days.
 - they had been travelling for many days.
- His head ached and his eyes were sore because ...
 - he had studied since five o'clock in the morning.
 - he had been studying since five o'clock in the morning.
- Until I read Mandela's autobiography ...
 - I hadn't realized that he had spent twenty-seven years in prison.
 - I hadn't been realizing that he had spent twenty-seven years in prison.
- We heard about the riot ...
 - after we had left the building.
 - after we had been leaving the building.
- How much studying had you done ...
 - before you took the exam?
 - before you had been taking the exam?

2 Complete the sentences using the past perfect simple or past perfect continuous form of the verbs from the box.

climb look for not expect not finish swim work

- She _____ for thirty minutes before she realized that she couldn't see the shore.
- He _____ the speech before the crowd began to cheer.
- By the time we reached the top of the mountain, we _____ over 300 metres.
- She was surprised to see the room so full – she _____ so many people to come.
- He was extremely tired because he _____ hard all day.
- How long _____ the book before you found it?

3 Match the sentence beginnings (1–5) with their correct endings (a or b).

- I'd been cutting ...
 - I'd cut ...
 - wood all morning.
 - my finger.
- I've been thinking about you ...
 - I've thought about you ...
 - several times this week.
 - a lot recently.
- I've seen a lot of good films ...
 - I saw a lot of good films ...
 - this year.
 - last year.

4

- 1 You've been wearing the same socks ...
 2 You're wearing the same socks ...
 a since Monday! b as me! Look!

5

- 1 How long have you been ...
 2 How many times have you been ...
 a to Spain? b going to Spain for the winter?

4 Complete the text with the correct form of the verbs from the box. Use the past simple, present perfect simple, present perfect continuous or past perfect simple.

be (x2) get improve introduce kill
 not cook not live result rise

Who wants to live for ever? In wealthy countries, the number of years people can expect to live ¹ _____ over the last 200 years. Most babies born in 1900 ² _____ past the age of 50, but many babies born these days will live to over 80. There are three main reasons why people are living longer these days.

Firstly, public health ³ _____ dramatically. In the 20th century, thanks to developments in medical science, a large proportion of the population were protected against diseases which ⁴ _____ many people, such as smallpox, polio and measles. In addition, medical research ⁵ _____ in cures being found for many other illnesses.

Secondly, there is a much greater understanding of the importance of good hygiene than there ⁶ _____ in the past. People wash their hands more often than they used to and are much more aware of food hygiene. In the past, for example, people often ⁷ _____ ill because they ate food that they ⁸ _____ properly. Awareness of the importance of keeping people safe and well at school and at work has grown, too, and laws for ensuring health and safety at work ⁹ _____ in place for several decades now.

Finally, people generally lead more healthy lifestyles these days. Fewer people smoke and in many countries governments ¹⁰ _____ smoking bans in public places.

5

Complete the text with the correct form of the verbs in brackets. More than one option may be possible.

My life ¹ _____ (change) dramatically in 2010, when I ² _____ (lose) my job as an accountant. My father ³ _____ (die) the year before, and he ⁴ _____ (leave) me some money. I ⁵ _____ (look) at some travel magazines and I ⁶ _____ (think) about spending the money on an exotic holiday, when I ⁷ _____ (hear) a programme on the radio about orphanages in India. 'I ⁸ _____ (want) to make a difference,' I thought to myself. 'Why ⁹ _____ (I/dream) about holidays when I can help other people?' Since then, I ¹⁰ _____ (travel) several times to India and I ¹¹ _____ (help) to rebuild an orphanage in Calcutta. It ¹² _____ (be) an amazing experience.

UNIT 4 SCHOOL

Would rather, would prefer, had better

Would rather, would prefer

We use both *would rather* (do something) and *would prefer* (to do something) to talk about general preferences.

We use *would rather* + infinitive without *to* and *would prefer* + infinitive with *to*. Compare:

I'd rather play basketball than play tennis.

I'd prefer to play basketball than play tennis.

The negative form is *would rather not* (do something) or *would prefer not* (to do something).

Martha's tired so she'd prefer not to go out/she'd rather not go out.

'Will you take the dog for a walk now?' 'I'd prefer not to./I'd rather not.'

Would rather (but NOT *would prefer to*) is followed by a verb in the past tense when other people are involved in a present or future action and the sentence has two subjects.

I'd rather you made lunch today.

'Who's going to drive?' 'I'd rather you did.'

Is Max going to do the shopping or would he rather we did it?

'Shall I talk to your teacher, or will you?' 'I'd rather you talked to her.'

1 Complete the sentences (1–6) with no more than three words to express a preference.

- 1 Shall I go ahead and book these tickets online now?
We _____ you waited until this evening. There's no hurry.
- 2 Would your grandmother like a drink?
I think she'd prefer _____ something, actually. She's hungry!
- 3 Does your sister want a lift to school?
It's OK, she _____ walk since the weather's nice.
- 4 Would you rather _____ TV or go to the cinema?
Neither – I've got some work to do!
- 5 Do you feel like going to the park?
No, I _____ go out today. I've got a cold.
- 6 Let's run or we'll miss the bus.
I'd prefer _____ – we can catch the next bus.

Had better

We can use *had better* instead of *should/ought to*, especially in spoken English, to say that we think it would be a good idea to do something. Like *would rather*, *had better* is followed by the infinitive without *to*.

We'd better not be late for class again. We've been late every day this week!

You'd better phone Jules straight away. He's been waiting for your call all day.

We don't use *had better* to talk about the past or to make general comments:

You should/ought to have eaten something before we went out.
NOT *You had better have...*

I don't think teenagers should/ought to use the Internet for more than two hours a day.

NOT *I don't think teenagers had better...*

Had better can sound slightly threatening in tone.

You'd better say sorry right now or I'll never forgive you!

It is more urgent than *should/ought to* and has a similar meaning to *I would advise you strongly to...* or *We must/we mustn't...*

2 Complete the sentences (1–7) with *had better* or *had better not* and the verbs from the box.

arrive eat go start take use write

- 1 You _____ training if you're serious about entering the marathon next year.
- 2 Sarah _____ for a walk if she wants some fresh air.
- 3 The children _____ any more of those sweets. They're going to feel sick!
- 4 We were so late yesterday! We _____ on time today!
- 5 You _____ Dan's phone. He hates other people taking his stuff without asking.
- 6 Jamie _____ any more time off work. The boss isn't very happy with him as it is.
- 7 I _____ to Aunty Betty. I haven't sent her an email for ages.

3 Choose the correct words in each sentence (1–9). Sometimes both answers are possible.

- 1 Kate *had not better/had better not* cheat in the exam like she did last week.
- 2 You'd better *to take/take* those books back to the library today.
- 3 *You'd better not/You hadn't better* tell anyone what we've found out.
- 4 You *ought to/'d better* take an umbrella with you.
- 5 *Had we better/Should* we leave the windows open as it's so hot?
- 6 'Shall we go to another café?' '*We'd better not/We'd better not go*. It's getting late.'
- 7 Students *should/had better* wait outside until the bell rings at nine o'clock.
- 8 Andrew *shouldn't/had better not* speak to Mr Whitfield like that again.
- 9 You *better had/had better* get up early on Saturday.

UNIT 5 WORK

The causative

Have/get something done

The causative is used when someone else does something for you. The structure is:

have/get + object + past participle = to have/get something done

We can use it in questions and negatives and in any tense or verb form. It emphasizes the action rather than the person who performs it.

I've just had my bike repaired.

We're going to get our house painted.

She'll have had her hair cut by this time tomorrow.

We can use *have + object + past participle* when something bad happens, especially when someone is affected by an action which they did not cause.

We've had our front window broken.

Hundreds of people had their electricity cut off as a result of the power failure.

Have someone do

We use *have + object + infinitive without to* when we talk about instructing (or paying) someone to do something. It emphasizes the person who performed the action.

I'll have my secretary call you back with the details.

Did you have the plumber fix that leak?

Get someone to do

We use *get + object + infinitive with to* when we talk about persuading someone to do something. It emphasizes the person who performs the action.

I'll get Harry to help me with this assignment.

Did you get your little sister to eat her dinner?

Make someone do

We use *make* + object + infinitive without *to* when we talk about forcing someone to do something. It emphasizes the person who performed the action. *Our teacher made us work hard in class today.*
Stop pulling faces at the baby – you're making him cry!

1 Put the words in order to complete the sentences (1–8).

- I've lost my house key.
cut/need/I/to/a new one/get/as soon as I can.

- How often
cut/your/?/hair/you/do/get

- We do our weekly shopping online and
it./delivered/have/we/to the house

- I can't give you a lift tomorrow, I'm afraid,
'm/having/I/serviced/./my car

- The windows are dirty.
cleaned/need/get/we/to/./them

- the house/./we/someone/have/clean/once a week

- There's a problem with my computer.
'm/going/look/at/it/I/to/./someone/get/to

- Miranda doesn't want to come to the party tonight,
but/her/'re/going/us/come/with/we/to/I/make

2 Complete the sentences (1–12) with the correct form of *have*, the past participle, and the words in brackets.

- I need to _____ (suit/clean) before my cousin's wedding.
- When we were in Paris, I _____ (my portrait/paint) by a street artist.
- I absolutely hate _____ (my photo/take). I always look awful!
- We _____ (our kitchen/redecorate) at the moment.
- If you are feeling dizzy, you should _____ (blood pressure/check).
- Have you ever _____ (your fortune/tell)?
- I _____ (my car/service) tomorrow. Could you give me a lift to work?
- I need _____ (my watch/repair) – it's not working properly.
- They had to _____ (the big tree/cut down) in their garden. It was damaged in a storm.

- We usually _____ (our house/repaint) every five years.
- I nearly couldn't stop in time at the traffic lights today. I must _____ (the brakes/test) tomorrow.
- Our neighbours _____ (a lot of new furniture/deliver) yesterday.

3 Find one grammatical mistake in each sentence (1–11) and correct it.

- You didn't get your glasses mend.
- He took his car to the garage and had repaired it.
- I'm getting these photos framing tomorrow.
- Stop messing about – you're make me laugh, and I'm trying to be serious!
- They had their luggage stole on holiday.
- I've my computer upgraded.
- We have our house painted at the moment.
- My mum and sister always have their nails paint together.
- I'll have my administrator to email you the contract later today.
- My brother will be his hair getting cut this time tomorrow.
- Kate will have stolen her car if she doesn't remember to lock the doors.

4 Complete the text with the correct form of the words in brackets. Use a causative structure.

Productivity in the workplace



Research has shown a moderate noise level is good for productivity and creativity in the workplace. High noise levels, especially when it's stop-start, make it difficult to process information efficiently. Anyone who has tried to work at home while their neighbours are playing loud music, speaking loudly on the phone or, even worse, (1) _____ (their apartment/renovate), will have experienced this. Research about temperatures in the workplace has shown that productivity decreases significantly and up to 40% more mistakes are made when the temperature is below 20°C. So, if you're feeling cold, (2) _____ (your boss/turn up) the heating, but not too much, as too high temperatures cause an even greater decrease in creativity. When it comes to lighting, too little light and too much light can both reduce productivity. Natural light is generally preferable as long there is enough of it. So, if your workplace is too dim, you should consider (3) _____ (skylights or large windows/install). Finally, research has shown that an untidy workspace is better for creative thinking than a tidy one. So if you are a naturally tidy person, it may be worth (4) _____ (a colleague/mess up) your desk from time to time!

UNIT 6 MONEY

Inversion

Inversion

Inversion is used in English for:

- ▶ formality
- ▶ emphasis
- ▶ dramatic purpose

There are different ways of inverting a sentence.

- ▶ After a negative or limiting adverb or adverbial phrase (*hardly, seldom, not only, never, never before, no way, rarely, no sooner ... than*). If there is no auxiliary verb, add *do, does, or did*.

People had seldom been so confused. → Seldom had people been so confused.

They not only go to the cinema, but they also go to the theatre. → Not only do they go to the cinema, but they also go to the theatre.

We had never experienced this before. → Never before had we experienced this.

- ▶ After *barely, hardly, scarcely*, and *no sooner* + past perfect to signal that one action finished just before another one started. Notice the use of the time connectors *when* and *than*.

I had scarcely sat down to eat dinner when the phone rang. → Scarcely had I sat down to dinner when the phone rang.

As soon as he had bought his new phone a new model came out. → No sooner had he bought his new phone than a new model came out.

- ▶ After expressions with preposition + *no*, e.g. *at no time, on no account, under no circumstances*.

You definitely shouldn't pay the bill. → On no account should you pay the bill.

They definitely shouldn't apologize. → Under no circumstances should they apologize.

- ▶ After *little* with a negative meaning.

She doesn't know how lucky she is to have such a well-paid job. → Little does she know how lucky she is to have such a well-paid job.

1 Put the words in order to make sentences.

- 1 I/so/felt./Seldom/embarrassed/had

- 2 we/spent/Never/money./had/so/much

- 3 your./Under/pay/no/I/for/ticket/will/circumstances

- 4 the station/sooner/arrived/had/No/the train/reached/than/we/

- 5 ./had/they/got into bed/when/they/fell asleep/Hardly

- 6 all evening/going to/are/TV/No way./we/watch

- 7 do/in the project/has invested/realize/Little/no one/.that/they

- 8 he/it/the film, ./Not only/direct/he/did/funded/also

- 9 ./the terms/offering/should/accept/On no account/the bank/is/you

- 10 left the store/was missing/had./when/I/Scarcely/my wallet/found/I

2 Choose the correct answer.

- 1 Never before **had he/he had** felt so strange.
- 2 No sooner had I left the house **when/than** the phone rang.
- 3 **Hardly/Rarely** have we seen such beautiful scenery!
- 4 Under no circumstances **should/could** you drive my car.
- 5 No way **I did/did I** spend all that money.
- 6 **Barely/Little** does she know what a big mistake she is making.
- 7 **On no account/Scarcely** will they change their minds about this.
- 8 Seldom does this orchestra **play/plays** so well.

3 Rewrite the second sentence so that it has a similar meaning to the first sentence.

- 1 They had not only wasted our money, they had also wasted our time.
Not only _____
- 2 You definitely can't proceed with this scheme without sufficient funds.
Under no circumstances _____
- 3 She had never heard such shocking news before.
Never before _____
- 4 He had only just started his new job when the boss gave him a promotion.
Hardly _____
- 5 I had just paid for the movie online when I realized I'd seen it before.
No sooner _____
- 6 She doesn't know how unpopular the budget cuts are likely to be.
Little does _____
- 7 There has rarely been such an extraordinary reaction to a public announcement.
Rarely _____
- 8 Businesses don't often become successful so quickly.
Seldom _____

UNIT 7 HEALTHY LIVING

Reported speech

Tense changes

We use reported speech to quote another person's words. Sentences in reported speech are usually spoken by another speaker and at a different time, so we change the verb tenses and pronouns. Below you can see how the tenses change between direct speech and reported speech.

Direct speech		Reported speech
Present simple 'I need a new computer.'	→	Past simple He said that he needed a new computer.
Present continuous 'We're working on a new invention.'	→	Past continuous She said that they were working on a new invention.
Present perfect 'She's lost her mobile phone.'	→	Past perfect He said that she had lost her mobile phone.
Past simple 'I didn't understand the instructions.'	→	Past perfect He said that he hadn't understood the instructions.

MODALS

can 'I can't get into my Facebook account.'	→	could He said that he couldn't get into his Facebook account.
will 'We'll buy a 3D TV next year.'	→	would They said that they would buy a 3D TV next year.
must 'We must install the new software.'	→	had to She said that we had to install the new software.

It is usually also necessary to change pronouns and possessive adjectives.

'My dog isn't very well,' Harry said. → Harry said that **his** dog wasn't very well.

'I'm buying a present for **my** dad,' she said. → She said that she was buying a present for **her** dad.

We also change expressions of time and place.

now → then/at that moment

today → that day

this week → that week

last week → the week before

yesterday → the day before

tomorrow → the next/following day

a minute ago → a minute earlier/before

next week → the following week

here → there

'Our email isn't working **today**,' they said. → They said that their email wasn't working **that day**.

'I forgot my password **yesterday**,' she said. → She said that she had forgotten her password **the day before**.

'We left our laptops here **last week**,' he said. → He said that they had left their laptops there **the week before**.

We don't change the tense, time or place words when the reporting verb is in the present, present perfect, or future.

'We're too busy to come tomorrow.' → They'll say that they're too busy to come tomorrow.

'I was here yesterday.' → She says that she was here yesterday.

'We didn't expect to win the prize.' → They've said that they didn't expect to win the prize.

The following tenses do not change.

Direct speech		Reported speech
Past perfect 'He had already tested the new plane.'	→	Past perfect She said that he had already tested the new plane.
would Would you like to use my computer?	→	would She asked me if I would like to use her computer.
should I think you should leave.	→	should He said he thought I should leave.
could We couldn't see the screen.	→	could He said that they couldn't see the screen.
had better They'd better improve their performance.	→	had better She said that they'd better improve their performance.

Yes/No questions

To report a yes/no question, we use the structure *ask* (+ object) + *if/whether* + affirmative word order.

'Did you fix your Wi-Fi?' → He asked (me) *if/whether* I had fixed my Wi-Fi.

Wh- questions

To report a *wh-* question, we use the structure *ask* (+ object) + *wh-* + affirmative word order.

'Where is your bag?' → He asked (me) *where* my bag was.

'What are they doing?' → You asked *what* they were doing.

'Why are you tired?' → She asked *why* he was tired.

'When will we leave?' → We asked *when* we would leave.

Say and tell

We use *say* and *tell* to report what someone else said.

▶ After *tell* we always use a complement (a pronoun or somebody's name).

Harry told me he was hungry.

Harry told Sally he was hungry.

NOT Harry told he was hungry.

▶ We never use a complement directly after *say*.

Mary said that she wanted a sandwich.

Dominic said to Tom that he had eaten some pasta.

NOT Mary said me that she wanted a sandwich.

1 Rewrite the reported speech as direct speech.

- 1 She said that she had bought an amazing new MP3 player.

- 2 He said that he was testing a new video game.

- 3 They say that they didn't use a calculator to solve these maths problems.

- 4 Sarah told me that she would reply to my email the following day.

- 5 Ben will say that he didn't leave the house yesterday.

- 6 She asked John why he didn't answer her calls.

2 Put the words in the correct order in each of the sentences (1–6) to make reported questions.

- 1 her/He/the headphones./when/had/asked/bought/she

- 2 Tom/work./She/if/would/meet/he/her/after/asked

- 3 angry with/Rick/was/asked/whether/I/him./me

- 4 switched off/they/He/hadn't/asked/why/the computer./them

- 5 doing/what/there./asked/we/us/She/were

- 6 if/him/asked/he/plane./They/repair/their/could

3 Rewrite the direct questions as reported questions.

- 1 Did you watch the TV programme about inventors last night?
He asked me _____.
- 2 Why aren't you answering my calls?
She asked John _____.
- 3 Are you happy with your new tablet?
Sophie asked her mother _____.
- 4 Can you help me with my homework?
He asked me _____.
- 5 Have you decided where to go on holiday?
They asked him _____.
- 6 Who will be responsible for this project?
He asked her _____.

Reported commands and requests

We can use several different structures to report people's speech.

- ▶ verb + *that* + reported statement
admit, agree, announce, apologize, boast, claim, confess, deny, explain, insist, promise, say, suggest
We admitted that we had copied the plans.
She promised that she would call him the following day.
I suggested that we go for a walk.
 - ▶ verb + object + *that* + reported statement
remind, tell, warn
They reminded us that they had already changed the instructions.
He warned me that I would find the course very challenging.
I told them that it was time to leave.
 - ▶ verb + infinitive with *to*
agree, demand, offer, promise, refuse
I agreed to leave at once.
She refused to speak to us.
 - ▶ verb + object + infinitive with *to*
advise, ask, beg, encourage, forbid, invite, order, persuade, remind, tell, warn
He persuaded us to buy the more expensive model.
She told them not to wait for her.
 - ▶ verb + gerund
admit, deny, recommend, suggest
We admitted cheating in our final exams.
They suggested moving to a different part of the country.
 - ▶ verb + preposition + gerund
apologize for, boast of/about, confess to, insist on
I apologized for forgetting his birthday.
He insisted on speaking to the manager.
 - ▶ verb + object + preposition + gerund
accuse (someone) of, congratulate (someone) on, criticize (someone) for, warn (someone) against
They criticized us for leaving early.
She accused me of stealing her ideas.
- Some verbs can be followed by more than one structure.
- He admitted that he had broken the window./He admitted breaking the window.*
Erica promised that she would be on time./Erica promised to be on time.
I suggested eating outside./I suggested that we (should/could) eat outside.
You recommended buying a new phone./You recommended that I (should) buy a new phone.

4 Choose the correct form of the verb in each sentence (1–6).

- 1 She boasted about *getting/to get* top marks in the exam.
- 2 He told me *restart/to restart* the computer.
- 3 She recommended *to call/calling* the help desk.
- 4 We denied *ignoring/us to ignore* the instructions.
- 5 You criticized *that I got/me for getting* the question wrong.
- 6 She reminded them *to finding out/that they would find out* the results the following morning.

5 Complete the sentences (1–7) with the correct form of the verbs in brackets.

- 1 They advised us _____ (leave) the building.
- 2 They apologized _____ (argue).
- 3 He advised me _____ (read) the newspaper more often.
- 4 James suggested that we _____ (write) to the newspapers.
- 5 I suggested _____ (watch) a film.
- 6 She apologized for _____ (not take) any photos.
- 7 She advised me _____ (not go) to bed so late.

6 Complete the news extracts (1–7) using the past tense of the reporting verbs from the box.

admit insist persuade predict reassure
remind warn

- 1 Gareth's parents _____ him to hand himself in to the police.
- 2 The hospital _____ Miss Williams that she would make a full recovery.
- 3 The judge _____ the witness that lying in court was an offence.
- 4 The court was told that Harry Palmer _____ on paying for everything.
- 5 Susan Evans _____ stealing the coat and was fined £500.
- 6 Ashley _____ that Rotherham United would win 2–0.
- 7 The minister _____ Mr Jones against saying too much.

7 Rewrite the direct speech as reported speech.

- 1 'You should get a new camera.'
She recommended _____.
- 2 'You are not allowed to use this science lab at lunch time.'
The teacher forbade _____.
- 3 'Well done! You've passed your driving test.'
She congratulated _____.
- 4 'Yes, it's true. I ate your sandwich.'
I confessed _____.

- 5 'I will buy you a new bag tomorrow.'
He promised _____.
- 6 'Would you like to come to this science show with me?'
He invited _____.
- 7 'I'm not going to drive you to college today.'
She refused _____.

UNIT 8 TRAVEL AND TOURISM

Participles

Participles

Instead of using a full relative clause (defining or non-defining) to connect ideas, we can use a clause introduced by a participle. The participle can be an *-ing* form or an *-ed* form. These participles are known as active participles (*-ing* form) and passive participles (*-ed* form). An active participle replaces an active verb.

I need to get a message to someone who is getting on the plane.

I need to get a message to someone getting on the plane.

Active participles

We can also use the active participle to replace a past verb. *Oliver, who was worrying about his exam results, didn't notice that his bus had just left.*

Oliver, worrying about his exam results, didn't notice that his bus had just left.

The participle can only replace a relative pronoun when it refers to the subject of the relative clause, not the object.

Oliver, who I was worrying about, ...

NOT *Oliver, I worrying about, ...*

The participle can replace *that*, *which* and *who*.

The police stopped a small car that/which was carrying ten people.

The police stopped a small car carrying ten people.

but NOT *when*, *where* or *whose*.

The house, whose owners are living in Spain, ...

NOT *The house, owners living in Spain, ...*

Passive participle

A passive participle replaces a passive verb, which can be in the present or past.

Bags of rubbish which are left on the pavement are causing problems.

Bags of rubbish left on the pavement are causing problems.

The book, which was bought online, was torn when I received it.

The book, bought online, was torn when I received it.

If the relative clause includes a negative verb, we simply put *not* in front of the participle, whether an active or a passive participle.

Oliver, who wasn't thinking about anything in particular, ...

Oliver, not thinking about anything in particular, ...

The book, which wasn't bought in a shop, ...

The book, not bought in a shop, ...

1 Choose the correct sentence. Sometimes both options (a–b) are correct.

- 1 a My brother, appearing on stage for the first time with his band, looked nervous.
b My brother, appeared on stage for the first time with his band, looked nervous.
- 2 a The cat, which looking very hungry, came towards us.
b The cat, looking very hungry, came towards us.
- 3 a The people who attended the event arrived from far and wide.
b The people attending the event arrived from far and wide.
- 4 a The acclaimed actress, wore a long, flowing dress, fell over as she left the stage.
b The acclaimed actress, wearing a long, flowing dress, fell over as she left the stage.
- 5 a The event taking place on stage at the moment is really comical.
b The event that is taking place on stage at the moment is really comical.
- 6 a The cakes baked in the oven were almost ready to come out.
b The cakes baking in the oven were almost ready to come out.
- 7 a David, looking bored, asked me if it was time to leave yet.
b David, looked bored, asked me if it was time to leave yet.
- 8 a The clouds which were forming looked threatening.
b The clouds formed looked threatening.

2 Replace the underlined words in the sentences (1–6) with the correct active or passive participle form.

- 1 The film, which was described by the director as a product of trial and error, was a huge success. _____
- 2 The person who was chosen to play the main role in the film was a little-known actor. _____
- 3 The catering service which provided the food was a local one. _____
- 4 Teachers that teach very young children have a difficult and important job. _____
- 5 The words that were spoken by the actor were not the ones on the script. _____
- 6 Music festivals, which are now held all over the world, offer the chance to see world-famous performers on stage. _____

3 Rewrite the sentences (1–8) using the correct participle form. Tick (✓) the two sentences that cannot be changed.

- 1 The man who is training my sister used to be a world-famous swimmer.

- 2 Some children who were standing nearby started laughing.

- 3 The event, which was attended by nearly two thousand people, will be held again next year.

- 4 Luke Marsh, whose father worked as a scriptwriter, has just written a play.

- 5 The drama company, which is based in Shoreditch, is called the Black Box Company.

- 6 The young man, who wanted to get a good view, watched the event from the top of a tree.

- 7 The tree that was cut down by the council recently was over two hundred years old.

- 8 The place where we're meeting tomorrow used to be a hospital.

UNIT 9 CULTURE AND FREE TIME

Past modals

Regret

We use *should/shouldn't have/ought to have* + past participle to express regret or disapproval about something in the past. The question form and negative past forms of *ought* are rarely used.

He shouldn't have been so rude to her. He should have apologized for his behaviour. (He was rude. He didn't apologize.)

They ought to have revised before the exam. (They didn't revise.)

Necessity

We use *needed to/had to* + infinitive to say that something was necessary in the past.

We needed to speak to the administrator before we could join the class. Then we had to sign some documents.

Lack of necessity

We use *didn't have to* + infinitive when something was not necessary and it didn't happen.

They didn't have to take an exam at the end of the course. (They didn't take an exam.)

WORDLIST

UNIT 1 FAMILY AND RELATIONSHIPS

Family and society

adult/adulthood*	дорослий/зрілість
birth rate	рівень народжуваності
breadwinner	годувальник
childbirth	пологи
childcare	догляд за дітьми
child/childhood*	дитина/дитинство
close relationship with sb*	близькі стосунки з кимось
cohabitation*	співжиття, співіснування
compatible*	сумісний
conventional	загальноприйнятий, звичайний
discrimination	дискримінація
divorce rate	коефіцієнт розлучень, показник розлучень
elderly*	літній, похилого віку
get	
~ engaged*	заручитися
~ married*	одружитися/вийти заміж
fail	розпастися
family	
extended* ~	розширена родина
nuclear* ~	нуклеарна, повна сім'я (батько, мати та дитина)
single-parent* ~	неповна сім'я (батько/мати та дитина)
household	домашнє господарство
in a relationship	у відносинах (стосунках)
loner	самітник
marriage contract	шлюбний договір
middle-aged*	середнього віку
offspring	нащадок, потомство
raise children	виховувати дітей
registered partnership	zareєстроване партнерство
tie the knot*	одружитися
toddler*	малюк, немовля

Housework and repairs

assemble	збиратися (разом)
clean the windows	мити вікна
decorate	прикрашати
fix a leak	усувати протікання
household chores	робота по дому
make the bed	заправляти ліжко
painting and decorating	фарбування та прикрашання
renovate	відновити, відремонтувати
tidy up	прибирати

Relationships

acquaintance	знайомий
be close to sb	бути близьким з кимось
break up	розійтись, порвати
cheat (on sb)	зраджувати, обманювати
close friend	близький друг
colleague	колега, співробітник
co-operation	співпраця, співробітництво
drift apart	розійтись

emotional support	емоційна підтримка
engaged	заручений
enjoy each other's company*	насолоджуватися компанією один одного
ex	колишній
extrovert	екстраверт
fiancé	наречений
fiancée	наречена
get on with	уживатися, ладнати
get together	зустрічатися, збиратися разом
have a lot in common*	мати багато спільного
husband-/wife-to-be*	майбутній чоловік/майбутня дружина
inseparable	нерозлучні
keep in touch	підтримувати зв'язок
lose interest	втрачати інтерес
mate	товариш
next of kin	найближчий родич
pass away	померти
relationship	стосунки, відносини
long-term ~*	довготривалий
close ~*	тісні (стосунки)
relative (n)	родич
same-sex couple*	одностатева пара
serial monogamy*	часті зміни партнера
settle down	влаштуватися, оселятися
shared experience	спільний досвід
shared interests	спільні інтереси
sibling	рідний брат або сестра
significant other*	близька людина, друга половинка
spouse*	подружжя, чоловік і дружина
stepfather*	відчим
stepmother*	мачуха
ups and downs	злети і падіння
well-matched*	підходяща, гарна пара

Conflicts

argument	сварка, дискусія
break	
~ a promise*	порушити обіцянку
~ up*	розійтись, посваритися
bully (n)	забіяка, хуліган
bully (v)	знущати, чіплятися, залякувати
bullying	залякування, знущання
cheat*	обманювати когось, шахраювати
conform (to rules)	дотримуватись правил, пристосовуватися
fall out with	розбігатися, розходитися
fault	вина, провина
immature	незрілий
leave sb alone	залишити когось у спокої
live in fear	жити в страху
make fun of	сміятися з, висміювати
obey	слухатися, підкорятися
offend	ображати
take advantage of	скористатися
threaten	погрожувати

Words in context

apt	підходящий, відповідний
complicated	складний, те, що важко зрозуміти
demanding	вимогливий, той, що очікує багато уваги від оточуючих

* vocabulary extension

essential	необхідний, надзвичайно важливий
miserable	нещасний, жалюгідний
self-assured	певнений у собі

Collocations with get

get bored	нудьгувати
get complicated	ускладнюватися
get on my nerves	діяти мені на нерви
get on with	уживатися, ладнати з
get to know	познайомитися (дізнатися)

Other words and phrases

common knowledge	загальні знання
communal living	комунальне проживання
fatherhood	батьківство
sense of community	почуття спільності
space	
office ~	офісне приміщення, офісний простір
share a ~	ділитися простором (приміщенням)

UNIT 2 PEOPLE AND SOCIETY

Attitudes and behaviours

age	вік
ageism	дискримінація за віком
attitude	ставлення (відношення)
behaviour	поведінка
bias	упередженість, необ'єктивність
body shape	форма тіла (фігура)
bring about	викликати, спричинити
broad-minded	з широким кругозором
citizen*	громадянин, мешканець міста
civil rights*	громадянські права
condescending*	поблажливий, несуперечливий
co-operate	співпрацювати
empathy	співпереживання, співчуття
equality	рівність, подібність
fit in	вписатися (в компанію)
gender	стать
humanitarian	гуманіст
narrow-minded	вузьколюбий, обмежений
nationalism	націоналізм
patronizing*	покровительство
petition	петиція, клопотання
prejudice	упередження, упереджене ставлення
protest	протест, демонстрація
race	раса
racism	расизм, расова дискримінація
rebellious*	непокірний, бунтівний
resourceful*	винахідливий
respect	повага
sexism	сексизм, гендерна дискримінація
stand up for	відстоювати, захищати щось (когось)
stereotype	стереотип
take on (responsibility)	взяти на себе (відповідальність)
upbringing	виховання
wealth	достаток, багатство

Celebrations

anniversary	річниця
celebrate	святкувати
custom*	звичай
decorate	прикрашати
festive	святковий (настрій), урочистий
procession*	процесія
reception	прийом
tradition	традиція
wedding	
~ anniversary*	річниця весілля
~ ceremony*	весільна церемонія
~ reception*	весільний прийом

Social issues and charity

awareness-raising	підвищення обізнаності
campaign	кампанія
care home	будинок престарілих
charitable	благодійний
charity	благодійність
child trafficking	торгівля дітьми
donate (money)*	жертвувати, дарувати (гроші)
donation	пожертвування
elderly	літній, похилого віку
fundraising	збір коштів
give (st) back to the community*	повернути щось громаді
good cause*	гідна справа
(the) homeless	бездомні
organize	організувати, влаштовувати
~ events*	влаштовувати заходи
raise awareness*	підвищувати обізнаність, привертати увагу до чогось
rely on the state*	покладатися на державу (державну підтримку)
social	
~ injustice*	соціальна несправедливість
~ reform	соціальна реформа
the state	державна
underprivileged	малопривілейовані, знедолені
unemployment	безробіття
volunteer*	доброволець, волонтер
volunteering*	волонтерство

Politics

ambassador*	посол
city council*	міська рада
coalition (government)	коаліція (уряд)
democracy*	демократія
deputy	заступник, депутат, представник
diplomat*	дипломат
elect	обирати
election	вибори
local ~*	місцеві (муніципальні) вибори
national ~	національні вибори
~ results*	результати виборів
European Union (EU)	Європейський Союз (ЄС)
face (v)	стикатися
focus on	зосередити увагу на
government	уряд
head of state	глава держави

in power	у влади
left/right-wing*	ліві/праві
liberal*	ліберальний
mayor	мер
minister*	міністр
North Atlantic Treaty Organization (NATO)*	Організація Північноатлантичного договору (НАТО)
objective	мета
oppose	протистояти, чинити опір
opposition	опозиція
Parliament	парламент
political	
~ debate*	політична дискусія (дебати)
~ party	політична партія
polling station	виборча дільниця
priority	пріоритет
United Nations*	Організація Об'єднаних Націй (ООН)
vote	голосувати
World Health Organization (WHO)*	Всесвітня організація охорони здоров'я (ВООЗ)

Words in context

adequate	відповідний, достатній
fair trade	чесна торгівля
harvest	збирати (урожай), урожай
organic	органічний
regulations	правила безпеки та гігієни праці
unsatisfactory	недостатній, незадовільний

Collocations with take

take action	діяти, вжити заходів
take an interest (in sth)	проявляти інтерес, цікавитися
take note	брати до відома
take sth for granted	приймати щось як належне
take the pressure off (sb)	послабити тиск (на когось)

Other words and phrases

(bear a) grudge	затамувати злобу (образу)
ballot box	виборча урна
care instructions	інструкція з експлуатації
charge (sb with sth)	звинувачувати (когось у чомусь)
health and safety regulations	правила гігієни і безпеки, санітарні норми і правила техніки безпеки
obstacle	перешкода
perfectionist	перфекціоніст (прихильник доктрини удосконалення)
working conditions	умови праці

UNIT 3 HOME

Urban and rural living

bustling	жвавий, метушливий
charming	чарівний
congested	переповнений, перенаселений
country farm	хутір, сільське господарство
high-rise (adj)	висотний (будинок)
high-rise (n)	багатоповерхівка
historic*	історичний
industrial	промисловий
location*	розташування, місцеположення

municipal	муніципальний
outskirts (pl)	околиці, приміські райони
peaceful	мирний, спокійний
picturesque	мальовничий
pricey*	дорогий
provincial	провінціальний
public transport	громадський транспорт
quiet	тихий, спокійний
remote	віддалений
residential	житловий
rural	сільський
situated*	розташований
spacious*	просторий
sprawling	експансивний
suburb	передмістя
traditional	звичайний, традиційний
trendy	модний, стильний
urban	міський
well-maintained*	добре доглянутий, упорядкований

Buying and renting a home

all mod cons	всі зручності, повністю обладнаний
amenities (pl)	зручності, комунальні послуги
appliances	побутова техніка
attic*	горище
basement*	підвал
bedsit*	однокімнатна квартира, студія
borrow	позичати
budget	
limited ~	обмежений бюджет
tight ~	щільний, обмежений бюджет
built-in wardrobe*	вбудована шафа-купе
bungalow*	бунгало, одноповерховий сімейний будинок
central heating	центральне опалення
communal	комунальний
contract*	угода
cottage*	котедж, літня дача
cramped*	тісний, незручний
deposit	депозит, внесок
electricity	електрика, електроенергія
energy-efficient	енергоєфективний
equipped	обладнаний
estate agency	агентство нерухомості
estate agent	агент з продажу нерухомості
flatmate	сусід по квартирі
furnished	мебльований
(electricity) grid	електромережа
have a survey done	провести огляд, оцінити стан будинку
heating	опалення
hidden charge*	приховані витрати
housing	квартира, житло
housing estate	житловий масив
house-warming party*	новосілля
landlady	хазяйка, домовласниця
landlord	хазяїн, домовласник
linen	постільна білизна
lodger*	орендар, мешканець
lodgings*	тимчасове житло, наймані кімнати
maintenance	обслуговування

maintenance costs (pl)	витрати на ремонт та обслуговування
mortgage	іпотека
pay a deposit	сплатити аванс, депозит
property	власність, майно
put something in/ install*	встановлювати, вбудовувати
reduction	знижка
refurbish*	оновити, зробити євроремонт
renovate	відремонтувати
rent	орендна плата, орендувати
rubbish	
sort ~ *	сортувати сміття
take out ~ *	винести сміття
running water*	протічна вода
run up (a bill)	набіг чималий рахунок
self-contained	окремий (вхід)
semi-detached house*	двоквартирний будинок з загальною стіною
shared accommodation	спільне проживання
skyscraper*	хмарочос
solar panel	сонячна панель
survey (n)	опитування
take out a mortgage	зняти іпотечне запозичення (іпотеку)
tenancy	
~ agreement	договір оренди
tenant	орендар
terraced house*	будинок із верандою
top-floor flat*	квартира верхнього поверху
unfurnished	немебльована
utility bills	рахунки за комунальні послуги
viewing (n)	огляд

Ecologically-friendly living

compost	компост
energy consumption	енергоспоживання
non-recyclable waste	відходи, що не підлягають вторинній переробці
recycling	переробка сміття

Words in context

budget	бюджет
change of scenery	зміна обстановки
cushion	подушка
inexpensive	дешево
live off the land	існувати за рахунок експлуатації земельних ресурсів
located	розташований
low-cost	низька вартість, недорогий
narrow	вузький
on board	на борту
shade (of colour)	відтінок
support post	балясина (невисокий фігурний стовпчик, що підтримує перила сходів, терас, балконів)
surrounded	оточений
tape	смуга
tester	тестер, контейнер з продуктом для проби
vacate	звільнити

wood-burning stove	дров'яна піч
wooden plank	древ'яна дошка

Other words and phrases

architect	архітектор
builder	будівельник
canal boat	каналний човен
houseboat	плавучий будинок
renewable	поновлювані (джерела енергії)
resident	резидент, постійний мешканець

UNIT 4 SCHOOL

Education system

admission	прийом, запис
attend	відвідувати
college	коледж
compulsory curriculum	обов'язковий
core ~*	основний навчальний план
national ~	національна навчальна програма
enrol	зараховувати, приймати до навчального закладу
entrance exam	вступний іспит
grant	грант
higher education	вища освіта
homeschooling*	навчання на дому
kindergarten	дитячий садок
lower	
~ primary	молодші класи початкової школи
~ secondary	молодші класи середньої школи
optional*	необов'язковий, факультативний
school	
co-educational ~	школа спільного навчання
grammar ~*	класична гімназія
private ~	приватна школа
public ~	державна школа
single-sex ~*	одностатева школа, школа роздільного навчання
state ~*	державна школа
technical ~*	технікум
vocational ~*	професійне технічне училище (ПТУ)
school-leaving exam	випускний іспит
student loan	кредит на навчання, студентська позика
syllabus	навчальний план
timetable	розклад
tuition fee	оплата за навчання
university	університет
upper-	
~ primary*	старша початкова школа
~ secondary*	старші класи середньої школи

Life and traditions at school and college

assemble	збиратися
classmate	однокласник
cram (for an exam)	зубрити (до іспиту)
hand in	здати (домашнє завдання)
high school (AmE)	вища школа (США)
play truant	байдикувати, прогулювати заняття
prom	випускний бал

* vocabulary extension

receive a degree	отримати ступінь
sign up for	підписатися на
sit (an exam)	здавати іспит
skip (classes/school)	пропустити (прогуляти) заняття/школу
submit	здати (роботу, завдання)
take (an exam)	здавати екзамен
term	семестр

Extracurricular activities

academic contest	навчальний конкурс
competitive (sport)	змагальний вид спорту
extracurricular	позакласний
volunteer work	волонтерська робота (діяльність)

Exams

fail (an exam)	провалити іспит
grade	оцінка, бал
level	рівень
mark	оцінка, помітка
minimum pass	мінімальний пропускний бал
oral exam	усний іспит
pass (an exam)	здати екзамен, скласти іспит
percentage	процент, відсоток
retake (an exam)	повторно скласти іспит
revise (for a test/ an exam)	готуватися до тесту/іспиту, повторювати вивчений матеріал
score	результат (оцінка), отримати результат

Higher education

academic	навчальний, академічний
application	додаток
attend (lectures)*	відвідувати лекції
career prospects*	кар'єрні перспективи
dean	декан
degree	
Bachelor's ~*	диплом бакалавра
Master's ~*	диплом магістра
dissertation	дисертація
essay	есе, нарис
gap year	академічна відпустка, пропуск одного року між школою (коледжем) та університетом
get into university*	вступити до університету
graduate*	закінчувати учбовий заклад
graduation	церемонія випуску
lecturer	викладач (університету)
professor	професор (університету)
qualifications	кваліфікація, освіта
rector	ректор
scholarship	стипендія
semester	(навчальний) семестр, півріччя
study abroad*	навчатися за кордоном
term	семестр
thesis	
defend a ~*	захистити дипломну роботу (дисертацію)
submit a ~*	здати диплом (дисертацію)
write a ~*	писати диплом (дисертацію)
undergraduate*	бакалавр, студент старших курсів

Words in context

conform (to)	приспосовуватися, змиритися
drastic measure	різка міра
foster	слідувати правилам, підтримувати
go a long way to	сприяти в значній мірі
isolated	ізолюваний, закритий
lack	нестача
on the plus side	перевага в тому, що...
pressurize	примушувати
the big picture	загальна картина
thrive	рости, розвиватися

Other words and phrases

discipline	дисципліна
disruptive	руйнівний
join	приєднатися
practical	практичний
skills	навички
standards	стандарти
technique	техніка, метод
troublesome	проблематичний
try out	пробувати

UNIT 5 WORK

Employment

application*	заявка, прохання
apply for (a job)	подавати заявку на роботу
be made redundant*	бути звільненим через скорочення
be offered a job*	отримати запрошення на роботу
be on the dole*	жити на виплати по безробіттю
bonus	бонус (винагорода)
career	
~ ladder*	кар'єрні сходи, просування по роботі
~ prospects*	кар'єрні перспективи
cover letter	супровідний лист
CV (Curriculum Vitae)/ resumé (AmE)	резюме
day off	вихідний
deadline	кінцевий термін, дедлайн
employment	можливості працевлаштування
prospects (pl)	
experience	досвід
fee	плата, внесок
firm	фірма
flexi-time	гнучкий робочий графік
full-time job	робота на повний робочий день
get a promotion	отримати підвищення
get fired	бути звільненим
highly skilled	висококваліфікований
income	дохід, прибуток
job	
~ interview	співбесіда
~ satisfaction	задоволеність роботою
labour force	робоча сила
letter of resignation	заява на звільнення
make a profit	отримувати прибуток
manual work	фізична робота
(on) strike	забастовка, страйк
on the payroll	на фонд оплати праці

* vocabulary extension

overtime*	понаднормові
part-time job	робота на неповний робочий день
pay	платити
pay rise	підвищення заробітної плати
payroll	оплата праці, нарахування заробітної плати
pension	пенсія
promotion	підвищення
rate of inflation	рівень інфляції
relevant	відповідний
resign*	подавати у відставку
resignation	відставка
retire	вийти на пенсію
retired	пенсіонер
retirement	вихід на пенсію
self-employed	самозайнятий, той що працює на власному підприємстві
sick leave	лікарняний
skills	
administrative ~*	адміністративні навички
communication ~*	комунікативні навички
networking ~*	навички роботи в мережі
verbal ~*	словесні, вербальні навички
written ~*	навички письма
staff*	персонал
~ canteen*	їдальня для персоналу
starting salary	стартовий оклад, зарплата
take a day off	взяти вихідний
trade union*	профспілка
vacancy*	вакансія
wages (pl)	заробітна плата робітника за день або тиждень
well-paid work	добре оплачувана
~ from home*	робота на дому
~ remotely*	працювати віддалено, дистанційна робота
~ shifts*	робочі зміни
working conditions	умови праці

Looking for a job

advisor	консультант
candidate	кандидат
client	клієнт
cost-effective	рентабельний, економічно вигідний
cutting edge	передовий, найсучасніший
deliver results	приносити результати
demanding	вимогливий, важкий
developer	розробник
driving licence	водійські права
exceed	перевищувати
manage	впоратися, змогти
mediation	посередництво
networking	встановлення контактів у мережі
passion	пристрасть
persuasive	переконливий
profitable	вигідний, прибутковий
relevant	відповідний
rewarding	задовольняючий, винагороджуючий
sales executive	менеджер з продажу
self-motivation	внутрішня мотивація, самомотивація

special educational needs (SEN)	особливі освітні потреби
target	мета
team	команда
tedious	виснажливий
tight deadlines	жорсткі терміни
work experience	досвід роботи

The job market

bankrupt	банкрут, неплатоспроможний
boost the (local) economy	піднімати (місцеву) економіку
call for	вимагати
come down	зменшуватися, спускатися
come up with	придумати
cut down on	скоротити
end up	закінчити
fight unemployment	боротися з безробіттям
get by	проходити
lay off	звільняти
set up	розпочати
take off	швидко стати успішним/популярним
take on	приймати виклик
turn down	відхилити
unemployment rate	рівень безробіття

Words in context

admit (to)	визнавати
deal (with)	мати справу з
develop	розвивати(ся)
get (into)	розпочати
give presentations	проводити презентації
take responsibility	брати на себе відповідальність

Phrasal verbs and collocations with draw

be drawn to	бути привабленим
draw conclusions from	робити висновки з
draw in	брати участь
draw on	залучати
draw out	витягнути
draw sb's attention to	привернути увагу до чогось
draw up	зупинитися
draw up (a plan/ a shortlist)	розробити (написати) план/ короткий список

Other words and phrases

commute	добиратися (на роботу)
drive sb mad	зводити з розуму
in charge of	відповідальний за
potential	потенціал
public relations (PR)	зв'язки з громадськістю
quite like it	подібний, схожий
the trouble is	проблема в тому

UNIT 6 MONEY

Money

cash on delivery	накладений платіж
cost	вартість
credit card	кредитна картка
debit card	дебетова картка

* vocabulary extension

earn	заробляти
exchange	обмін, обмінювати (валюту)
mobile phone payment	мобільний платіж (оплата за мобільний телефон)
money transfer*	грошовий переказ
online banking	Інтернет-банкінг
pay	
~ by bank transfer*	оплата банківським переказом
~ by credit/debit card*	оплата кредитною картою
~ in advance*	платити заздалегідь
~ in cash*	оплата готівкою
~ in instalments*	оплата в розстрочку
~ off (debt/a loan)*	погасити борг\позичку
save up	накопичувати, заощаджувати гроші
strapped for cash	обмежений в коштах
withdraw	зняти готівку

Banking

account	банківський рахунок
annual	річний, щорічний
balance	баланс
card number	номер картки
card type	тип картки
card verification code	код верифікації картки, ідентифікаційний код картки
cardholder	власник картки
charge (v)	стягувати (штраф, пеню)
charge (n)	плата
chip	чіп
clear (v)	погасити борги, виплатити залишок
contactless payment	безконтактний платіж
credit	кредит
credit limit	кредитний ліміт
currency	валюта
current account	поточний рахунок
declaration	декларація
deposit	грошовий депозит
exchange	обмін валюти
expiration date	термін придатності
fee	плата, грошовий внесок
interest	банківський відсоток, процент
late-payment fee	плата за несвоєчасну оплату
loan	позика
over-the-limit fee	плата за перевищення ліміту
rate	процентна ставка
savings	заощадження
savings account	ощадний рахунок, депозитний рахунок
statement	виписки з банківських рахунків
terms and conditions	правила та умови
transaction	транзакція
transfer	переводити гроші, грошовий переказ
withdrawal	зняття, виведення (готівки)
withdraw money*	знямати готівку

Retail and advertising

advert(isement)	реклама
billboard	білборд, дошка оголошень, рекламний щит
brand	бренд, фірма

campaign	кампанія (рекламна)
commercial	комерційний відеоролик
flyer	флаєр, брошура
market research*	дослідження ринку
publicity	реклама, публічність
retail	роздрібна торгівля
slogan	гасло, лозунг
value	вартість
~ for money	співвідношення ціни та якості

The world of business

balance	баланс, залишок
deficit	дефіцит (балансу)
donate	жертвувати
donation	пожертвування
e-commerce*	електронна комерція
found	засновувати
founder	засновник
income	дохід, прибуток
invest	інвестувати
investment	інвестиція, вкладання
loan*	позика
profit	прибуток
purchasing power	купівельна здатність
salary	зарплата (заробітна плата)
shareholder	акціонер, співвласник
stock market*	фондовий ринок

Words in context

appeal	привабливість
capture	захоплювати, привертати (увагу)
devise	придумувати, створювати
execution	реалізація
innovation	інновація, нововведення
purchase	покупка

Purpose and contrast

although	хоча
despite	попри, незважаючи на
in order to (+ verb)	для того щоб
so that (+ clause)	для того щоб, з тим щоб

Inversion

hardly had ...	не встиг, як тільки
little did I know (that) ...	я не підозрював, я мало що знав
no sooner had ...	ледве, як тільки
seldom	рідко
under no circumstances ...	ні за яких обставин ...

Other words and phrases

allowance	кишенькові гроші
budget	бюджет
Can't be bothered.	Мене це не хвилює, це для мене не важливо
cost a fortune*	коштувати цілий сток
cost an arm and a leg*	коштує шалених грошей
expenses	витрати
I was hooked.	Я піймався на гачок
pay through the nose*	платити втридорога
spend a fortune on*	витратити цілий сток на ...

* vocabulary extension

UNIT 7 HEALTHY LIVING

Healthy eating

calorie	калорія, калорійність
carbonated	газований
consume*	споживати
cut down on	скоротити (споживання чогось)
diet	
balanced ~*	збалансоване харчування
be on a ~*	бути на дієті
go on a ~*	сісти на дієту
dietician*	дієтолог
eating habits*	харчові звички
energy	енергія
fibre	клітковина
fresh (fruit)	свіжі (фрукти)
high/low	
~ in calories*	висока/низька калорійність
~ in fat*	високий/низький вміст жиру
homegrown*	вирощений вдома
in moderation*	помірно
intake	споживання
lean (meat)	пісне (м'ясо)
low-calorie	низькокалорійний
minerals (pl)	мінерали, корисні копалини
nutritional content	харчова цінність
oily	жирний, маслянистий
portion	порція
preservatives (pl)	консерванти
processed*	оброблена їжа
protein	білок
ready meal	готова (їжа)
saturated fat	насичені жири
semi-skimmed milk	напів знежирене молоко
skimmed milk	знежирене молоко
snack	перекус
sodium (= Na)	натрій
source	джерело
starchy	крохмалистий
sugary	цукровий
(have a) sweet tooth	бути ласуном, любити солодке
unsaturated fat	ненасичений жир
vegan*	веган
vegetarian*	вегетаріанець
vitamins (pl)	вітаміни
whole milk	незбиране молоко
wholegrain	цільнозерновий

Symptoms and illnesses

abdominal pain	біль у животі
blood pressure	
high ~	високий кров'яний тиск
low ~	низький кров'яний тиск
high fever	висока температура
itchy rash	сверблячі висипання
splitting headache	голова розколюється, дуже сильний головний біль
stomach pain	біль в животі
sudden weight loss	раптове зниження ваги, раптова втрата ваги
swollen tonsils	набряклі мигдалини

* vocabulary extension

Healthcare

Accident and Emergency (A&E)	ДТП та надзвичайні ситуації
check-up	перевірка, контроль
Day Surgery	одноденна операція, амбулаторна допомога
general medicine	загальна медицина
general practitioner (GP)/family doctor	сімейний лікар, лікар загальної практики
health condition	стан здоров'я
health insurance	медичне страхування
hospital ward	лікарняна палата
illness	хвороба
injury	травма
long-term	довготривалий
medical negligence	медичні порушення, медична небалість
medical record	історія хвороби
overnight stay	ночівля (у лікарні)
provide care	забезпечити догляд
public healthcare	громадська охорона здоров'я
second opinion	експертиза, інша думка
specialist	спеціаліст
surgeon	хірург
visiting hours	години відвідування
waiting list	лист очікування

Alternative therapies

acupuncture	акупунктура, голкотерапія
align	вирівняти
alternative therapy	альтернативна (нетрадиційна) медицина
aromatherapy	ароматерапія
Ayurvedic medicine	Аюрведична медицина («наука життя»)
balneotherapy	бальнеотерапія (купання в мінеральних джерелах)
chiropractic	хіропрактика (діагностика і лікування механічних розладів опорно-рухової системи)
complaint	скарга
essential oil	ефірне масло
healing	зцілення
homeopathy	гомеопатія
joints (pl)	суглоби
manipulate	маніпулювати, контролювати
massage	масаж
mineral spring	мінеральні джерела
muscle	м'яз
natural substance	природний матеріал
plant extract	екстракт рослини
relieve	полегшити
spine	хребет
tension	напруга

Addictions

alcoholic	алкоголік
drug addict	наркоман
eating disorder	розлад харчування
games addict	ігроман
shopaholic	шопаголік (залежний від покупок)
workaholic	трудоголік

Words in context

ailment	хвороба, недуга
attribute (n)	властивість, характерна риса
dedicated	відданий
impulsive	імпульсивний, спонтанний
practitioner	практикуючий лікар
prevalent	поширений, домінуючий, загальний
sympathetic	співчутливий, дбайливий

People with disabilities

Braille	шрифт Брайля (для сліпих)
cane	палиця, тростина
carer	доглядальник
guide dog	собака-поводир
hearing aid	слуховий апарат
mobility scooter	інвалідна коляска
ramp	пандус, безбар'єрний доступ
sign language	мова жестів
stairlift	сходова клітка, підйомник
subtitles	субтитри
text-reading software	програма текстового мовлення
therapist	терапевт

Other words and phrases

compulsory	обов'язковий
cosy	комфортний, приємний, затишний
demanding	вимогливий/важкий, напружений
endurance	витривалість, міцність
mental health	психічне здоров'я
relevant	актуальний, відповідний
resistance (to sth)	протидія
safety precautions (pl)	запобіжні заходи
significant	вагомий, істотний
spacious	просторий
supportive	той що підтримує, допомагає
symptom	симптом
tense	натягнутий, напружений
unfamiliar	незнайомий, невідомий, чужий
wellbeing	благополуччя, здоров'я

UNIT 8 TRAVEL AND TOURISM

Types of travel

commute (n)	поїздка, дорога на роботу
commute (v)	їздити на роботу, в школу
cruise	круїз, морська подорож
excursion	тур, екскурсія
expedition	експедиція
flight	політ
itinerary*	шлях, маршрут
jet lag	виснаження після довгого перельоту
journey	подорож
outing	екскурсія, поїздка, пікнік
ride	дорога, поїздка, катання
tour	круїз, тур
travel	
~ light*	подорож з малою кількістю багажу
~ overland*	подорожувати суходолом
yacht*	яхта

Tourism

accommodation	житло
affordable*	доступний
attractions*	пам'ятки, атракціони
backpacker	рюкзак
beach	пляж
bed and breakfast (B&B)	напівпансіон (ночівля та сніданок)
city break*	поїздка/прогулянка містом
double room*	двомісний номер (одне двоспальне ліжко)
twin room*	двомісний номер (два односпальних ліжка)
festival	фестиваль, свято
five-star hotel	п'ятизірковий готель
full board*	повний пансіон
hike	туризм, похід, подорожувати пішки
hospitality	гостинність
hostel	хостел
impact on the environment*	вплив на навколишнє середовище
in all shapes and sizes	у всіх формах і розмірах
locals (pl)	місцеві жителі
luxurious*	розкішний
off the beaten track	подалі від усього, в самотньому місці
resort*	курорт
season	
high ~*	пік сезону, розгар сезону
low ~*	міжсезоння, мертвий сезон
self-catering apartment*	квартира з самостійним харчуванням
spa hotel	оздоровчий готель, спа-готель
tour guide*	туристичний гід
tradition	традиція
visitor	відвідувач

Urban transport

access (v)	мати доступ
bicycle	велосипед
bicycle lane	велосипедна доріжка, велосипедна смуга
bus	автобус
commuter town	міські поселення, спальний район
destination	місце призначення
diesel-powered	дизельний
electric vehicle	електромобіль
escalator	ескалатор
intercity trains	швидкі міжміські поїзди
LPG (liquid petroleum gas)	автомобільний газ (тип палива), рідкий нафтовий газ
metro line	лінія метро
metropolitan area	столична зона
river boat	річковий човен
road vehicle	дорожній транспортний засіб, автомобіль
run underground	переміщення під землею
scheduled	запланований
suburban railway	приміська залізниця, швидкісна залізниця
surface	поверхня

* vocabulary extension

Oxford University Press is the world's authority on the English language.

As part of the University of Oxford, we are committed to furthering English language learning worldwide.

We continuously bring together our experience, expertise and research to create resources such as this one, helping millions of learners of English to achieve their potential.



Створений спеціально для України, *Oxford Exam Trainer* пропонує ґрунтовну підготовку і практику екзаменаційних завдань для учнів середніх закладів освіти, які готуються до тестування з англійської мови.

Успіх у складанні екзамену

- Усі три сфери спілкування: особистісна, публічна й освітня, вивчаються в 12 тематичних розділах.
- Лексика за темою надається на початку кожного розділу.
- Систематична практика *Reading, Listening, Writing, Speaking* і *Use of English* забезпечується на кожному уроці.
- Широкий спектр видів завдань знайомить учнів із форматом тесту.
- Екзаменаційні стратегії й поради допомагають учням розвинути впевненість у своїх силах.

Надійна підтримка під час відпрацювання тестових завдань

- *Exam practice extra*: чотири екзаменаційні завдання *Listening, Use of English, Reading* і *Writing* після кожного другого розділу.
- *Speaking bank*: корисні фрази з перекладом українською мовою для комунікативних завдань.
- *Writing bank*: зразки, корисні лексичні структури й методичні поради щодо ефективного виконання розділу «Писемне мовлення».
- *Wordlist*: ключова лексика з перекладом українською мовою до всіх екзаменаційних сфер спілкування організована за темами.
- Зразок пробного тесту з англійської мови: щоб надати учням справжню екзаменаційну практику.
- *Student's website*: два пробних тестування онлайн й усі аудіофайли для *Student's Book* за посиланням www.oup.com/elt/oxfordexamtrainer
- *Teacher's Guide with Audio CDs*: відповіді з методичними коментарями й детальним поясненням, чому той чи інший варіант є хибним або вірним.

Гнучкість у викладанні

- *Oxford Exam Trainer* може використовуватися самостійно, як інтенсивна програма навчання, або як екзаменаційний додаток до будь-якого навчально-методичного комплексу з англійської мови.
- Курс повністю розрахований на потреби учня: розділи та секції можуть бути опрацьовані в будь-якому порядку.

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

